



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION



# 2024-2025 Annual Report

# Contents

Dean's Welcome	Page 3
Our Strategic Plan	Page 4
The College of Education Student Experience	Page 7
Honors Convocation and Graduation	Page 12
Alumni Connections, Impact and Successes	Page 13
Social Justice and Community Engagement	Page 15
Lectures and Events	Page 19
Academic Excellence and Innovation	Page 22
Building on the Blueprint	Page 31
Faculty, Staff and Administration Accomplishments	Page 33

# Dean's Welcome

It is with great pride and gratitude that I present the annual report of the College of Education at DePaul University. Each year, this report provides an opportunity to highlight our accomplishments and to reflect on the values that guide our work as a Vincentian institution.

**At the heart of our mission is the belief that education and mental health are both professions and callings.** Our faculty, staff and students live out this mission daily, through rigorous preparation, innovative practice and a deep commitment to equity and justice in the communities we serve.

Inspired by the Vincentian tradition, we continue to ask how our teaching, research and partnerships can respond to the urgent needs of society, particularly for those who have historically been marginalized.

This past year, the College of Education advanced in many meaningful ways. From strengthening partnerships with local schools, to expanding pathways that prepare diverse educators, to deepening our research on teaching and learning, we remain steadfast in preparing professionals who will shape classrooms, schools, clients and communities into the future. Just as importantly, we celebrate the stories of our students and alumni whose work exemplifies the power of education and mental health professions to transform lives.

As you read through the following pages, I hope you will see both the scope of our activity and the spirit of our mission. This is the collective effort of faculty and staff who are dedicated to student success, of students who bring passion and resilience to their studies, and of alumni and partners who extend our reach far beyond the university. Together, we are carrying forward the Vincentian commitment to service, justice and the common good through our transformative work.

Thank you for your continued support of the College of Education. We are proud to share this past year's story with you and look forward toward future building and the impact yet to come.

With gratitude and hope,



*Jennifer Mueller*

Dr. Jennifer Mueller  
Dean, College of Education

# Our Strategic Plan



## From Vision to Action: A Blueprint for the College of Education's Future

In meetings and discussions throughout the College of Education last year, ideas came alive. Faculty imagined new ways to teach, students shared bold visions, and staff weaved the practical with the visionary. Every conversation sparked strategies, every collaboration drove progress, and every step propelled our college toward the future it is actively working to imagine and create.

Guided by the university-wide Designing DePaul framework, the College of Education launched, in winter 2024, a strategic planning cycle that invited a bold reimagining of what it means to learn, to teach and to lead. This process began with a vibrant visioning retreat in which college faculty and staff collectively proposed ideas for and approaches to teaching, counseling, leadership and scholarly pursuit. These conversations laid the groundwork for a shared vision of the College of Education's future, one defined by a commitment to promoting justice, diversity, leadership, inclusivity, innovation, collaboration and DePaul's Vincentian ideals.

From March to June 2024, we devoted the all-college meetings to defining goals, refining the mission, articulating values and shaping the strategic priorities to guide its work. Faculty, staff, students and community partners contributed throughout every stage by providing input, feedback and innovative ideas.



**These conversations  
laid the groundwork  
for a shared vision  
of the College  
of Education's future**

# Our Strategic Plan

The resulting strategic priorities reflect our shared vision, our ambition and our action:



## Student Experience

To enrich the student experience by fostering a sense of engagement, belonging and connection through equitable access to holistic support services and resources that empower all students to accomplish their professional, academic and personal goals.

## Social Justice and Engagement

To realize the tenets of equity, diversity, inclusion and anti-oppression locally, nationally and globally by advancing equitable opportunities, fostering a climate of belonging, investing in sustainable partnerships and developing culturally responsive practitioner scholars and leaders to create a more just society.

## Academic Distinction and Innovation

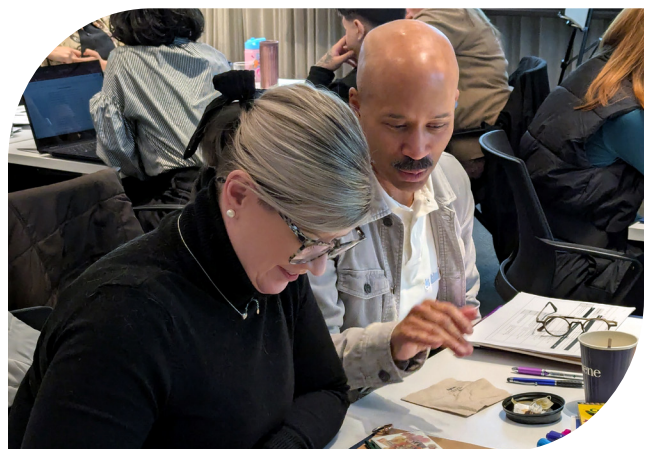
To promote a culture of academic excellence through dynamic programs, curriculum, pedagogies, research and scholarship and prepare innovative practitioners and scholars.

## Continuous Improvement and Effectiveness

To review, establish and document systematic processes and transparent policies that ensure programs, resources and services remain responsive to educational opportunities, student need and social issues.

Together, these priorities form a blueprint for the college's future—a living, dynamic plan for strengthening learning, driving innovation, advancing equity and turning our collective goals into tangible impact.

Throughout the 2024–2025 academic year, the College of Education translated its strategic blueprint into action by implementing initiatives that reshaped the college, expanded inclusivity and strengthened engagement across its community. The year's efforts reflected our college's commitment to moving beyond planning through measurable impact and progress.



From left to right: Jordan Humphrey and Ronald Chennault

# Our Strategic Plan

A few specific projects and actions included:

## Continued Growth of the Office of Innovation and Professional Learning (OIPL)

The college expanded OIPL programming, including on-demand delivery of our exclusive International Baccalaureate certificates, non-credit competency-based micro-credentials with the School of Professional and Continuing Studies, and community programs, such as Racial Restorative Practices Civic Leadership initiatives and Catholic Future Teacher Leader programming.

## Pathways into Education

The college partnered with select community and technical colleges to develop articulation agreements supporting licensure programs and implemented a Licensure Pathways Portal.

## Counseling and Education Collaboration

Re-establishment of services in our Education and Counseling Center (ECC) to support second year counseling students in attaining requisite practicum hours and serving the mental health needs and learning of our teacher preparation students.

## New Positions

### Director of Teacher Preparation, Leadership and Licensure (DTLL)

The DTLL led the Teacher Education Unit Council, implemented licensure policies aligned with ISBE CRP standards, and guided program redesign across the unit with DEIA as a central framework.

### Associate Dean for DEI and Faculty Development

Duties were realigned to elevate focus on diversity, equity, inclusion and accessibility (DEIA). The AD served as the college's Diversity Advocate and led the development of a

comprehensive DEIA plan spanning faculty development, student engagement and curricular innovation.

## Student Success

The college created OASIS (Office of Advising, Student Success, Internships and Student Teaching), a holistic student services unit that unified advising, academic student success, internships and student teaching support and led by the current Director of Advising through the role of OASIS, Executive Director.

.....

Through these initiatives, our college moved from strategy to action. By embedding innovation, equity and engagement into programs, policies and partnerships, the college began actively turning its blueprint for the future into measurable outcomes that are strengthening learning, supporting students, and advancing the professional and academic excellence of our communities. Together, these accomplishments reflect a forward-looking, inclusive and dynamic College of Education ready to continue shaping the future.



From left to right: Kimberly Molnar and Eva Patrikakou

# The College of Education Student Experience



## Overview

The student experience at the DePaul College of Education (COE) extends far beyond the classroom. Our unique Layered-Learning™ approach focuses on classroom, project-based and service learning. It begins when one first considers joining our community, continues throughout coursework, and lasts for many years as a proud COE alum. Along the way, students connect with staff, faculty, fellow students, alumni, donors and the larger community, each playing a role in shaping this critical journey.

We are committed to making every stage of this experience engaging, supportive and impactful. Over the past year, we have taken meaningful steps to enhance the way students interact with the college, while also celebrating the many accomplishments of our students and alumni.

Support and engagement begin even before students step into their first classes. From the moment they are admitted, they are invited to experience the care and connection that define the DePaul College of Education. At events like Admitted Students Preview Day, prospective students and their families can tour campus and facilities, meet with faculty and staff, and have their questions answered. These opportunities help ease anxieties and build excitement, setting the stage for a welcoming, supportive journey from day one.

What follows are some of the highlights from the past year—improvements we've made to strengthen the COE experience and stories that showcase the incredible achievements of our community.

