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# COLLEGE OF ARTS AND SCIENCES

## ANNUAL REPORT

### **Executive Summary**

The College of Arts and Sciences (College) has just completed a superb academic year. Student demand for our courses remained strong and CAS departments worked hard to strengthen curricular offerings. For example, the Departments of Art and Music were accredited by their national professional organizations. The Department of Foreign Languages and Literatures revamped its curriculum and changed its name to World Languages and Cultures to reflect trends in the discipline.

Several departments launched creative projects to engage students in the learning process. As you will find in this annual report, departments have hosted career fairs, alumni events, student awards ceremonies, café societies, brown bag seminars, speaker series and established scholarships for their students. College students conducted community research and service learning projects in their neighborhoods, tackled internships at Chicago museums, zoos, government agencies and non-profits, and participated in professional meetings and simulation activities such as the Model UN. Many of our students presented their research and creative projects at various conferences including the Annual Student Research and Creative Activities Symposium, SACNAS, and local, regional, national and international conferences. These and other applied learning activities provide superb opportunities for professional development, giving our students an edge for career preparation and moving on to graduate school.

The College welcomed nine tenure-track faculty members to campus. Wilfredo Alvarez (CMT), Jacqueline Anderson (Social Work), Sara Cordell (Math), Genet Duke (Earth Science), Mateo Farzaneh (History), Emily Garcia (English), Jin Kim (Social Work), Christopher Merchant (Psychology) and Vida Sacic (Art) will add to the intellectual vitality of the College.

Our faculty members continued to excel in various ways. In the past year, seven faculty members were awarded tenure, eight were promoted to the rank of associate professor, and four to full professor. Laura Saunders, Professor, Earth Science, was named a United States of Agriculture E. (Kika) de la Garza Science Fellow for 2010. The

fellowship gives faculty and staff from Hispanic Serving Institutions the opportunity to collaborate with the USDA on scientific research and initiatives to address the challenges faced in the development of well prepared Hispanic workforce. Marcelo Sztainberg, Associate Professor, Computer Science was named the 2010-2011 NEIU presidential intern. Dr. Sztainberg is the third CAS faculty to serve in this capacity.

The Audrey Reynolds Distinguished Teaching Award had three CAS Nominees: Shelley Bannister, Justice Studies & Women’s Studies, Ellen Cannon, Political Science & Women’s Studies and Denise Coonan-Cortez, Foreign Languages & Literatures. The recipient of the award was Dr. Denise Coonan-Cortez. The Bernard J. Brommel Distinguished Research Professor Award was awarded to Zhonggang Zeng for his highly acclaimed research in computational mathematics.

As a community we continue to improve and serve our students, embracing our wonderful diversity, in the spirit of our values of integrity, excellence, access to opportunity, and empowerment through learning.

Wamucii Njogu

## Faculty Council on Academic Affairs Approved Curricular Changes 2009-2010

| <u>Course prefix &amp; no.</u> | <u>Title</u>               | <u>Type</u> | <u>Approval date</u> |
|--------------------------------|----------------------------|-------------|----------------------|
| ANTHRO 355                     | History of Anthropology    | WIP         | 4/6/2010             |
| ART 292                        | Professional practices     | WIP         | 12/2/2009            |
| ART 305                        | Ancient Art                | Streamline  | 1/20/2010            |
| ART 306                        | Art & Architecture         | New Course  | 2/1/2010             |
| ART 307                        | Art & Latin America        | New Course  | 2/1/2010             |
| ART 308                        | African & Ocean Art        | Streamline  | 1/20/2010            |
| ART 309                        | Asian Art                  | Streamline  | 1/20/2010            |
| ART 385                        | Web Design                 | Streamline  | 1/20/2010            |
| ART 386                        | Multimedia Design          | Streamline  | 1/20/2010            |
| BIO 411                        | Ecology & Evolution        | Streamline  | 1/25/2010            |
| BIO 412                        | Chronobiology              | Streamline  | 1/21/2010            |
| BIO 413                        | Evolutionary Biology       | Streamline  | 1/21/2010            |
| BIO 414                        | Comparative Bio of Aging   | Streamline  | 1/25/2010            |
| BIO 415                        | Animal Behavior            | Streamline  | 1/25/2010            |
| BIO 425                        | Current topics in Genetics | Streamline  | 1/21/2010            |
| BIO 428                        | Current topics in Genetics | Streamline  | 1/21/2010            |
| BIO 441                        | Biology of Viruses         | Streamline  | 1/21/2010            |
| BIO 447                        | Current topics in Cell Bio | Streamline  | 1/21/2010            |
| BIO 450                        | Foundations of Ecology     | Streamline  | 1/21/2010            |
| BIO 453                        | Conservation Biology       | Streamline  | 1/21/2010            |
| BIO 454                        | Conservation Genetics      | Streamline  | 1/21/2010            |
| BIO 455                        | Restoration Ecology        | Streamline  | 1/21/2010            |

