

## Message from the Dean

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### Connect With Us



With the start of the fall term around the corner, I am hoping that you have marked your calendar to participate in the 2015 College of Professional Studies [Fall Faculty Conference](#) on Friday, October 2. Each year I hear from faculty members that this day together is energizing and provides new insights and tools readily applicable to teaching.

As you may know, this year we're doing more programmatically with this conference by including the Northeastern/Swinburne University of Technology Global Leadership Summit interwoven into the day, with the complementary themes "[Energizing Leadership, Energizing Teaching.](#)" I encourage you to take advantage of the expanded opportunities to explore the global nature of higher education and industry engagement through workshops, discussions over meals, and networking.

I look forward to seeing you there,

John LaBrie  
Dean

A reminder to [register](#) for the 2015 College of Professional Studies Fall Faculty Conference and Northeastern/Swinburne University of Technology Global Leadership Summit. **Registration closes on Wednesday, September 23.**

**Where:**

The Sheraton Boston Hotel  
Constitution Ballroom, 2nd Floor  
39 Dalton Street  
Boston, MA 02199

**When:**

Friday, October 2, 2015  
8:00 AM to 5:30 PM EDT

A conference program schedule is available on the College's [Faculty Central](#) website.

## Faculty Academic Council

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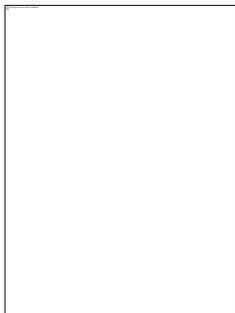
The Faculty Academic Council (FAC) promotes the integration of sustained, systemic faculty expertise, perspectives, and voice in key processes and policies within the College of Professional Studies, fostering the highest levels of academic integrity and professional standards.

The FAC provides a structure for faculty governance that supports these efforts with transparency and inclusion in decision-making and with ongoing communication with the College's administration. Members of the FAC want and encourage all faculty members to participate.

The first meeting of the year will be held on Monday, September 21 at 2 P.M. in conference room C3-140 at 101 Belvidere and online. The link to join online is provided [here](#).

## ISIS & Anxiety: Faculty Share Expertise in the Media

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**Craig Gruber**, PhD, Director and faculty member in the Master's in [Homeland Security](#) program, was recently on the New England Cable Network's (NECN) "Broadside" news program to provide his expertise on the recruitment strategies of the group known as ISIS (the Islamic State of Iraq and Syria) directed towards young women. View the interview [here](#).



**Kristen Costa**, PhD, faculty in undergraduate, graduate and doctoral programs at the College was recently interviewed on Southern California's National Public Radio program "AirTalk" to discuss how anxiety can be a "frenemy." Listen to her interview [here](#).

## Knowing Global Student Success

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Are you a faculty member who is thinking of ways to internationalize your classroom and support the university's international population? Visit the Global Student Success (GSS) [website](#) to learn more about its resources.

GSS provides high-quality language, academic and cultural resources to Northeastern's international students. The GSS International Tutoring Center provides integrated English instruction through 50-minute appointments with professional language tutors both online and in-person. The Tutoring Center addresses areas such as: writing (getting started, organization, grammar, and citations); conversation; pronunciation; reading; testing English as a foreign language; and career preparation. In addition, the center runs a series of language and culture workshops which focus on improving skills in paraphrasing, summarizing, making small talk, and presentation skills. Finally, GSS offers two Listening and Speaking classes providing practice for students to improve their pronunciation, listening, and speaking skills.

GSS also provides resources for faculty to support international students in their classrooms. Each month, GSS hosts a webinar focusing on ways to better support the university's international population. The GSS website contains an [archive](#) of recorded webinars in the focus areas of Language and Academics, Advising and General Support, Culture, and Global Education.

For any questions, please email [Globalss@neu.edu](mailto:Globalss@neu.edu).

## NU Global Faculty Member Authors Book on the "Southern Strategy"

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Edward "Ted" Miller's book, [Nut Country: Right-Wing Dallas and the Birth of the Southern](#)

[Strategy](#) will be published this month by University of Chicago Press. Dr. Miller is an Assistant Teaching Professor in the [Global Pathways](#) and [American Classroom](#) programs.