# The College of Education Student Experience

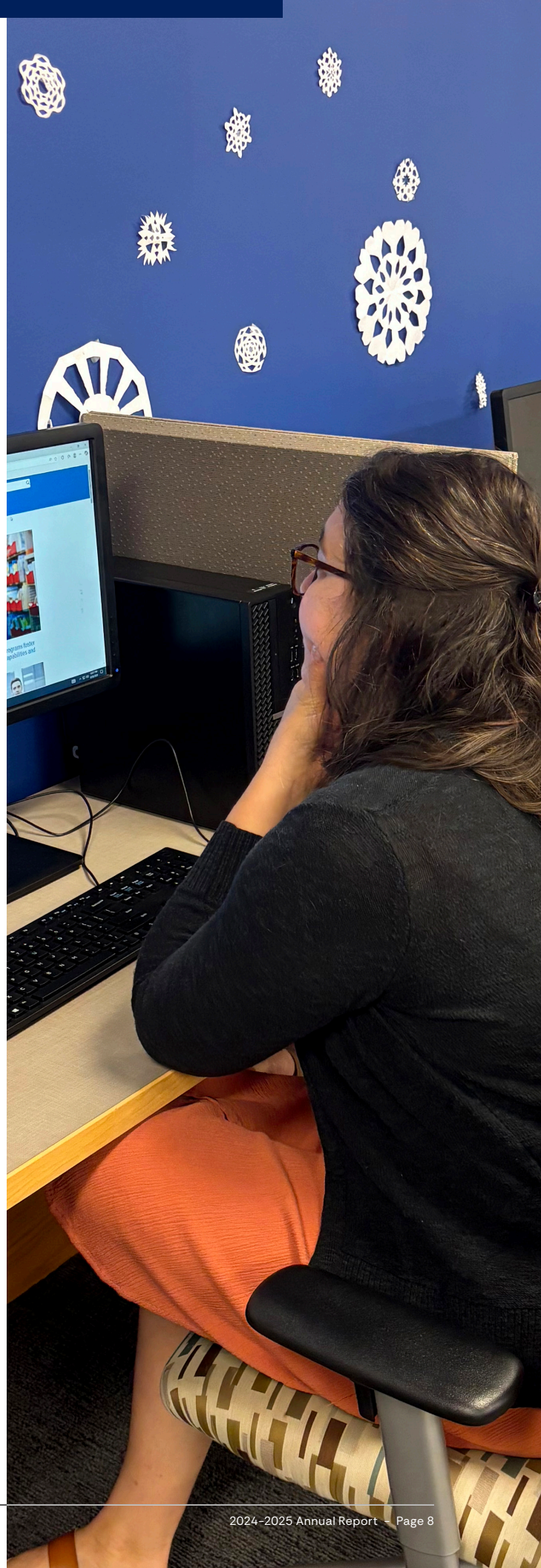
## Office of Advising, Student Success, Internships and Student Teaching (OASIS)

At the College of Education, our mission is to prepare educators, counselors, leaders and scholars who are dedicated to building equitable, compassionate, intellectually rich and socially just environments. We know this work is ongoing, which is why we are equally committed to learning and evolving as a college. To better serve our students, we continuously improve our processes and expand opportunities for feedback. Each year, we gather input from students about their academic journeys and experiences in the COE and use it to guide meaningful improvements.

One of the most significant changes born from student feedback was the reimagining of student support services. We brought together several offices under a single, student-centered resource: OASIS (Office of Advising, Student Success, Internships and Student Teaching). Located adjacent to the front atrium of the COE building, this innovative, centralized hub has transformed the student experience by ensuring that every learner has access to coordinated and comprehensive support throughout their time in the COE.

Students can stop by OASIS to meet with their academic advisors or check-in with student teaching and internship coordinators as they prepare for classroom or counseling placements. Quarterly meetings with advisors are standard, and many students value the chance to build close relationships while developing customized academic plans.

On the 2nd floor of our building, the Academic Success Center provides resources for COE students. We are unique on campus in offering a comprehensive, in-house success center. Here, students receive one-on-one tutoring, join study groups, or take practice exams in a supportive environment. During the 2024-2025



# The College of Education

## Student Experience

academic year, more than 350 appointments were held, with staff helping students succeed in coursework, prepare for content tests, and strengthen their academic skills.

We have also expanded OASIS spaces to include a new larger Study Lounge, located next to the Academic Success Center. Open all day, the lounge features whiteboards, group seating, armchairs, computer access, a coffee machine, a children's library and a reservable study room. We are also proud to offer a new prayer and reflection room, another example of how the COE is creating spaces that support students holistically.

Student feedback about these new spaces has been enthusiastic. Many students share that they "LOVE the lounge" and value having "clean and beautiful spaces to work in" that are "very quiet and relaxing." Similarly, OASIS itself has received overwhelmingly positive feedback since its creation. Students describe the office as "very helpful, professional, and kind," and note that "all of [my] experiences with OASIS staff have been wonderful." These comments underscore how much students appreciate the thoughtful spaces and personalized support available to them. Together, they are tangible reminders of our ongoing commitment to enhancing the student experience in the College of Education.

### COE Scholarships

Each year, the College of Education is proud to offer between 25 and 30 student scholarship opportunities through our annual scholarship process. We recognize how critical financial support is to our students, and it remains one of our top priorities as we evaluate student needs. In Fall 2024, we were thrilled to award 28 scholarships to 45 students—and even more thrilled to hear directly from recipients about the difference these awards make in their lives.



**Receiving this award has been an incredible encouragement, easing financial burdens and allowing me to focus on my education and future career as a Spanish teacher.**

**Thank you for believing in students like me.**

Diana  
a 2024 COE scholarship recipient

All scholarships are donor-endowed, and we are deeply grateful to the supporters who make them possible. Their generosity ensures that future educators, counselors, leaders and scholars can pursue their goals with fewer financial barriers.

In addition to our regular fall cycle, the COE also offers quarterly scholarships for students completing required student teaching, counseling internships or educational leadership internships. Because these field experiences often limit the ability to work, this additional funding provides crucial relief at a pivotal point in students' programs. Over the 2024–2025 academic year, 114 student teachers, counselors and interns received support through these scholarships, totaling nearly \$180,000 in awards.

# The College of Education Student Experience

## COE Student Highlight



**Deonte Tanner**

PhD student in Educational Leadership

**Deonte Tanner** is a current PhD student in Educational Leadership in DePaul University's College of Education, and he also serves as the Dean of Students at CICS Prairie Elementary School in Chicago.

After completing his undergraduate studies at Marquette University, Deonte chose to continue his academic journey at DePaul, pursuing both a master's degree and now a PhD in Educational Leadership.

We connected with Deonte for this Student Highlight to learn more about what led him to choose DePaul, how the university has influenced his career path, and what advice he has for current and future students. Here's what Deonte had to say.

**73%**  
of COE students  
would re-enroll  
in the College of Education  
if starting their  
academic studies again\*

### **What made you choose DePaul?**

I chose DePaul because of its deep commitment to social justice and leadership development. The university's mission to serve diverse communities resonated with my own passion for creating equitable opportunities in education. I wanted a program that would challenge me academically while also preparing me to be a leader who could drive meaningful change. DePaul offered both.

### **How has your DePaul education shaped your current professional work?**

My time at DePaul provided me with the knowledge, tools and perspective to lead with both vision and empathy. The Educational Leadership program encouraged me to think critically about how systems impact students and communities, and it emphasized the

\* 2024–2025 Annual College of Education Student Perception Survey.

*Continues on page 11.*

# The College of Education

## Student Experience

importance of centering equity in every decision. The mentorship and support I received from faculty continue to influence how I approach leadership and problem-solving in my work today.



**...always keep students at the center of your work. They are the reason we lead...**

Deonte Tanner  
PhD student in Educational Leadership

### What led you to your role as Dean of Students for CICS Prairie?

My career path has always been rooted in service. After completing my undergraduate degree at Marquette, I pursued both a master's and PhD candidacy in Educational Leadership at DePaul while simultaneously building hands-on experience in community engagement. Founding Servants for Hope—a grassroots organization focused on hunger relief, mentorship and family support—gave me the opportunity to address inequities beyond the classroom. These combined experiences in academic preparation and community service positioned me to take on the role of dean of students at CICS Prairie, where I work daily to support and empower young people.

### What do you enjoy most about serving as Dean of Students?

The kids, the kids, and again, the kids. The most rewarding aspect of my role is seeing students succeed not only academically, but socially and emotionally. I enjoy building strong

relationships with students and families and helping to shape a school culture where every student feels supported and understood. Each day brings an opportunity to make a positive impact in a young person's life, and that sense of purpose keeps me motivated. First grade has stolen my heart!

### Do you have any advice for students who want to work in educational leadership and administration?

Lead with purpose, compassion and humility. Leadership is less about titles and more about service to others. Take time to listen and build authentic relationships, because those connections will shape the culture you lead. Challenges are inevitable but staying grounded in your "why" will carry you through. Most importantly, always keep students at the center of your work. They are the reason we lead, and their success is the ultimate measure of our impact.

# 81%

**of COE students said their COE experience helped them better understand their own values\***

\* 2024–2025 Annual College of Education Student Perception Survey.

# The College of Education Student Experience



## Honors Convocation and Graduation

This ever-increasing level of care for our students continues to prove effective. Among the 2024 College of Education graduating class, 72% of undergraduate students and 62% of master's students graduated with honors. For undergraduates, honors requires a GPA of 3.5 or higher, while graduate students must achieve a 4.0—an impressive standard upheld by a significant portion of our students.