|           |                                     |                           |            |
|-----------|-------------------------------------|---------------------------|------------|
| CMTC 200  | Theories of Media & Theatre         | WIP                       | 3/3/2010   |
| CMTT 338  | Melodrama                           | Streamline                | 10/26/2009 |
| COUN 405  | Individual Counseling skills        | Prerequisite change       | 2/15/2010  |
| COUN 420  | Intro to Family Counseling          | Prerequisite change       | 2/15/2010  |
| COUN 422  | Grief Counseling                    | Prerequisite change       | 2/15/2010  |
| COUN 424  | Stress Management                   | Prerequisite change       | 2/15/2010  |
| COUN 425  | Addictions Counseling               | Prerequisite change       | 2/15/2010  |
| COUN 431  | Couple & Family Counseling          | Prerequisite change       | 2/15/2010  |
| CS 338    | Science, Women & Technology         | Streamline                | 1/20/2010  |
| CS 418    | Research topics in Artificial Intl. | Streamline                | 3/3/2010   |
| ECON 321  | International Monetary Theory       | Streamline                | 3/1/2010   |
| ECON 324  | Economics of European Union         | Streamline                | 10/20/2009 |
| ECON 336  | Health Economics                    | Streamline                | 10/20/2009 |
| ECON 337  | Environmental Economics             | Streamline                | 10/20/2009 |
| MA in ENG | Composition Track                   | Program Modification      | 4/6/2010   |
| ENG 210   | Methods for English Majors          | WIP                       | 1/19/2010  |
| ENG 326   | Reading in World Literature         | Streamline                | 2/3/2010   |
| ENG 362   | Classic American Fiction            | Streamline                | 10/9/2009  |
| ENG 370   | America Women Writers               | Streamline                | 10/9/2009  |
| ENG 415   | Medieval Literature                 | Streamline                | 10/9/2009  |
| ENG 418   | Studies in Shakespeare              | Streamline                | 10/9/2009  |
| ENG 419   | Elizabethan & Jacobean Drama        | Streamline                | 10/9/2009  |
| ENG 422   | Milton                              | Streamline                | 10/9/2009  |
| ENG 426   | Seminar in Romantic Literature      | Streamline                | 9/18/2009  |
| ENG 428   | The English Novel                   | Streamline                | 10/9/2009  |
| ENG 431   | Writing Across the Curriculum       | Streamline                | 10/9/2009  |
| ENG 432   | Alternative Literature              | Streamline                | 10/9/2009  |
| ENG 437   | English Studies & Technology        | Streamline                | 10/9/2009  |
| ENG 466   | America Renaissance Revisited       | Streamline                | 10/9/2009  |
| ENG 467   | Age of Literary Realism in US       | Streamline                | 10/14/2009 |
| ENG 468   | US Literary Modernism               | Streamline                | 10/14/2009 |
| ENG 471   | Studies in the America Novel        | Streamline                | 10/14/2009 |
| ENG 480   | Ethnic Literatures                  | Streamline                | 10/14/2009 |
| ENG 481   | Latin American Literature           | Streamline                | 10/9/2009  |
| ENG 482   | Contemporary Poetic Forms           | Streamline                | 10/9/2009  |
| ENG 484   | Contem. US Lit since Cold War       | Streamline                | 10/9/2009  |
| ENG 485   | Contem. European Literature         | Streamline                | 10/9/2009  |
| ESCI 329  | Soil Science                        | Course Description Change | 6/11/2010  |
| GES MA    |                                     | Program Modification      | 3/3/2010   |
| GES 302   | Regional Geography                  | Streamline                | 1/20/2010  |
| GES 319   | Environmental/Natural Resource      | Prerequisite change       | 10/20/2009 |
| GES 346   | Global Chicago                      | Course title change       | 10/20/2009 |
| GES 387   | Interactive Cartography             | Prerequisite change       | 5/6/2010   |
| GES 435   | Seminar in Physical Geography       | New Course                | 2/10/2010  |
| GES 437   | Global Wildlife Issues              | Streamline                | 1/20/2010  |
| GES 450   | Seminar in Urban Planning           | Course title change       | 2/15/2010  |
| GES 453   | Sustainable Development             | Streamline                | 1/20/2010  |
| GES 454   | Population & Environment            | Streamline                | 1/20/2010  |
| GES 456   | U.S Environmental Policy            | Streamline                | 10/1/2009  |
| GES 461   | Independent Studies                 | Prerequisite change       | 3/3/2010   |