*Publisher's Weekly* described the book this way: "Miller painstakingly details how a combination of newfound wealth (and a desire to hold on to it), a sudden rise of the middle class (which allowed for a single breadwinner and freed wives to dabble in politics), and the need for new residents to assimilate resulted in a highly conservative political stance riddled with deep-seated racism and 'conspiratorial' John Bircher thinking. Miller's outstanding research allows him to weave a number of parallel stories, most notably his portrayal of the role of women working behind the scenes to enact this political shift. An insightful examination of a political shift that endures to this day."



[Read a Q&A](#) with Dr. Miller on his book in the *Dallas Morning News*.

## Online Experiential Learning Update

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The Northeastern University Online Experiential Learning [Blackboard Support Center](#) has a new enhanced interface and improved site navigation to make it easier to find the support resources faculty need.

- \* **My Help Center** tracks the status of support cases and provides review of previous solutions
- \* **Appointment Scheduler** enables faculty to book time with a Blackboard specialist for technical support
- \* **24/7 support** continues to be available via phone, live chat, or web ticket

This [video](#) provides a quick overview of the new features.

Faculty members can ensure their course has the up-to-date support information their students need. Here are instructions to update links: [Updating Bookmarked URLs to Support Articles](#).

For a listing of upcoming faculty trainings, bookmark the Instructor Resource Center [training calendar](#) to stay up-to-date.

## Graduate Students Consult to Italian Industries

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*College of Professional Studies graduate students listened to Salcheto winery owner Michele Manelli describe the environmental and energy improvements he instituted to make his winery more sustainable.*

How do Italian firms incorporate the challenge of sustainability in businesses with both a global and local outlook? Nineteen Northeastern University students enrolled in an online course in the Master's in [Global Studies and International Relations](#) program combined a study-abroad trip and an international consultancy as they sought answers to that question.

The graduate students participated in the College's International Field Study Experience program in Tuscany, Italy, a capstone course that seeks to incorporate and unify concepts learned in earlier coursework. This applied experiential component placed students in diverse sectors of the Italian economy such as energy, education, agriculture, and tourism.

The students' consultancy experiences were chronicled in the College's [Aspire](#) blog. [Read](#) how they, sector by sector, applied their knowledge to real-world problems for companies grappling with sustainability, Italian style.

## EPortfolios for Learning, Professional Discernment, and Self-Assessment

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Faculty member Gail Matthews-DeNatale, PhD, recently presented twice at a conference about the versatility and power of ePortfolios in teaching and learning.

Matthews-DeNatale presented at the Association for Authentic, Experiential, Evidence-Based Learning meeting in a pre-conference workshop titled, "ePortfolios as a Platform for Multimodal Projects." Laurie Poklop, EdD, of Northeastern's Center for Advancing Teaching and Learning through Research collaborated on the development and facilitation of the workshop. The workshop abstract reads, in part: "At Northeastern University, students create multimodal case studies that allow them to make connections that extend beyond text-centric learning. Project portfolios serve as a platform for the students to do

original research, then present findings and supporting evidence in a format that has the capacity to incorporate images, audio, video, presentation files, .pdfs, survey data sets, and text."

In addition, Matthews-DeNatale participated in an "Ignite" session, essentially a lightning round of 5-minute presentations with slides advancing every 15 seconds, followed by a poster session during which the audience had an opportunity to speak with the presenters in more depth. The presentation and poster were both titled "The Personal Competencies Model - Moving Beyond 'One Size Fits All. '"

In the description of her talk, Matthews-DeNatale noted that the Northeastern faculty sought to, "...engage our students in this process of professional discernment, goal setting, and self-assessment. The Personal Competencies Model (PCM) assignment guides students through an intentional, research-driven process that entails taking stock of the professions to which they aspire, and then challenges students to personalize their priorities for competency development. Students have an opportunity to revisit and update their PCMs because this work is embedded in a personal ePortfolio that they maintain throughout the program. We believe that meaningful work with competencies should:

- Engage students in inquiry and visionary thinking
- Create opportunities for generative self-critique
- Be interpreted, applied, and connected
- Promote dialogue on possibilities for the 'future self'"

Matthews-DeNatale is the faculty lead for the Master's of Education [eLearning and Instructional Design](#) degree, and a thesis advisor in the [Doctor of Education](#) program.