Each spring, in addition to graduation, we celebrate these achievements at the annual Honors Convocation, where students graduating with honors are recognized alongside their families. In June 2025, more than 280 students and guests attended, a reflection of both the strength of our academic community and the support system that sustains our students throughout their journey.

Of course, no academic year is complete without Commencement. Over the past five years, the College of Education has proudly graduated 2,130 students. Commencement is a joyful sendoff, as our newest alumni

Over the past five years,

**2,150**  
students  
graduated

from the College of Education\*

step forward to make an impact in their communities. Many continue their academic journey with us, returning to earn a second degree and joining the ranks of proud Double Demons. For the past five years, more than 100 COE graduates annually have returned to DePaul, most often enrolling in counseling, educational leadership, or curriculum studies programs. In 2024–2025 alone, 50 new Double Demons joined our counseling program.

\* Institutional Research & Market Analytics (IRMA) Fact File, Table 5–2.

# The College of Education Student Experience

Within 6 months of graduation

# 88%

of bachelor  
degree recipients\*

and

# 92%

of graduate  
degree recipients\*

are employed in their field of study

Career outcomes for our graduates remain consistently strong. Within six months of graduation, 88% of our bachelor's degree recipients and 92% of graduate degree recipients are employed in their field of study, continuing their education, or pursuing other meaningful goals. According to DePaul Career Center data, our graduates apply their education across a wide range of settings, from Chicago Public Schools and DePaul University, to counseling centers, nonprofit organizations, Catholic schools, universities nationwide, and even teaching placements abroad.

Together, these outcomes reflect both the academic excellence of our students and the lasting impact of the College of Education.

## Alumni Connections, Impact and Successes

Our alumni remain deeply connected to the College of Education, and we are always excited to hear from them. Many reach out to the OASIS to share career updates, announce job openings at their schools or counseling centers, or inquire about supervising field experiences and student teachers. Schools also frequently contact us to promote positions, noting the positive experiences they've had working with our alumni. These exchanges not only strengthen our alumni network, but also deepen our partnerships with the communities we serve.

This past year, we proudly celebrated numerous alumni accomplishments across a wide range of fields.



*A College of Education Master's student crossing the stage at our 2025 Commencement Ceremony*

\* Career Center Annual Postgraduate Outcomes Survey.

# The College of Education Student Experience

Three COE alumni were named Golden Apple Award for Excellence in Leadership finalists:

**Brian Kelly**, Principal, Dr. Martin Luther King Jr. College Prep High School

**Lorianne Zaimi-Cuevas**, Principal, Helen C. Pierce School of International Studies

**Lisa D. Bucciarelli**, Principal, Plainfield Elementary School

Other notable achievements include: **Nina Hike**, a chemistry teacher at George Westinghouse College Prep, receiving the Presidential Award for Excellence in Mathematics and Science Teaching; **Peggy Heinrich** becoming the first female President of Elgin Community College; and **Raychel Wesley** being reappointed by Governor JB Pritzker as Commissioner of the Illinois Workers Compensation Commission. Our alumni are leading at every level, from classrooms and universities to state and national leadership roles.



From left to right: Dean Jennifer Mueller, Julia Dunn, Adam Case (accepting on behalf of AUSL), and Alicia Collins (accepting on behalf of William J. Collins, her husband).



Some members of the Dean's Leadership Council. From left to right: Nannette Zander, Judith Scholes, Loren Chernoff, Susan Merten, Jennifer Mueller, Enice Paloma Reyes, Juan Mir, and Suzanne Hogarty.

To further celebrate these contributions, we launched a new tradition in 2025: the College of Education Alumni Awards, presented annually at our Alumni Reception. The inaugural recipients were:

**The Distinguished Alumni Impact Award** – William J. Collins (MEd '13), Curriculum Studies

**The Vincentian Partnership Excellence Award** – Academy for Urban School Leadership (AUSL)

**The Early Career Alumni Achievement Award** – Julia Dunn (MEd '18), T&L Secondary Education Biology

These awards mark a new way to honor the extraordinary impact of our alumni, who embody the values of DePaul and carry them forward into their schools, communities and professions. By celebrating their accomplishments and fostering ongoing connections, we strengthen our shared commitment to addressing inequities, cultivating engaged citizens, and building a brighter future together.

## Stay Connected

Are you a DePaul COE Alum? We'd love to hear from you! You can reach us directly at [education@depaul.edu](mailto:education@depaul.edu) or contact our alumni office at [dpalumni@depaul.edu](mailto:dpalumni@depaul.edu). Please keep us up to date on your career and education milestones.

# Social Justice and Community Engagement



## Faculty and Staff News

### (Re)Introducing Associate Dean for DEI and Faculty Development – Darrick Tovar-Murray

**Darrick Tovar-Murray** was named the first associate dean for DEI and faculty development in the College of Education, officially stepping into the role in July 2024. An associate professor in the Department of Counseling and Special Education, Tovar-Murray has served as a valued member of the DePaul community since 2005.

Now more than a year into his new position, he generously took time to reflect on his experience in the college—especially amid a particularly challenging moment for equity



*Darrick Tovar-Murray,  
Associate Dean of DEI and Faculty Development*

work. What follows is an excerpt from a longer, insightful conversation about the evolving responsibilities and significance of this role.

**DTM:** We must always go back to what is obvious and evident: the mission of our college and university. We talk about the Vincentian mission, and I think that should be the starting point, no matter what conversation we're trying to have. I also think what's important is to recognize multiple perspectives and this value tends to be reflected in the empathy that we have towards those who we have the honor to serve.

When I think of my role in the college, it is all grounded in our core values. For instance, having a sense of Vincentian personalism, upholding human dignity for all people, working with society's most marginalized populations, just to name a few. We are all included in that conversation ... because it relates to all of us.

When I think of human dignity, it reminds me of hope. Holding onto hope is important.

*Continues on page 16.*

# Social Justice and Community Engagement

Darrick Tovar-Murray interview continued:

I see hope as a preferred story because it provides us with possibilities for a new beginning and empowers us to change. This work that I do can also be presented in a question: “How do we come together as staff, faculty and students to make sure that we are carrying out our wonderful mission?”

I see my role as a leader who helps to carry out the mission, collaborates with staff and faculty, interacts positively with students, engages with the community, and ultimately makes a

difference in our society. As the saying goes, “one student, one community, and one classroom.”

[This is] a new role for me, so I’m learning. And I like that part because I like to learn. No matter what the role is, there’s a human being, and if my role doesn’t allow me to learn and be a human, then it will be difficult for me to do my work. I would like to end by saying I really enjoy going to different events (e.g. autumn visit events, etc.) where I get a chance to speak about us. That’s what I do best, tell the story of us.

## James Duignan Honored with Endowed Chair in Visual Arts Education

**James Duignan**, a faculty member at DePaul for over 30 years, was honored with the first Endowed Chair for Visual Arts Education in the College of Education. This gift was made possible by the Weitz Family Foundation and the estate of Justina Tzeng. Katie Weitz, a 1999 graduate of the College of Education with a Master of Education degree in teaching and learning, is a former student of Duignan. She has continued to work closely with him.

As Weitz told DePaul Newline this past January, “Jim is a passionate advocate for providing a quality arts education rooted in social justice and the welfare of others. I have always admired his ability to inspire individuals and communities to explore, challenge and find solutions to our greatest societal issues through creative pursuits. My family and I hope this gift enables Jim to share his vision and expertise for turning life into art with DePaul students, faculty, staff and collaborators for years to come.”



*James Duignan, Endowed Chair in Visual Arts Education*

Not only is Duignan a veteran faculty member in the College of Education, but 2025 also marks the 30th anniversary of the Stockyard Institute, an initiative he founded as part of his ongoing mission to teach and inspire art education students within the college. Influenced by youth, radical educators and local activists, the Stockyard Institute has evolved into a dynamic and continually expanding network of collaborators. Rooted in the traditions of conceptual art and grassroots community organizing, the institute serves as a collective platform that responds to the needs, questions, and aspirations of its participants.

For more information about Stockyard Institute, visit their web page at [stockyardinstitute.org](https://stockyardinstitute.org).

# Social Justice and Community Engagement

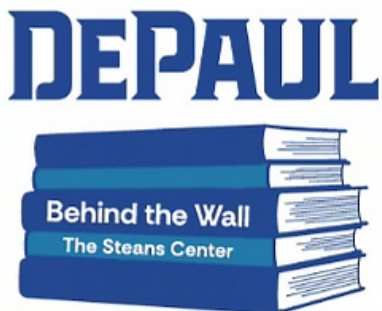
## Mindy Kalchman Leading Inside-Out Prison Exchange Program



*Mindy Klachman, Retired 2025*

**Mindy Kalchman**, who retired this past summer, leaves behind not only a distinguished academic legacy, but also a profound example of community-engaged learning through her work with the Inside-Out Prison Exchange Program, a national initiative founded in Pennsylvania in 2004.