|                |   |                             |            |
|----------------|---|-----------------------------|------------|
| GES 472        | Seminar in Third World Issues           | Streamline                  | 1/20/2010  |
| GES 483        | Internship                              | New Course                  | 2/15/2010  |
| JUST 317       | White collar crime/elite deviance       | Streamline                  | 3/3/2010   |
| JUST 318       | Gangs in Chicago                        | Streamline                  | 6/11/2010  |
| JUST 319       | Latinos and the Criminal Justice System | Streamline                  | 6/11/2010  |
| JUST 332       | Race and Ethnic Relations               | Streamline                  | 6/11/2010  |
| JUST 340       | Sociology of Law                        | Streamline                  | 6/11/2010  |
| JUST 363       | Globalization & pursuit of Justice      | Streamline                  | 3/3/2010   |
| JUST 361       | Five Hundred Years of Resistance        | Streamline                  | 6/11/2010  |
| LING 362       | Linguistics and Literature              | Streamline                  | 2/3/2010   |
| JUST 364       | Terrorism in Media and Law              | Streamline                  | 6/11/2010  |
| LING 430       | Structure of Language                   | Streamline                  | 2/3/2010   |
| LING 430c      | Structure of Language                   | Streamline                  | 1/19/2010  |
| LING 482       | Stylistics                              | Streamline                  | 2/3/2010   |
| LING 483       | Field Methods in Linguistics            | Streamline                  | 5/6/2010   |
| LING 488       | Languages and Cultures of Iran          | Streamline                  | 5/6/2010   |
| LING 489       | Linguistics in the Professions          | Streamline                  | 2/3/2010   |
| LING 491F      | Mandan                                  | Streamline                  | 5/6/2010   |
| LING 491N      | Biloxi                                  | Streamline                  | 5/6/2010   |
| MATH 173       | College Algebra                         | Description & Number change | 2/15/2010  |
| MATH 175       | Trigonometry                            | Course Number Change        | 2/15/2010  |
| MATH 185       | Pre-calculus                            | Prerequisite change         | 2/15/2010  |
| MATH 251       |   | WIP                         | 1/20/2010  |
| MUS 321E       | Music History: Bach                     | Streamline                  | 2/8/2010   |
| MUS 321F       | Music History: Jazz                     | Streamline                  | 2/8/2010   |
| MUS 398B       | Practicum: Computer Mus Studio          | Streamline                  | 5/24/2010  |
| MUS 398C       | Practicum: Computer Notation            | Streamline                  | 5/24/2010  |
| MUS DANCE 390E | Seminar in Dance Performance            | Streamline                  | 4/6/2010   |
| MUS 394E       | Music Ed: Creative approaches           | Streamline                  | 2/8/2010   |
| PHIL 210       | Arguing Philosophically                 | WIP                         | 3/3/2010   |
| PHIL 214       | Medical Ethics                          | Streamline                  | 12/1/2009  |
| PHIL 343       | Religion and Globalization              | Streamline                  | 12/1/2009  |
| PHIL 344       | Buddhism                                | Streamline                  | 12/1/2009  |
| PHIL 362       | Philosophy of Law                       | Streamline                  | 12/1/2009  |
| PHIL 363       | Latin American De-colonial Theory       | Streamline                  | 10/11/2009 |
| PHIL 364       | Critical Race Theory                    | Streamline                  | 12/1/2009  |
| PHIL 365       | Environmental Ethics                    | Streamline                  | 12/1/2009  |
| PHIL 366       | Feminist Ethics                         | Streamline                  | 12/1/2009  |
| PHIL 367       | Post-colonialism                        | Streamline                  | 12/1/2009  |
| PHIL 368       | Multiculturalism                        | Streamline                  | 11/30/2009 |
| PHIL 384       | Philosophy of Religion                  | Streamline                  | 12/1/2009  |
| PHIL 385       | Philosophy of Mind                      | Streamline                  | 12/1/2009  |
| PHIL 388       | Philosophy of Language                  | Streamline                  | 12/1/2009  |
| PHIL 389       | Foucault Seminar                        | Streamline                  | 12/1/2009  |
| PHYS 305       | Modern Physics I                        | New Course                  | 3/3/2010   |
| PSCI 322       | Women & Political Influence             | Streamline                  | 1/20/2010  |
| PSCI 331       | Latinos and Public Policy               | Streamline                  | 1/20/2010  |
| PSCI 332       | Latinos and Law                         | Streamline                  | 1/20/2010  |
| PSCI 333       | Immigration, Ethnicity, Citizenship     | Streamline                  | 1/20/2010  |
| PSCI 344       | Public Organizational Theory            | WIP                         | 5/18/2010  |