## Meet Your Colleague: Mara Acel-Green, LICSW, Nonprofit Management

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### **Bringing A Wealth of Expertise to Guide Future Nonprofit Managers**

Mara Acel-Green, LICSW, has worked extensively with people in need of support, including at-risk adolescents, substance users, pregnant teenagers, adults seeking jobs, and lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth. A social worker by training, her professional life has spanned the full range of nonprofit work, from working with clients, to directing clinical services, to management roles, giving her a wide range of experiences to draw upon as she guides students in the Master's in [Nonprofit Management](#) program.

"My favorite part of the program is meeting people who are at the beginning of their nonprofit track," she says, "and giving them a unique lens through which to look strategically at the classes they need to take to bridge any gaps between what they know and what they need to know."

Mara teaches the online course, "Theory and Practice of Human Services," three times a year to students from around the country, and sometimes overseas, who are interested in bringing nonprofit work and human services to their communities. Many of her students are already working on the frontlines of human services in shelters, clinics, and residential programs, and are now looking to enter management. The course also occasionally attracts managers

transitioning from the for-profit to the nonprofit world and former military personnel looking to re-engage in civilian life.

At the beginning of the six-week course, Mara's students write a professional learning statement to help them work out what they each need to do for themselves throughout their time at Northeastern to shore up any gaps in their knowledge.

"Let's say I have a student with a lot of direct service experience in the human services field but no writing, budgeting, or supervisory experience," she says. "We will map out together how she will best use what she is learning in this class, as well as what other classes she may need to take, so that when she graduates, she will be eligible for the managerial jobs she is seeking."

### **Assessing an Organization**

Central to the coursework is a thorough assessment of an existing nonprofit agency in the student's community. First, students spend four weeks learning interview skills and studying diversity, best practices, budgets, money flow, and mission and vision statements. By the fifth week of the six-week course, they are ready to interview a senior nonprofit manager, and are encouraged to choose a nonprofit that interests them professionally. They first visit the organization to gauge its staffing, mission, and outreach efforts—is there diversity among the staff, are flyers in multiple languages? Then using all the components they have learned throughout the course, the in-person interview with the organization's manager provides the chance to assess the strengths and challenges of the chosen organization, from budgeting to staffing to whether the programs support the mission and vision of the nonprofit.

"This process gives students the chance to look critically and thoroughly at an organization, so they will have a strategic, rigorous approach as they develop their professional life," says Mara. "It is also a chance to network. Some of my students have been offered a job or internship as a result of these interviews!"

In addition to teaching, Mara is the founder of [Strong Roots Counseling](#) in Watertown, MA, a general practice for adolescents and adults, with specialty treatment for pregnancy or postpartum. An expert in this field, Mara also leads trainings for clinicians, childbirth professionals, and families, and speaks at conferences around the country about postpartum depression, an under-diagnosed health condition affecting millions of women today. Mara's writing can be seen on [The Huffington Post](#), as well as her website, [Maragreen.com](#). She also facilitates "Clinical Conversations," a discussion series convening local perinatal clinicians to discuss best practices and challenges facing the perinatal population.

Her dedication to the population she serves is mirrored in her students' commitment to underserved communities.

"It's thrilling to teach people interested in a field you are passionate about and see them shift in such a short period of time," she says. "They come to realize the value of networking and how much help they can get from each other as they face challenges at work."

Mara continues: "One student may say that he is struggling to find college funds for kids who are transitioning out of state care, while another is looking for housing for veterans who are returning home. They find that they can share and collaborate. They may not be serving the same populations, but the needs are similar and the over-arching question about how we get the right services to the right people remains the same. From identifying available services to understanding policy changes, it's all about finding creative solutions to complex problems. By the end of this course, my students are very adept at that."

## We Want to Hear From You!

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What information would you like to receive in the next or future issues of the Faculty Newsletter? We welcome all suggestions, and will do our best to incorporate your ideas into future communications. To submit a note, please send an email to [cpsnews@neu.edu](mailto:cpsnews@neu.edu). **Deadline for submissions for the October issue is Tuesday, September 22 at noon.**

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