In 2012, through the work of the Steans Center, the program was integrated at DePaul and seeks to embody the Vincentian values of service, justice and community engagement by providing “opportunities for men and women, inside and outside of prison, to have transformative learning experiences that emphasize collaboration and dialogue.”



Kalchman taught an honors math course at Cook County Jail that brought together DePaul students and incarcerated individuals in a shared educational experience rooted in dialogue, reflection and mutual respect. According to Helen Damon-Moore, associate director of the Steans Center at DePaul, Kalchman teaches the only mathematics course in the country currently offered inside a jail or prison.

This extraordinary distinction highlights Kalchman’s deep commitment to educational equity. By bringing a traditionally underrepresented subject like mathematics into the program, she not only broadens the scope of what is possible in correctional education, but also empowers her students—both DePaul students and incarcerated individuals—to engage with math in meaningful and transformative ways.

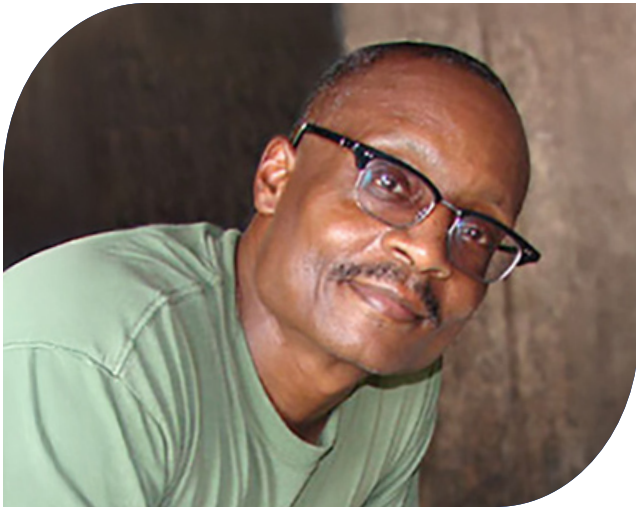


**(Mindy) Kalchman teaches the only mathematics course in the country currently offered inside a jail or prison**

Additionally, by extending the classroom beyond traditional walls, she inspires her students to think critically about systems of inequity and the power of education as a tool for change. Her contributions to this program reflect a powerful and enduring commitment to using education as a force for social good.

# Social Justice and Community Engagement

## Professor Haymes Re-Named Presidential Diversity Fellow



*Prof. Stephen Haymes,  
College of Education and Presidential Diversity Fellow*

**Stephen Haymes**, professor of philosophy and of education in the College of Education, was originally named a Presidential Diversity Fellow for the 2023–2024 academic year by DePaul University President Robert L. Manuel, and the honor has been extended for a second year into 2024–2025, in recognition of his impactful work. This continuing fellowship supported Haymes’ ongoing project focused on deepening DePaul’s understanding of the experiences of its Black Catholic students, faculty and staff. His work aims to increase institutional awareness of anti-Black racism, foster an intercultural campus community rooted in inclusion and hospitality, and elevate the Black Catholic worldview—its religious expressions, intellectual traditions and liberatory potential.

Through this work, Haymes is also building pathways to enhance the recruitment and support of Black Catholic students, faculty and staff while contributing to the broader diasporic intellectual traditions of Afro-Catholicism in the Americas. His efforts are particularly significant for advancing liberatory pedagogies rooted in justice, spirituality and community. “I am dedicated to this institution and am animated by Vincentian and Catholic social teaching that promote a united, inclusive and intercultural vision and purpose,” Haymes shared in a DePaul Newsline article (7/20/2023). A member of the College of Education faculty for over three decades, he also holds affiliations with DePaul’s departments of International Studies and Peace, Justice, and Conflict Studies. His work continues to embody the mission of DePaul through a visionary and justice-centered approach to education.



**I am dedicated to ...  
social teaching that promote(s)  
a united, inclusive and  
intercultural vision and purpose.**

**Stephen Haymes, DePaul Newsline**

# Social Justice and Community Engagement



## Lectures and Events

### Education Issues Forum Continues into Its 15th Year

For the past 15 years, the DePaul College of Education's (COE) Education Issues Forum has served as a cornerstone for timely, thought-provoking conversations on the most pressing topics in education. Each academic quarter, the forum presents a new theme and brings together educators, researchers and community leaders for robust, public dialogue that reflects the college's commitment to equity, civic engagement and social justice in education. These events are free and open to the public, live-streamed on YouTube, and continue to draw wide participation from across the city and beyond.

This year's series of forums addressed the urgent intersections of education, politics and policy. The autumn quarter forum, titled "Teaching Opportunities and Challenges as the 2024 Election Approaches," built on the spring 2024 conversation on "Education for Democracy in a Contentious Election Year." Panelists Pankaj Sharma, social studies and civics teacher at

Niles North High School, Shonda Ronen, principal of Wolf Ridge Education Center, and Hector Sanchez, bilingual social studies teacher at Greater Lawndale High School for Social Justice, discussed strategies for creating democratic classrooms, fostering open dialogue and promoting civic participation. The discussion opened with remarks by Leah Bueso, assistant professor of Urban Education at the University of Illinois Springfield.

In the winter quarter, the forum focused on "The Trump Administration's Plan for Public Education," featuring Carol Burris, executive director of the Network for Public Education, and Julian Vasquez Heilig, professor of Educational Leadership at Western Michigan University. Moderated by COE's own Sonia Soltero, the panel critically examined potential shifts in public education policy and their implications for schools, educators and students across the nation.

*Continues on page 20.*

# Social Justice and Community Engagement

The spring quarter forum, “Immigration Policies Impacting Our Schools and Students,” addressed the real-world consequences of immigration enforcement and legislation on students, families and schools. Panelists included Lubna Alam from the National Education Association, Rachel Esposito, former Cicero middle school teacher and current field service director for the Illinois Federation of Teachers, and Gabriel Paez, a bilingual middle school teacher at school on Chicago’s west side. Also moderated by Soltero, the panel discussed current immigration laws, student protections and strategies to support families navigating fear and uncertainty in these challenging times.

The continued success of the Education Issues Forum is due to the unwavering dedication of COE faculty member Diane Horwitz, who has coordinated the forum since its inception. Her vision and commitment have made the forum a vital platform for engaging the broader educational community in meaningful and courageous dialogue. For more information about our Educational Issues Forums, please visit our [DePaul College of Education YouTube](#) channel.

## College of Education Presents “Teacher” Documentary

It was red carpets and marquees in September as DePaul’s College of Education proudly presented the screening of “Teacher,” a powerful documentary by DePaul alum Adam Gacka. Hosted at the historic Davis Theater on Lincoln Avenue near DePaul’s Lincoln Park Campus, the event brought together over 100 students, faculty, educators and community members for an unforgettable evening celebrating the heart of urban education.

“Teacher” offers an intimate, emotional, and honest look at the experiences of teachers through the lens of a teacher resident Nkanga Nsa and her mentor in the college’s Chicago

Teacher Residency (CTR) program at Curtis Elementary in the Roseland Community on the south side of Chicago. The documentary explores issues such as the teacher shortage and captures many of the challenges and triumphs of teaching. Through vivid storytelling and powerful personal narratives, the film highlights the commitment, resilience and impact of educators working to make a difference in their communities.

Following the screening, the audience engaged in a thoughtful panel discussion featuring key voices from the documentary—Nkanga Nsa and Chelsea Bennett—as well as prominent members of Chicago’s education community, including Adam Case from the Chicago Teacher Residency program, Karime Asaf, Chief of Multilingual-Multicultural Education at Chicago Public Schools, and Dean Jennifer Mueller of DePaul’s College of Education. Through this rich conversation, the panel aimed to create a space for dialogue on the challenges and future of education in our Chicago communities.

To learn more about the film and its mission, visit [teacherdocumentary.com](http://teacherdocumentary.com).



“Teacher” Photo Booth at the College of Education screening

# Social Justice and Community Engagement

## COE Hosts Kopan Lecture

The College of Education (COE) was honored to host Kevin Kumashiro as the featured speaker for the 2024–2025 Andrew T. and Alice O. Kopan Endowed Lecture Series. An internationally recognized expert on educational policy, school reform, teacher preparation and educational justice, Kumashiro delivered a compelling lecture titled “Naming the Moment and our Intervention: Five Lenses for Education, Democracy and Justice.” Held virtually via Zoom on April 10, the lecture drew a wide audience of educators, students and community members committed to advancing equity and justice in education.