|              |  |                           |           |
|--------------|--|---------------------------|-----------|
| PSCI 386     | Globalization and Politics               | Streamline                | 1/20/2010 |
| PSCI 392     | Contemporary Political Phil.             | WIP                       | 5/24/2010 |
| PSCI 478     | EU-US Transatlantic Relations            | Streamline                | 4/6/2010  |
| PSYC 314     | Psych of African American Fam.           | Streamline                | 2/3/2010  |
| PSYC 317     | Mental Health & Latino                   | Streamline                | 1/20/2010 |
| PSYC 364     | Theories Intimate Relationships          | Streamline                | 1/20/2010 |
| PSYC 376     | Social Neuroscience                      | Streamline                | 1/20/2010 |
| SOC 245      | Social Inequalities                      | WIP                       | 4/6/2010  |
| SOC 307      | Men & Masculinities                      | Streamline                | 1/20/2010 |
| SOC 350      | Social Structure-Black Comm.             | Streamline                | 1/20/2010 |
| SOC 362      | Becoming "American"                      | Streamline                | 1/20/2010 |
| SWK PRGM     |  | Program Modification      | 2/15/2010 |
| SWK 302      | Social Work and the Law                  | Streamline                | 9/23/2009 |
| SWK 307      | Services to Children/Adolescent          | Streamline                | 9/23/2009 |
| SWK 308      | Immigration and Refugees                 | Streamline                | 9/23/2009 |
| SWK 320      | Domestic Violence                        | Streamline                | 9/23/2009 |
| SWK 322      | Perspectives on Int. SWK                 | New Course                | 3/3/2010  |
| SWK 323      | Social Work with Immigrants and refugees | New Course                | 6/11/2010 |
| SWK 328      | Social Work with Groups                  | Streamline                | 9/23/2009 |
| TESL 320     | Language/Culture Latin America           | Streamline                | 2/3/2010  |
| TESL 450     | Content-Based Instruction                | Streamline                | 1/21/2010 |
| TESL 451     | Lexically-Based Instruction              | Streamline                | 2/3/2010  |
| TESL 471     | Laws/Policies in Lang Instruction        | Streamline                | 1/21/2010 |
| SPAN-FREN    | Appendix A                               | Course Description Change | 4/6/2010  |
| WLC FREN 224 | Cinema for French Conv I                 | Streamline                | 3/16/2010 |
| WLC FREN 226 | Grammar though Films                     | Streamline                | 3/19/2010 |
| WLC FREN 254 | Cinema for French Conv II                | Streamline                | 3/19/2010 |
| WLC FREN 256 | Grammar though Films II                  | Streamline                | 3/19/2010 |
| WLC FREN 356 | French women writers & Artists           | Streamline                | 3/19/2010 |
| WLC FREN 357 | Contemporary French Society              | Streamline                | 3/19/2010 |
| WLC FREN 358 | Regions of France yest. & today          | Streamline                | 3/19/2010 |
| WLC FREN 359 | Fren.Culture:WWII/its aftermath          | Streamline                | 3/19/2010 |
| WLC FREN 361 | Advanced French Conversation             | Streamline                | 12/1/2009 |
| WLC FREN 362 | Modern French Theatre                    | Streamline                | 12/1/2009 |
| WLC FREN 363 | French Canadian Literature               | Streamline                | 12/2/2009 |
| WLC FREN 364 | La Comedie Françoise                     | Streamline                | 12/2/2009 |
| WLC FREN 365 | Advanced French Grammar                  | Streamline                | 12/2/2009 |
| WLC FREN 366 | Translating French                       | Streamline                | 12/2/2009 |
| WLC FREN 367 | French Lit & other Arts                  | Streamline                | 12/2/2009 |
| WLC FREN 368 | French Poetry                            | Streamline                | 12/2/2009 |
| WLC FREN 369 | Business French                          | Streamline                | 12/2/2009 |
| WLC FREN 370 | Provençal Civilization                   | Streamline                | 12/2/2009 |
| WLC FREN 371 | Contemp. Francophone Cultures            | Streamline                | 12/2/2009 |
| WLC FREN 373 | Art & History of Paris                   | Streamline                | 3/19/2010 |
| WLC FREN 374 | French Theater Workshop                  | New Course                | 5/6/2010  |
| WLC SPAN 253 | Composition II                           | Streamline                | 3/19/2010 |
| WLC SPAN 301 | Advanced Spanish Grammar                 | Streamline                | 1/20/2010 |
| WLC SPAN 314 | Latin American Culture                   | Streamline                | 3/19/2010 |
| WLC SPAN 315 | Spanish Culture                          | Streamline                | 3/19/2010 |
| WLC SPAN 321 | Latin American Literature I              | Streamline                | 3/19/2010 |

|              |                                   |            |            |
|--------------|-----------------------------------|------------|------------|
| WLC SPAN 323 | Latin American Literature II      | Streamline | 3/19/2010  |
| WLC SPAN 326 | Spanish Literature I              | Streamline | 3/19/2010  |
| WLC SPAN 327 | Business Spanish I                | Streamline | 1/20/2010  |
| WLC SPAN 328 | Spanish Literature II             | Streamline | 3/19/2010  |
| WLC SPAN 345 | Latin American Cinema             | Streamline | 3/19/2010  |
| WLC SPAN 367 | Business Spanish II               | Streamline | 12/1/2009  |
| WLC SPAN 371 | Seminar: Jose Marti               | Streamline | 1/20/2010  |
| WLC SPAN 372 | Alejo Carpentier                  | Streamline | 1/20/2010  |
| WLC SPAN 373 | Latin American Short Story        | Streamline | 1/20/2010  |
| WLC SPAN 374 | Isabel Allende                    | Streamline | 1/20/2010  |
| WLC SPAN 375 | Literature of the Southern Cone   | Streamline | 3/5/2010   |
| WLC SPAN 376 | Gabriel Garcia Marquez            | Streamline | 1/20/2010  |
| WLC SPAN 377 | Caribbean Literature              | Streamline | 1/20/2010  |
| WLC SPAN 413 | Spanish Dialectology              | New Course | 5/13/2010  |
| WLC SPAN 415 | Andean Lit. & Culture             | New Course | 5/24/2010  |
| WLC SPAN 416 | Latin American Avant-Gardes       | New Course | 5/18/2010  |
| WLC SPAN 431 | Latin American Romanticism        | Streamline | 1/20/2010  |
| WLC SPAN 432 | Latin American Modernismo         | Streamline | 1/20/2010  |
| WLC SPAN 433 | Jose Marti                        | Streamline | 1/20/2010  |
| WLC SPAN 434 | Latin American Magical Realism    | Streamline | 1/20/2010  |
| WLC SPAN 435 | Gabriel Garcia Marquez            | Streamline | 1/20/2010  |
| WSP 201      | Feminist Ideas                    | WIP        | 1/20/2010  |
| WSP 310      | Lesbian & Queer Cultures          | Streamline | 12/17/2009 |
| WSP 311      | Power, Knowledge & Comm.          | Streamline | 12/17/2009 |
| WSP 312      | Women & Global Human Rights       | Streamline | 12/17/2009 |
| WSP 313      | Rad. Feminist imagination in Lit. | Streamline | 2/1/2010   |
| WSP 314      | Science, Women & Technology       | Streamline | 12/17/2009 |
| WSP 315      | Redesigning/ American Dream       | Streamline | 12/17/2009 |

# AFRICAN AND AFRICAN AMERICAN STUDIES

## **Annual Report 2009-2010**

### **Submitted by Job Ngwe**

#### **Executive Summary**

The African and African American Studies Program (AFAM) is the study, research, interpretation and dissemination of knowledge about Africans, both on the continent of Africa and in the Diaspora. Administratively, AFAM is housed in the Sociology Department as part of a larger combined department that includes Sociology, Women's Studies, and Latino and Latin American Studies programs.

AFAM is designed to prepare its minors for advanced graduate studies in African/African American and African Diaspora Studies, international affairs, education, social work, social policy studies, and legal and professional training, as well as in such fields as communications, writing, teaching, theatre, and dance.

The mission of AFAM is to provide a high quality undergraduate interdisciplinary academic curricula and services to enrich the educational experiences of Northeastern Illinois University's diverse faculty, staff, and student body.

AFAM is a 21-credit hour program. The AFAM curriculum consists of three required core courses (9 credit hours). These three courses include: Introduction to African and African-American Studies (AFAM 200); Foundations of African Civilization (AFAM 301); and Foundations of Africans in the Diaspora (AFAM 302). The curriculum also includes four elective courses (12 credit hours) spread over 17 departments or programs. Students in the AFAM minor must select their four electives from at least two different departments including Anthropology, Art, Educational Leadership, Teacher Education, English, Foreign Languages and Literatures, Geography and Environmental Studies, History, Inner City Studies, Justice Studies, Linguistics, Music, Philosophy, Political Science, Psychology, Sociology, and Social Work.

As an academic program, the goals of AFAM are aligned with the NEIU strategic goal of fostering diversity and intercultural understanding. AFAM supports this strategic goal by (1) introducing students to the language, concepts and theoretical paradigms of African and African Diaspora Studies; (2) providing students with a framework and necessary skills to take a comprehensive approach to challenging and critiquing racist paradigms, assumptions, and theories; (3) grounding students in an African-Centered



epistemological framework that focuses on the cultural and human realities of African and African Diasporic thoughts and practices; (4) providing students with opportunities to explore the continuities and discontinuities among peoples of Africa and the African Diaspora; (5) providing students with international educational opportunities through participation in the University's (and other international) study abroad programs; and (6) providing K-12 teachers with a knowledge base they can utilize to develop lesson plans and classroom curricula about Africa and its peoples throughout the world.

During the academic year AFAM made major programmatic developments and organizational strides. Some of these achievements include (a) the planning, development, and successful implementations of the African Summer Institute for Teachers at NEIU; (b) a modest increase in the number and range of cross-listed course demand and course offerings; (c) a modest increase in the number of students in the AFAM minor despite the University dropping the minor requirement for graduation; and (d) an increase in the number of sponsored or co-sponsored programs and events (symposia, lecture series, conferences, and talks).

From July 6<sup>th</sup> to July 23<sup>rd</sup> 2010, AFAM implemented its seventh annual African Summer Institute for K-12 teachers at Northeastern Illinois University. The Summer Institute is a three-week intensive program designed to provide K-12 teachers in the Chicago land area with a knowledge base and pedagogical skills they can utilize to develop lesson plans and classroom curricula about Africa and its peoples. During this academic year (2009-2010), twenty-one public school teachers, NEIU students, and instructors from the City Colleges of Chicago enrolled in the Institute. Several NEIU professors and staff participated in the Institute, including Tracy Luedke (Anthropology); Nicholas Kilzer (Anthropology); Durene Wheeler (Education); Jeanine Ntahirageza (Linguistics); Marshall Thompson (Political Science); Edward Kasule (Political Science), Wamucii Njogu (Dean, CAS); Barbara Scott (Sociology); Job Ngwe (Social Work); Jade Stanley (Social Work); Selena Mushi (Teacher Education); and Provost Larry Frank (Provost and Vice President). Guest presenters also participated, including Lori Remien (Evanston School District), Morikeba Kouyate (Griot), Stephanie Shonekan (Columbia College), Dr. Beverly Rowls (Chicago Teacher Center); and Gilo Kwesi Logan (Academic Support Services). The overall goal of this year's Institute was to advance knowledge and understanding of the African continent and its peoples and to explore new and more effective approaches to teaching about Africa. Participants expressed their appreciation of the contributions of the multiple presenters who drew from their varied experiences in and about Africa. The diversity of the African continent was exemplified by the presenters' divergent areas of expertise in African Studies. They provided the students with a wealth of information from various perspectives which, according to the Institute participants, was one of the highlights of the Institute.

During the 2009-2010 academic year, the AFAM Program increased its cross-listed course demand and number of course offerings from 46 course sections in 2008-2009 to 50 course sections in 2009-2010. There was also a significant increase in the number of students who expressed interest in making AFAM their minor, from four students in 2008-2009 who had officially declared their minor in AFAM to nine students in 2009-2010 who have expressed interest or officially declared AFAM as their minor. This is

particularly interesting to AFAM because it has been struggling to recruit students to the Program due in part to the University's dropping the minor requirement.

AFAM sponsored or co-sponsored many programs and events during this academic year, participating in the following: (1)15<sup>th</sup> Annual Equity in Action Conference at NEIU on October 2009; (2)Martin Luther King Birthday Celebration at NEIU on January 2010; (3)African American Month Celebration in February 2010; (4)University-wide open house in October 2009; (5)annual African, African American, Native American, Hispanic Heritage conference in January 2010; and (6)committee that developed the proposal for the proposed multi-cultural center for NEIU.