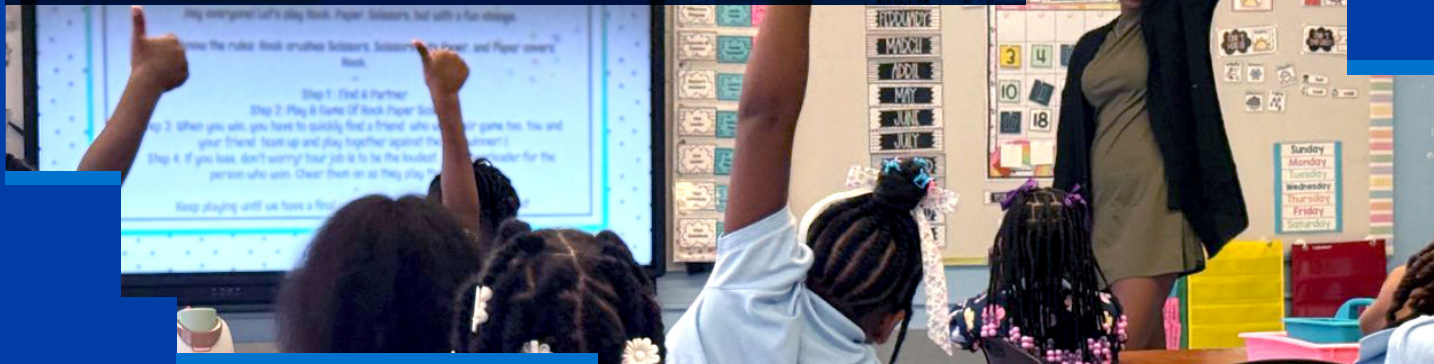
Kumashiro, former dean of the Schools of Education at both the University of San Francisco and Hofstra University, brought a wealth of experience and insight to his presentation. With a career marked by award-winning scholarship, leadership and advocacy, he examined the

critical challenges facing education in the foreseeable future through a multifaceted lens, urging participants to consider how we—as educators, students and engaged citizens—can intervene meaningfully in the fight for democratic and just education systems. As part of his commitment to empowering action, Kumashiro provided a set of curated resources, links and a custom toolkit developed specifically for DePaul’s College of Education to support continued learning and activism beyond the lecture.

Now in its third consecutive year, the Kopan Endowed Lecture Series continues to provide a platform for leading voices in education to inspire dialogue, reflection and action. The College of Education extends its deep gratitude to the Kopan family for their generous support, which makes these important conversations possible.



# Academic Excellence and Innovation



## Program Development and Pipeline Projects

The College of Education at DePaul University is deeply committed to promoting a culture of academic excellence by continuously advancing its programs, curriculum, pedagogies and research initiatives. Through dynamic and responsive academic offerings, the college integrates theory with real-world practice to ensure students are prepared to meet the evolving needs of diverse educational environments. Faculty members engage in cutting-edge scholarship and model innovative teaching strategies that inspire critical thinking, collaboration and reflective practice. By fostering a community that values inquiry, equity and intellectual rigor, the college prepares forward-thinking practitioners and scholars who are equipped to lead, innovate and make meaningful contributions to the fields of education and mental health. Over the 2024–2025 academic year, the College of Education engaged in a wide range of initiatives aimed at fostering academic excellence, advancing innovation and deepening our impact across educational and community settings. Below, find the year’s key highlights that reflect our continued commitment to equity, innovation and transformative practice.

### Education and Counseling Center (ECC) Counseling Practice

The Clinical Mental Health Counseling (CMHC) program piloted a programming enhancement this year providing the opportunity for the second-year students to complete their required practicum hours in-house in the ECC. Developed by Deanna Burgess and Okenna Egwu, the pilot served as a part-time placement

site for 12 counseling students across three quarters of their practicum and internship experience. Clinical hours were supervised by counseling faculty providing an experience that could be personalized and customized toward building from the strengths of the counselors in-training and directly working with them on growth areas.

*Continues on page 23.*

# Academic Excellence and Innovation

The ECC provided a dedicated space for College of Education students to access free counseling services. This in-house model allowed our graduate trainees to directly serve their peers, fostering a culture of support and wellness within the COE community. Serving as a key cross-programmatic, interdisciplinary initiative, the audience for counseling services were teacher preparation students from across various licensure programs as well as general education students in the COE. The teachers-to-be were provided access to counseling sessions and services while they were completing their student teaching quarter, often a stressful and challenging time for the teacher education students.

Not only were students able to explore their own identity development as teachers, they were also provided tools to approach their classroom practice from a mental wellness perspective. The initiative created a triple win: new counselors gained meaningful opportunities to contribute to the professional growth of future educators; teacher candidates deepened their knowledge of wellness practices to carry into PK-12 classrooms; and children, youth and families benefited from a workforce better prepared to respond to their needs with awareness and care.



*Pictured from left to right are Brian Dohse, Jacob DeLay, David Smith, Melissa Ockerman, Marta Milani, and Morgan Karl at the Summer Seminar celebration. See page 24 for more.*

## School-Based Trainee Recruitment and Retention through Innovation and Diversity Enrichment (Project STRIDE)

Project STRIDE (School-Based Trainee Recruitment and Retention through Innovation and Diversity Enrichment) is a joint effort between DePaul's Psychology Department and the College of Education's Counseling Program. It focuses on providing school-based mental health services to high-need elementary and middle schools in the Chicago Public Schools (CPS) District with the goal of expanding the capacity of school counselors.

As the fourth-largest school district in the nation, CPS serves a diverse student population, 72% of whom come from low-income backgrounds, with 46% identifying as Latinx and 35% as African American. Mental health concerns among CPS students have risen sharply in recent years, with Latinx youth in particular experiencing disproportionate rates of anxiety and depression. At the same time, 88% of public schools nationwide report they lack the capacity to meet students' mental health needs. Project STRIDE directly addresses this crisis by supporting the recruitment and retention of future school counselors who reflect the racial, ethnic and linguistic diversity of the communities they serve.

Through tuition reimbursement and stipends provided during the required 700-hour practicum and internship, STRIDE reduces financial barriers and creates pathways for DePaul graduate students to enter the field. By preparing culturally responsive counselors equipped to work in under-resourced schools, Project STRIDE aims to expand mental health capacity and promote educational equity across the CPS system.

# Academic Excellence and Innovation

## Summer Seminar

In July 2025, the College of Education, in partnership with the Università di Verona's Dipartimento di Scienze Umane, hosted a transformative global summer seminar that brought together faculty, scholars and practitioners from across the U.S. and Europe. Held on DePaul's campus, the four-day program underscored the college's commitment to intercultural competence, trauma-informed care and community building, particularly within the fields of counseling, social work and education. Participants engaged in cross-disciplinary dialogue exploring the evolving skillsets professionals need in an increasingly interconnected and complex world. The seminar blended theory with practice, offering a dynamic mix of scholarly insight and applied models used in schools, counseling centers and community spaces.

The seminar was led by an esteemed team—including Melissa Ockerman, Intercultural Scholar Marta Milani from the Università di Verona, Dean Mike Trevisan of Washington State University, and Canadian educator and doctoral student Carla D'Elia—and the sessions highlighted global perspectives and practical strategies for fostering equity, resilience and compassion. With hybrid access and 25 continuing education credits offered, the seminar not only elevated DePaul's role as a center for cross-cultural collaboration, but it also cultivated a growing international community dedicated to advancing socially responsive professional practice.

Questions about this Summer Seminar experience, or creating your own? Reach out to Melissa Ockerman at [melissa.ockerman@depaul.edu](mailto:melissa.ockerman@depaul.edu).



*Summer Seminar. Pictured from left to right are Vince Walsh-Rock, Brian Dohse, Jacob DeLay, and Morgan Karl. The woman with her back to the camera is Lydia Nantwi.*

# Academic Excellence and Innovation



## Apprenticeship in Special Education Teaching (ASSET)

The College of Education at DePaul University was awarded a \$500,000 grant, jointly funded by the Illinois Office of Finance and the Illinois State Board of Education, to launch a groundbreaking apprenticeship program for aspiring special education teachers. The program, titled ASSET (Apprenticeship in Special Education Teaching), is designed to create more accessible and affordable pathways into the teaching profession, particularly for individuals who may face financial barriers to certification.

ASSET is a one-year, accelerated post-baccalaureate licensure-only program that allows participants to work as paid Special Education Classroom Assistants (SECAs) while concurrently completing coursework toward teacher licensure. This innovative model enables students to earn an income while gaining hands-on classroom experience, bridging the gap between academic preparation and professional practice. With its first cohort set to launch in Winter 2025 and an initial enrollment of approximately 15 students, ASSET reflects the College's commitment to educational equity, workforce development and preparing highly qualified special education teachers. In the future, the program aims to expand into a full licensure-to-master's degree pathway, further supporting long-term career growth and academic advancement for its participants.

# Academic Excellence and Innovation

## Academy for Urban School Leadership Partnership - Chicago Teacher Residency

Since 2015, DePaul University's College of Education has proudly partnered with the Academy for Urban School Leadership (AUSL) and Chicago Public Schools (CPS) to deliver the Chicago Teacher Residency (CTR) program, an innovative, nationally recognized reimagining of traditional teacher preparation. This model immerses aspiring educators in a full-year, hands-on residency alongside experienced



*The graduating AUSL Chicago Teacher Residence class of 2025.*

CTR has graduated over

**1,400**  
highly effective  
teachers

in the last two decades\*

mentor teachers and instructional coaches in under-resourced CPS schools. Residents engage in rigorous, accelerated coursework while gaining extensive classroom experience, culminating in licensure in areas such as special education, elementary education, secondary education, visual arts and physical education.