## **I. Assessment**

Student learning outcomes are aligned with the AFAM program goals and NEIU strategic goals and include students' ability to use terminology and key concepts to compare and contrast paradigms related to African and African American Studies; analyze assumptions and theories underlying race and racism; list and analyze myths about African and African Diasporic peoples, discuss sources of the myths, compare the myths to facts, and draw implications for thought and practice in the contemporary world; decode information/data about African and African Diasporic peoples; discuss histories and geographies of the African and African Diasporic peoples, and factors underlying continuity and discontinuity; apply, analyze, synthesize and critically evaluate issues that relate to African and African Diasporic peoples; examine facts and myths (historical, geographical, social, cultural, intellectual) about Africa, African and African Diasporic peoples, and seek/develop appropriate materials for teaching different levels; and seek information on international education opportunities within and outside the university.

During the academic year 2009-2010, the AFAM program employed surveys, quizzes, tests, projects, interviews, presentations, exams, class participation activities, research papers, etc. to assess AFAM classes. A sample of student course evaluations used to evaluate core courses in the AFAM program and a brief summary of the findings of these course evaluations for the core courses are shown in Appendix A. Other assessment methods used for the AFAM program include an overview of the number of course offerings for core courses and cross-listed courses for this evaluation period (Appendix B), enrollment data for the AFAM minor from 2009 to 2010 (Appendix C), and an overview of activities of the core faculty (See Accomplishments below, section III), and the assessment of the African Summer Institute by participants.

## **II. Program Plan**

### **A. Long term goals**

The goals of the African and African American Studies Program are:

1. To introduce students to the language, concepts and theoretical paradigms of African and African American Studies
2. To facilitate student's knowledge and understanding of the process of knowledge production as a social construction

3. To provide students with a framework and necessary skills to take a comprehensive approach to challenging and critiquing racist paradigms, assumptions, and theories that dehumanize and marginalize Africans and African Diasporic peoples
4. To ground students in an African-Centered epistemological framework that focuses on the cultural and human realities of African and African Diasporic thought and practice in contrast to a European-Centered system of thought and practice
5. To help students recognize and be able to debunk prevailing myths and stereotypes about Africa and its peoples throughout the world
6. To provide instruction that will enable students to develop the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora
7. To provide students with opportunities to explore the continuities and discontinuities among peoples of Africa and the African Diaspora
8. To prepare students for graduate study in African Studies, African American Studies, Africana Studies, Social Sciences, and the Humanities
9. To provide a knowledge base that K-12 teachers can utilize to develop lesson plans and classroom curricula about Africa and its peoples throughout the world
10. To provide students with relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships
11. To provide students with international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

## **Program Recommendations**

### African Summer Institute (AFSI)

In order to continue to improve on the accomplishments of the AFSI, we recommend (1) hiring a graduate student or part time instructor to develop and execute an ongoing promotional and recruitment plan; (2) hiring a student aide for at least six weeks to assist with administrative tasks; (3) designating a person to maintain an up-to-date website; and (4) following up with AFSI participants to ensure that they are using the materials they acquired at the institute and to provide assistance if needed. The African Summer Institute should be expanded to include week-end institutes.

### New Course Developments and Service Orientation

The Program should develop new courses including a First Year Experience (FYE) course, a service-learning course, and an internship course. In order to improve the retention and degree completion rate for African American students and others, the AFAM should incorporate more student services in its programming. Such student services should include academic mentoring, academic tutoring, and other social supports

### Collaboration with Other Institutions and Programs

AFAM should continue to link up and form collaborations with other institutions and programs including the Chicago Teacher Center (CTC), the Chicago Urban League, etc.

## **B. Projected Needs**

### **1. Faculty**

AFAM does not have a dedicated tenure-track position in its budget. However, AFAM needs to have a MOO line in the CAS budget for part-time instructors to teach AFAM courses that are not covered by core faculty members.

### **2. Other Resources**

- Conference Room: AFAM is currently sharing office space with the Women Studies Program and the Latino and Latin American Studies Program in the Sociology Department. It will be ideal for these three programs to have a conference room for the coordinators to have meetings and for our students to come together to work on mutual projects. We are hopeful that the new cultural center will respond to this need.
- Secretarial and Student Help: The AFAM, WSP, and LLAS programs together have one full-time office manager and one half-time secretary starting in fall 2009. As the three programs continue to grow, we hope to increase the office staff to 2 or 3 full-time positions.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Books, National/International Exhibitions or Performances:**

Ngwe, J. E. (2010). *Social Work Research Practicum II: A User-Friendly Data Analysis and Statistics Handbook*, second edition. Boston, MA: Pearson Learning Solutions (ISBN 0-558-54974-8).

Okosun, T.Y. 2009. *Social Justice and Increasing Global Destitution*. New York: University Press of America, Inc.

#### **2. Articles and Abstracts, Local Exhibitions or Performances:**

Marshall Weldon Thompson. 2009. "Parties, Presidents, and State Consolidation: Cross-National Evidence with Illustrations from Kenya." *African and Asian Studies* 8(4): 345-374.

#### **3. Conference Presentations, Group Shows**

Ngwe, J. E. (2010). Attended and participated in the 27<sup>th</sup> annual Baccalaureate Program Directors (BPD) conference from March 17-21, 2010 in Atlanta Georgia.

Marshall Weldon Thompson (2009). "Research, Identities, and Praxis." Presentation at the 2009 annual research symposium of the Center for New Institutional Social Sciences, Washington University in St. Louis, Nov. 4, 2009.

Okosun, T.Y. Invited expert to participate in the “Mobilizing the African Diaspora for Capacity Building and Development” event organized by the Fragile States Unit (OSFU) at the Annual Meeting Side Event on Mobilizing the African Diaspora for Capacity Building and Development, African Development Bank, Abidjan, Côte d’Ivoire May 25, 2010.