CTR addresses both teacher quality and shortage challenges by creating a sustainable, scalable and replicable human capital pipeline for high-need schools. Rooted in evidence-based teaching strategies and daily classroom practice, the program significantly increases

time spent in the field, preparing new teachers to thrive in complex school environments. With support from AmeriCorps, CPS, community partners, philanthropic organizations and families, CTR has successfully graduated over 1,400 highly effective teachers over the past two decades.

In 2024–2025, not only did the college graduate an all-time high class of 117 students, but we also expanded the program beyond Chicago to serve school districts in Lake County, including Round Lake Beach, North Chicago and Waukegan—specifically preparing special education teachers. This expansion underscores our shared commitment to equity and educational excellence.

Looking ahead, DePaul and AUSL aim to continue to grow the number of residency participants, forge new partnerships, and further innovate the model to meet the evolving needs of schools and communities. Together, we remain steadfast in our mission to ensure that every child has access to a high-quality education, and every teacher is equipped to deliver it with confidence, compassion and cultural responsiveness.

\* AUSL (Academy for Urban School Leadership) 2024 Impact Report.

# Academic Excellence and Innovation

## Expansion of Micro-credentials, Workshops, Professional Development, and Support for Migrant Students and their Families

Through the Office of Innovative Professional Learning (OIPL) in the College of Education, we continue to strengthen our impact in Catholic and public education through a series of strategic workshops, research-based programming and growing partnerships. Faculty across the Archdiocese of Chicago and beyond enhanced their work through professional development sessions led by our own faculty experts.

These workshops addressed timely and complex topics—from the ethical integration of AI in the classroom to trauma-informed counseling, inquiry-based theological instruction, and civil discourse in challenging conversations. Through initiatives like the Catholic Identity Quest and tailored counselor training, educators and school leaders gained actionable strategies to support holistic student development—academically, socially, emotionally, and spiritually—while staying rooted in Vincentian values and traditions.

In addition to advancing faculty and counselor development, OIPL expanded its national and global reach. A collaborative summer seminar with faculty from Verona, Italy, introduced participants to the RISE framework, blending neuropsychological research, embodied learning and cultural responsiveness to enhance emotional and intercultural competence. New and ongoing contracts with our school partners further demonstrate OIPL's capacity to deliver customized, mission-aligned programming focused on inclusion,

*Continues on page 28.*



# Academic Excellence and Innovation

wellness and spirituality. Revenue from fee-for-service initiatives allows OIPL to fund resources for graduate students and K–12 educators—reducing financial barriers while broadening DePaul’s influence and fulfilling its mission of transformative, accessible education within Chicago communities.

The College of Education also focused on growing its pathways and pipelines into the education and mental health profession throughout the 2024–2025 academic year. A key area of this growth is the expansion of micro-credentials—short, targeted learning experiences designed for non-degree-seeking educators and counselors to develop specific skills and competencies. These flexible, accessible programs are delivered through online coursework and offer immediate, practical application in areas such as instructional technology, culturally responsive teaching and social-emotional learning. Beyond skill development, micro-credentials provide a personalized avenue for professional growth

and serve as a bridge for participants to transition into full degree programs, further supporting workforce development and educational advancement.

OIPL also led a vital new collaboration with the Archdiocese of Chicago’s Office of Catholic Schools and the Big Shoulders Fund, positioning OIPL as a key partner in addressing the needs of migrant students. Through this initiative, the COE will provide graduate coursework for ESL and Bilingual licensure endorsements, along with targeted professional development for educators. By equipping teachers to better support migrant and newcomer students and families, the project fosters more inclusive, effective classrooms and reflects OIPL’s deep commitment to social justice. Aligned with DePaul’s Vincentian mission, this effort exemplifies the university’s dedication to serving marginalized communities and advancing equity in education.

---

## The Schreiber Catholic Future Teacher Leader Program

The Schreiber Catholic Future Teacher Leader (CFTL) Program, based in DePaul’s Office of Innovative Professional Learning (OIPL) and generously supported by Schreiber Family Philanthropy, is an innovative initiative dedicated to developing a diverse pipeline of future Catholic school educators and leaders. Focusing on middle and high school students from underrepresented backgrounds, the program offers a unique model of early potential-teacher development through mentorship, internships and community equity projects. Students are encouraged to continue their educational journey and ultimately return to serve and uplift their own communities.



*CFTL Celebration*

*Continues on page 29.*

# Academic Excellence and Innovation



*CFTL Panel Discussion*

The program expanded its reach by partnering with 4 Archdioceses, including Joliet, Rockford, Portland, and Chicago. There are also plans to incorporate the Archdiocese of Gary, Indiana, and the Archdiocese of Miami, Florida, in the future.

Its recent launch at St. Sabina Catholic School marks a deepened commitment to engaging with historic Black Catholic communities. With the addition of College of Education faculty member Stephen Haymes, the curriculum now integrates critical perspectives on Black Catholic education and social justice. Students also explore innovative pedagogy, educational technology and culturally responsive teaching, all within a Catholic framework. Collaborations

with Catholic universities offer participants early exposure to teacher preparation programs and support the development of faith-based educational philosophies.

In May, over 200 students from 15 Catholic schools participated in the program. Students gathered at the Lincoln Park Campus to share the culmination of their yearlong work. The event celebrated their growth as future Catholic educators and highlighted their potential as transformational leaders—young people who are putting their faith into action to ensure a just, inclusive and vibrant future for Catholic K–12 education.

# Academic Excellence and Innovation

## International Baccalaureate Educational Certification (IBEC)

Another way the College of Education is advancing on a global scale is through the continued growth of the International Baccalaureate Educator Certificate (IBEC) program. DePaul remains the only university in the nation to have the IB Educator certificate as part of a terminal degree. Our IB educator program has students globally from over 80 countries.

Our program represents

**137**  
**countries**  
across the  
international footprint\*

Over the past year, the program has seen significant increases in both enrollment and revenue, consistently surpassing prior-year benchmarks. DePaul University is recognized by the International Baccalaureate Organization (IBO) for offering four distinct IB Educator Certificates: Teaching and Learning in a Global Context for the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), as well as the IB Certificate in Leadership Practice (LP).

The recent launch of the new enrollment cycle was aligned with the conclusion of the IB Global Conference, leveraging renewed interest in professional development among IB educators. Looking ahead, the program is preparing to transition to a course delivery platform to enhance the learner experience and support future scalability. OIPL is also expanding its international footprint through potential new partnerships, including with an IB school in South Korea. Further solidifying the program's impact, the International Baccalaureate invited OIPL to submit a \$75,000 research proposal for an ethnographic study titled "Transforming International Baccalaureate Educators and Schools." This opportunity not only highlights OIPL's growing national and international reputation in educational research, but also reinforces DePaul's role as a leader in global teacher development.

\* Institutional Research & Market Analytics (IRMA) International Student Report.

# Building on the Blueprint



## Continuous Improvement and Future Directions

For the College of Education, the 2024–2025 academic year was defined by assessment and action. Guided by the shared vision and collective priorities outlined in our strategic blueprint, we engaged in continuous improvement efforts

throughout the year, strengthening academic programs, enhancing the student experience and sharpening operational effectiveness. These efforts took shape across multiple key areas:

**Strengthened equity and belonging** by creating new structures for inclusive leadership within the college.

**Advanced academic excellence** by piloting interdisciplinary curriculum revisions and introducing faculty innovation grant support.

**Deepened student support** by expanding programs and resources that promote holistic student success.

**Expanded community engagement** by building new partnerships that ensure our teaching, research and service continue to advance justice and opportunity beyond DePaul.

**Enhanced operational effectiveness** by integrating new technologies to improve planning, decision-making, and alignment across the college.

Taken together, these efforts show more than incremental progress—they reflect a culture of intentional learning, adaptation and growth. Each initiative was grounded in data, informed by stakeholder input, and aligned with our college’s blueprint for the future.

# Building on the Blueprint

As we embark on a new academic year, we do so with a renewed commitment to bring our blueprint to life through continuous improvement. In the 2025–2026 academic year, we will

**advance academic excellence** by redesigning the existing educational leadership master’s degree to better prepare leaders for today’s complex educational environments;

**expand student success** by reintroducing the Undergraduate and Graduate Student Advisory Boards to amplify student voice and strength shared governance; and

**deepen belonging** through expanded mentoring, advising and engagement opportunities that support our college’s marginalized populations.