**4. Service**

Okosun, T.Y. Elected President of Justice Studies Association

**APPENDIX A: AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM  
COURSE EVALUATION FORM**

**NORTHEASTERN ILLINOIS UNIVERSITY  
AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM  
COURSE EVALUATION FORM**

**[Including the average score for all AFAM Core Courses in Fall 2009/Spring 2010]**

African and African American (AFAM) Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Term: \_\_\_\_\_

Please tell us how well you think the instructor performed in the following areas for this AFAM course you are enrolled in. Circle only one choice.

| The instructor:  | Not well at all | Not Well | Well | Very Well | Average Score 2009-10 |
|--|-----------------|----------|------|-----------|-----------------------|
| 1. Was knowledgeable of the subject matter                         | 1               | 2        | 3    | 4         | <b>3.88</b>           |
| 2. Presented the material clearly                                  | 1               | 2        | 3    | 4         | <b>3.69</b>           |
| 3. Encouraged the student to think independently                   | 1               | 2        | 3    | 4         | <b>3.83</b>           |
| 4. Seemed interested in students’ progress                         | 1               | 2        | 3    | 4         | <b>3.71</b>           |
| 5. Was willing to provide personal help to students.               | 1               | 2        | 3    | 4         | <b>3.73</b>           |
| 6. Created a classroom atmosphere open to students’ participation. | 1               | 2        | 3    | 4         | <b>3.73</b>           |
| 7. Made clear to students how they would be graded.                | 1               | 2        | 3    | 4         | <b>3.73</b>           |

|   |   |   |   |   |             |
|---|---|---|---|---|-------------|
| 8. Conveyed a genuine concern and respect for students  | 1 | 2 | 3 | 4 | <b>3.80</b> |
| 9. Provided feedback to students assuring students' progress.   | 1 | 2 | 3 | 4 | <b>3.66</b> |
| 10. Kept the course moving at a consistent pace.  | 1 | 2 | 3 | 4 | <b>3.75</b> |
| 11. Showed enthusiasm in teaching the subject matter.   | 1 | 2 | 3 | 4 | <b>3.85</b> |
| 12. Provided evaluation procedures (quizzes, tests, papers, exams, etc.) that assured students' learning. | 1 | 2 | 3 | 4 | <b>3.78</b> |

**Appendix B: AFAM Cross-listed course offerings in academic years 2008-09/2009-10**

|  | 2008-09 |    |    | 2009-10 |    |    |
|--|---------|----|----|---------|----|----|
|  | FA      | SP | SM | FA      | SP | SM |
| ANTH 365: Anthropology of Islam                          |         |    | 1  |         |    |    |
| ELAD-ICSE 301: Racism in Theory and Fact                 | 1       | 1  |    | 1       | 1  |    |
| ELAD-ICSE-304: Communication in the Inner City           | 1       | 1  |    | 1       | 1  |    |
| ELAD-ICSE 329L: African Communications                   |         |    |    | 1       |    |    |
| ELAD-ICSE 329O: West African Life, History and Culture   | 1       |    |    | 1       |    |    |
| ELAD-ICSE 329P: History of Africa                        | 1       |    |    |         |    |    |
| ENGL 381: African American Literature                    |         | 1  |    |         | 1  |    |
| GES 302C: Regional Geography – Africa                    |         |    |    |         | 1  |    |
| HIST 111E: World History: Africa                         | 2       | 2  |    | 2       | 1  |    |
| HIST 329B: African American History from 1865            |         | 1  |    |         |    |    |
| HIST 373: Women and Gender in African History            |         |    |    | 1       |    |    |
| JUST 202: Justice and Inequality                         | 3       | 3  | 3  | 4       | 4  | 2  |
| JUST 315O: Pro-seminar in Criminal Justice               |         | 1  |    |         | 1  |    |
| JUST 331: Law and Racism in America                      | 1       | 1  |    | 1       |    | 1  |
| MUS 342: Ethnic Music of Third World Cultures            |         | 1  |    |         | 1  |    |
| PSCI 330: African American Politics and Social Change    |         |    |    | 1       |    |    |
| PSCI 360: Politics of Sub-Saharan Africa                 |         | 1  |    |         | 1  |    |
| PSCI 397: African Political Thought                      | 1       |    |    |         |    |    |
| PSYC 300R: PRSM: Psychology of African American Families |         | 1  |    |         | 1  |    |
| SOC 309: Sociology of Racism                             | 1       | 1  |    | 1       | 1  | 1  |
| SOC 316: Race and Ethnic Relations                       | 4       | 4  | 2  | 3       | 4  | 1  |

|   |           |           |          |           |           |          |
|---|-----------|-----------|----------|-----------|-----------|----------|
| SOC 319: Topics in Race and Ethnicity                           | 1         | 2         |          | 1         | 2         |          |
| SOC 320: Topics in Sex/Gender                                   | 2         | 2         |          |           |           |          |
| SOC 344: African American Women: Feminism, Race, and Resistance | 1         |           |          | 1         |           |          |
| SWK 202: Community Analysis                                     |           |           |          |           |           | 1        |
| SWK 203: Cross Cultural Analysis                                | 2         | 1         |          | 1         | 2         |          |
| SWK 250: Issues in Social Service Delivery                      | 1         |           | 1        | 1         |           | 1        |
| SWK 314: Social Work Advocacy                                   |           |           | 1        | 1         | 1         |          |
| <b>Total Course Sections:</b>                                   | <b>23</b> | <b>24</b> | <b>8</b> | <b>22</b> | <b>23</b> | <b>7</b> |