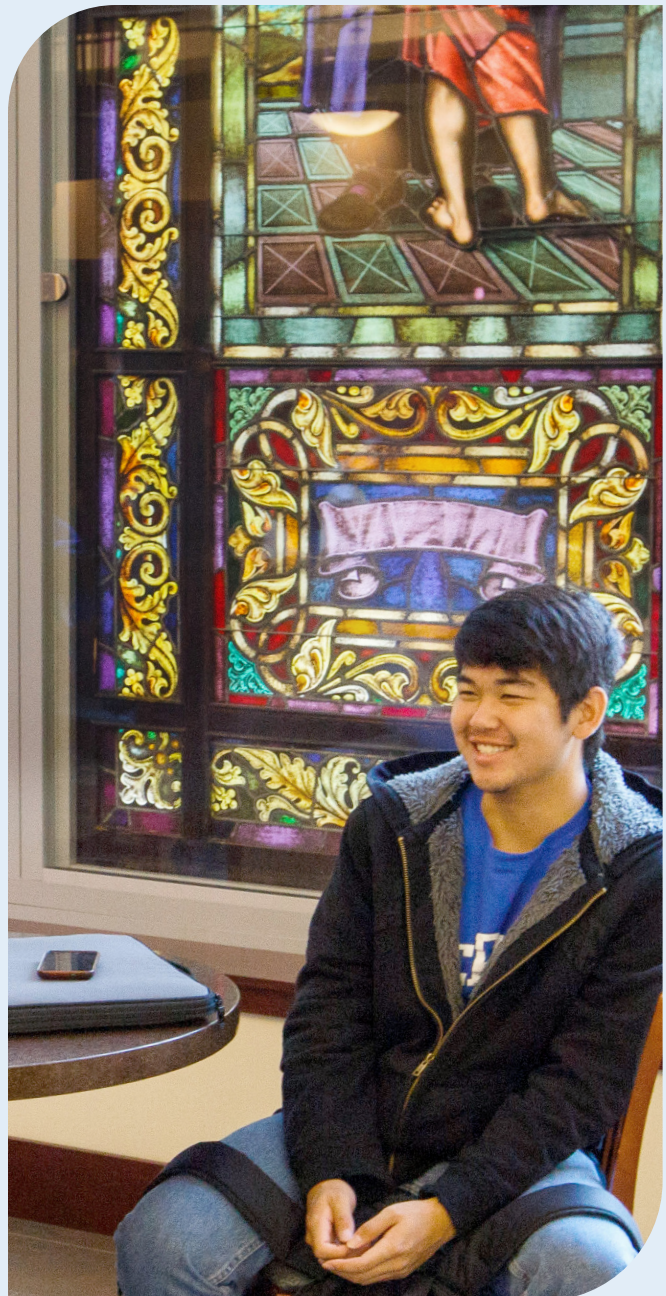
At the same time, we will

**enhance institutional effectiveness** through the launch of Technology Integration and Budget Advisory Groups to improve coordination, align resources and technology, and strengthen decision-making across the college.

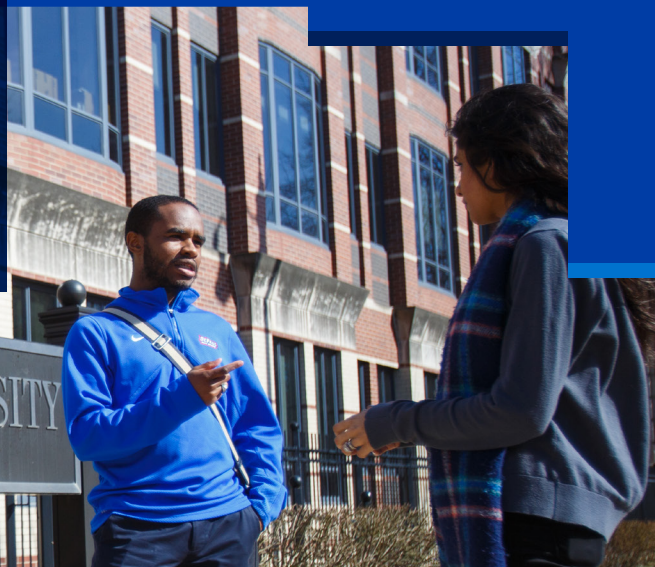
Looking forward to 2025–2026, we are focusing on some new projects, including:

- Expanding Alternative Educational Pathways
- Technology Integration and Instructional Design
- Educational Leadership Modernization
- Clinical Mental Health Counseling Expansion
- Building Communications and Marketing Strategic Plans
- and more!

These initiatives are more than individual projects; they exemplify our sustained practice of learning, adapting and growing together. Guided by our strategic blueprint, our faculty, staff, students and stakeholders are shaping a College of Education defined by equity, innovation and meaningful impact, building on past achievements while preparing for future successes.



# Faculty, Staff and Administration Accomplishments



## Faculty Retirements



### Mindy Kalchman

After 22 years of dedicated service, we announce the retirement of Mindy Kalchman, esteemed faculty member in teacher education, who now

holds the distinguished title of emerita faculty. She has been a passionate educator, mentor and scholar whose contributions to the college and the field of teacher preparation, particularly in the fields of mathematics education and learning theory, have left a lasting legacy. Mindy brought deep expertise, thoughtful innovation and unwavering support to her students and peers. She was known for fostering inclusive learning environments, championing reflective practice and engaging future educators in meaningful, transformative work. As she enters this new chapter, we celebrate her many accomplishments and express our deepest gratitude for her years of service. Mindy's impact will continue to be felt for years to come, and we wish her joy, fulfillment and new adventures in retirement!



### Andrea Kayne

After 27 years of service, we also announce the retirement of Andrea Kayne, faculty member in the educational leadership program

of the Department of Leadership, Language and Curriculum. Throughout her tenure, Andrea was a powerful voice for student-centered leadership. Her work inspired generations of educators to lead with purpose, leaving an indelible mark on schools and communities far beyond DePaul. As a mentor, professor and program director, she brought passion, vision and authenticity to every role she held. Her unwavering belief in the potential of each student—and her ability to challenge and empower them—has shaped the lives and careers of countless educational leaders. As Andrea embarks on this next chapter, we extend our heartfelt gratitude for her decades of service and contributions to our community!

# Faculty, Staff and Administration Accomplishments

## Leadership Transitions

Among the changes over the past year are several shifts in leadership within the college.

Notably, the role of Associate Dean for Curriculum and Programs transitioned on July 1, 2025 from Barbara Rieckhoff to Kathie Kapustka.



Barbara has provided thoughtful leadership in this role for the past six years, guiding academic program development, curriculum innovation and

accreditation processes with dedication and a deep commitment to excellence. Her collaborative spirit and strategic vision have strengthened the college's academic foundation and student-centered focus. As she steps down from this position, we extend our sincere gratitude for her service.



Stepping into the role, Kathie Kapustka brings a wealth of experience in teacher preparation, curriculum design and academic

leadership. Her commitment to inclusive and transformative education makes her exceptionally well-suited to continue advancing the college's mission. We look forward to this new chapter under her capable and visionary leadership.

This year also marks a leadership transition in the Department of Leadership, Language and Curriculum.



Sonia Soltero, who has served with distinction as department chair for over a decade, stepped down from the role on June 30, 2025. Under her leadership, the department advanced its commitment to equity, bilingual education, and community-engaged scholarship.



Succeeding her is Joby Gardner, who will continue the great strides brought about under Sonia's leadership, and also brings a deep dedication to

social justice, inclusive leadership and student-centered academic programs. The college extends its gratitude to Sonia for her years of service and welcomes Joby as he begins this important role.

# Faculty, Staff and Administration Accomplishments

## Faculty Development:

We proudly recognize our College of Education faculty, staff and administration for their many accomplishments in the fields of education and counseling:

**Melissa Bradford's** work includes:

- Presented a paper and co-presented a workshop at the 44th Annual JCT Conference on Curriculum Theory and Classroom Practice on October 17-19, 2024, at the Bergamo Conference Center in Dayton, Ohio.
- Bradford (2024, October) "Theorizing Peace Education Based on Consent." Paper presented at the JCT Conference on Curriculum Theory and Classroom Practice.
- Bradford (2024, October). "Dialogue as a Curriculum of Peace" Workshop co-presented at the JCT Conference on Curriculum Theory and Classroom Practice.
- Co-authored an article accepted for publication in *Schools: Studies in Education*, entitled "Features of the Self-Directed Education Environment: Learning from Practitioner-Experts," by Matthew Shumski and Melissa Riley Bradford.
- Delivered a keynote speech titled "Changing Paradigms and Starting a Democratic School" at the 2025 Global Citizenship Education Conference, Soka University of America, July 11-13.

.....

**Autumn Cabell** published an article in *Psychotherapy* entitled: Brown, E. M., Cabell, A.L., Gatabazi, R., Gong, J., Moran, D., Sudan, Z., Kyaw, T., Ardini, L., Heo, E., Dapaah-Afryie, C., & Kazemi, S. (2025). "We do this till we heal us: Black mental health professionals' experiences working with Black patients suffering from racial trauma." *Psychotherapy*. 62@, 154-163. [Read article here.](#)

.....

**Ron Chennault** secured a new book contract: Chennault, Ronald E. (under contract). "Elite Discourse about Public Education" (tentative title). Rutgers University Press.

.....

**Hilary Conklin's** conference papers and presentations activities include:

- Conklin, H., & Andolina, M. (2024, November). "Fostering empathy for democracy: The impact of a curriculum that centers listening and storytelling in civic education." Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA.
  - Pace, J., Conklin, H., Kafedzic, L., Stoddard, J., & Tocci, C. (2024, November). "Teaching controversial issues through case study and film: The George Washington High School murals." Paper presented at the annual meeting of the National Council for the Social Studies, Boston, MA.
  - Conklin, H., & Andolina, M. (2024, April). "Fostering empathy for democracy: The impact of a curriculum that centers listening and storytelling in civic education." Paper presented at the annual meeting of the American Educational Research Association (AERA).
- .....

**Marie Donovan** was reelected to the IBHE Faculty Advisory Council by the Independent University Caucus.

.....

**Jason Goulah's** research and professional

*Continues on page 36.*

# Faculty, Staff and Administration Accomplishments

activities included:

- Delivered the following conference presentation with Riya Kartha of University of Cambridge (UK): Goulah, J., & Kartha, R. (2024, September 19–20). “The inner realm of life in Ikeda Daisaku’s philosophy and practice of human education: Considerations in the context of spirituality in education.” Paper presented at (Re)centering Education: Interdisciplinary Perspectives on Philosophies, Methodologies, Technologies and Goals in Teaching and Learning. Roma Tre University, Rome, Italy.
- Delivered the following juried presentation at the (Re)considering Education conference in Rome, Italy: Goulah, J. (2024, September 19–20). “Ikeda Daisaku on A.I. and existential happiness: Intuition, the poetic mind, and human education at the posthuman turn.” Paper presented at (Re)centering Education: Interdisciplinary Perspectives on Philosophies, Methodologies, Technologies and Goals in Teaching and Learning. Roma Tre University, Rome, Italy.
- Delivered the keynote address on Daisaku Ikeda’s perspectives on A.I. in human education at the 5th anniversary symposium hosted by the Daisaku Ikeda Joint Research Institute for Education and Development at Universidad de Alcalá in Guadalajara, Spain.
- Goulah, J. (2024, June 19). Ikeda Daisaku on Artificial Intelligence (AI) and existential happiness: Intuition, the poetic mind, and human education at the posthuman turn. Keynote address presented at Desafíos a una educación humana: 5º Aniversario Instituto de Investigación en Educación y Desarrollo Daisaku Ikeda (Current Challenges from the Perspective of Human Education. The Daisaku Ikeda Joint Research Institute for Education and Development (IEDDAI–Instituto Ikeda)). Universidad de Alcalá. Guadalajara, España.

- Published Ikeda Daisaku’s Philosophical Practice: The Wisdom of the “Lotus Sūtra and the Oneness of Mentor and Disciple” in a 2024 special Daisaku Ikeda-themed issue of the American Philosophical Practitioners Association Journal. The article appears on pages 3439–3448 of volume 19, issue number 3 of the blind reviewed journal.

.....

**Nancy Hashimoto** and **Alicia Sanders** presented at the National Academic Advisor Association (NACADA) regional conference in Chicago. The presentation was titled, “Scaffolding Success: Using AI in the Advisor’s Toolkit.”

.....

**Jordan Humphrey’s** research and professional activities included:

- Conference papers and presentations on teacher residency programs delivered with Anne Butler and Barbara Rieckhoff.
  - Rieckhoff, B., Humphrey, J.R., & Butler, A & McQueen, K. (2024, October). “Perceptions of former paraprofessionals in a teacher residency program.” Presented at the annual TED Conference, Pittsburgh, Pennsylvania.
  - Rieckhoff, B., Humphrey, J.R., Butler, A & McQueen, K. (2024, November). “Teacher residents’ perceptions and utilization of university resources: A study for continuous improvement.” Presented at the annual Mid-Western Educational Research Association Conference, Cincinnati, Ohio.

*Continues on page 37.*

# Faculty, Staff and Administration Accomplishments

## Jordan Humphrey (continued)

- Rieckhoff, B., Humphrey, J.R., & Butler, A & McQueen, K. (2024, April). "Perceptions of teacher residency: Expectations and supports for success." Presented at the annual American Educational Research Association (AERA), Philadelphia, Pennsylvania.
- Elected to serve on Executive Board for Illinois Association of Colleges for Teacher Education (IACTE).
- Co-authored an article with Anne Butler, Barbara Rieckhoff and Roxanne Owens on special education and teacher residency programs. Butler, A. M., Rieckhoff, B. S., Owens, R. F., & Humphrey, J. (2025). "Strengthening Teacher Residencies for Paraprofessionals in Special Education: Building Identity from Within." Journal of Teacher Education, 76(6), 441-457. [Read article here.](#) (Original work published 2025)

.....

**Nozomi Inukai** and **Alexandra Cruz** presented "Enacting Curriculum Studies for Peace in Our Environment: Duoethnographic Exploration of Our Praxis" at the Bergamo Conference on Curriculum Theory and Classroom Practice.

.....

**Mindy Kalchman** was a panelist as part of the Northwestern University Prison Education Program Justice Fellows Panel, "Re-entry and Living with Dignity," on January 28, 2025.

.....

**Kathie Kapustka** research and professional activities included:

- Presented conference papers entitled:
  - Bright, S. & Kapustka, K.M. (2024, November). "Integrating Middle School

ELA & SEL with Caudill Graphic Novels." Presentation at the annual convention of the Illinois Association for Gifted Children, Naperville, IL.

- Kapustka, K.M. & Bright, S. (2024, November). "Gifted & LGBTQ: Using Texts for Tweens to Create Safe Classroom Spaces." Presentation at the annual convention of the National Association for Gifted Children, Seattle, WA.

- Published the co-authored book: Bright, S. & Kapustka, K. (2024). "Integrating social and emotional learning with content: Using graphic texts for differentiated teaching in grades 3-5 classrooms." Routledge.

.....

**Kim Molnar's** research and professional activities include:

- Co-authored a chapter titled "The 22-25 Year Old" with Jocoby, R., Molnar, K., and Falardeau, T. within the edited book titled A Therapist's Guide To Adolescent Development" by Kimberly M. Jayne and Katherine Purswell.
- Published in The American Counseling Association blog: Molnar, K. (June 2025) "A Liberated Feminist's Need for the Masculine Voice in Counseling," Counseling Today Member Blog. The American Counseling Association.

.....

**Nora Murphy**, Director of the Academic Success Center, presented at the Teaching and Learning Conference: "Compassionate Campuses: Trauma-Informed Practices for Faculty & Staff."

.....

*Continues on page 38.*

# Faculty, Staff and Administration Accomplishments

**Gonzalo Obelleiro** and **Jay Goulah** delivered a symposium on their forthcoming book “The Dewey-Soka Heritage and the Future of Education” at the 2024 conference of the North American Association for Philosophy and Education, held at University of St. Mary on the Lake in Mundelein, IL (October 25-27).

.....

**Melissa Ockerman**, **Becky Michel**, and students published an article: Ockerman, M., Michel, R., Wendell, M. & Perry, K. “Practitioner-Scholar Co-Teaching Model in Counselor Education.” *Journal of Professional Counseling: Practice, Theory, & Research*.

.....

**Roxanne Owens** research and professional activities included:

- Served as lead editor of the *Winter Illinois Reading Council Journal*, the double-blind, peer-reviewed publication of the state reading organization.
  - Appointed co-chair of the American Library Services for Children Research Committee. ALSC is a division of the American Library Association. Her two-year term as co-chair began on July 1, 2025.
  - Collaborated with multi award-winning authors Sarah Aronson and Candace Fleming to produce the first in a series of video blogs for the classroom in her role as President of the Illinois Council for Affective Reading Education (ICARE), a state-wide sub-council of the Illinois Reading Council. Each month, a different author will be interviewed for the new “Land of Lincoln Lit Lounge of Love”. The vlogs can be viewed at [illinoisreadingcouncil.org/icare](http://illinoisreadingcouncil.org/icare).
- .....

**Sunny Park-Johnson** presented at the 15th Workshop on Immigrant Languages in the Americas in Athens, Georgia. The title of her presentation was “Korean Heritage Speakers in Early Childhood: Code Mixing Structure and Content.” She also was a panelist on a special session on Linguistic Dominance, where she presented her talk entitled “Language Dominance: Child Heritage Bilingualism and Acquisition.”

.....

**Sonia Soltero** was invited to deliver a keynote address at the Oregon Association for Bilingual Education Annual Conference titled, “A dual language biliteracy blueprint: Culturally and linguistically responsive principles and practices,” as well as a featured address at the Association of Bilingual Education Annual Conference titled, “Dual language learner literacy development and the science of reading in early childhood education.” Soltero, a Board Member of Advance Illinois, also co-hosted with President Robin Steans the organization’s annual retreat on Diversity, Equity and Inclusion at DePaul.

.....

**Chris Worthman** joined the editorial team of the Society of Children’s Book Writers and Illustrators publication, “The Prairie Wind.”



If you would like to donate to the College of Education, please visit [our donation page](#).



**DEPAUL UNIVERSITY**

COLLEGE OF EDUCATION

2247 N. Halsted St.  
Chicago, IL 60614  
(773) 325-7740  
[education@depaul.edu](mailto:education@depaul.edu)

[education.depaul.edu](http://education.depaul.edu)

Find us on social media.