**Appendix C: AFAM Minors Enrollment in Fall Terms (2004-2009)\***

|                       | Fall<br>2004 | Fall<br>2005 | Fall<br>2006 | Fall<br>2007 | Fall<br>2008 | Fall<br>2009 | Fall<br>2010** |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
| Number of AFAM Minors | 3            | 6            | 4            | 4            | 4            | 4            | 6              |

\*Source: NEIU Office of Institutional Studies and Planning

\*\*Projected for Fall 2010

# ANTHROPOLOGY

## Annual Report 2009-2010

### Submitted by Lesa Davis

#### Executive Summary

The Anthropology Department continues to thrive in student successes, research productivity, teaching excellence, and university citizenship. Anthropology course and program assessment results demonstrate our keen focus and successes in student engagement in research and applied activities on and off campus. The results also reveal the importance of the anthropological perspectives our students carry with them in the post-graduate lives. This year marks another strong class of anthropology students continuing their studies in graduate school. This year, five of our seniors and three recent graduates have been accepted into doctoral programs (6) and master's programs (2) in the U.S. and abroad. Many more have secured employment in anthropology and related careers.

At the core of this success with students is a strong anthropology faculty commitment to active research and currency in our relative fields. Among the research activities this year for the faculty who submitted information, we count: one book, Davis' *The Smallest Anthropoids: The Marmoset/Callimico Radiation* published by Springer; two book chapters (Hageman and Davis) and six section introductions (Davis); six conference presentations (Luedke and Dunsworth); and five published articles/abstracts (Dunsworth and Hageman). These works are represented in a remarkable diversity of disciplinary publications spanning the life sciences, industry studies, vertebrate paleontology, geology, paleobotany, applied anthropology, interdisciplinary studies, paleoanthropology, and archaeological science.

Reflecting the holistic nature of our discipline, anthropology faculty continue their active involvement in many of NEIU's interdisciplinary programs: AFAM and WS (Luedke); LLAS (Hageman); Honors Program (Davis, Dunsworth, and Luedke); FYE (Davis and Dunsworth); and the developing Global Studies initiative (Luedke).

This commitment to interdisciplinarity also is evident in course preparation activities in the department, with Luedke leading the way. Luedke will be teaching her newly developed Global Studies (GS) 201 course, *Introduction to Global Studies* in fall 2010, and she met the challenge of teaching *ZHON 360: Honors Seminar in Research and Creative Processes*, the prerequisite Honors Program class for the Honors thesis. Davis spent part of her fall 2009 sabbatical developing *ANTH 328 – Disease in Human Evolution*, which will serve as a biological anthropology elective and also is being proposed as a Global Studies elective in the science track of that developing program.



Anthropology faculty and students traveled together this year too. Jon Hageman took another NEIU crew to the archaeological field school in Belize in summer 2009 where they worked with researchers from other universities uncovering and reconstructing ancient Maya life ways. Archaeology students continue to analyze the results in our campus lab. Tracy Luedke collaborated with Jane Weintraub, Art Department, in developing a rigorous and unique travel study research course to Ghana, *AFAM 303 - Global Collaborations-Ghana*. NEIU students spent an amazing four weeks in early summer 2010 traveling in Ghana working with Ghanaian students on collaborative research projects. Another anthropology/art collaboration is underway between Davis and Art Chair Mark McKernin to explore a museum studies initiative for NEIU.

## **I. Assessment (prepared by Tracy Luedke)**

**Summary:** The Anthropology Program's 2009-10 assessment activity entailed analyzing mid-term student essays for insights into student experiences of the program. Majors enrolled in ANTH 355 (a course typically taken at the mid-point of major coursework) were asked to write reflective essays about their experiences in the program, including responding to the following specific questions: How did you come to the decision to major in anthropology? What are the most important ideas, skills, and/or perspectives you have learned through the anthropology program so far? Are there specific issues or topics you plan to pursue further during the remainder of your time in the program? If so, what are they and how do you plan to pursue them? What are the main goals you hope to achieve through your anthropology degree? This report discusses the patterns that emerged from the group of student essays.

A summary of findings is as follows: many students discovered anthropology after their arrival at NEIU and/or after first pursuing other courses of study. All student respondents noted gaining significant ideas, skills, and perspectives through program participation, including: knowledge of the methods and theories of the field; improved writing skills; experience in analytical thought; a global perspective; incentive to ask questions and dig deeper; and respect for cultural variation and acceptance of diverse practices and perspectives. All student essay writers demonstrated enthusiasm for how they would spend their remaining time in the program and for what they would pursue after graduation: students cited interests in pursuing hands-on research and internship experience as well as further coursework specific to their interests; many students also expressed interest in pursuing anthropology-related graduate education and careers after graduating from NEIU. Among career fields mentioned were archaeology, forensic anthropology, cultural resource management, museum curation, and public health. Overall, the Mid-Term Essays demonstrate that the anthropology program involves students in the sorts of reading, writing, research, and other activities that encourage deep engagement and leave a lasting impression. All student essay writers reported that their participation in the program had changed the way they perceive and respond to the world around them, and for many these shifts have encouraged them to pursue ambitious educational and career goals. As we continue to grow the program we intend to further expand our capacity for offering students an ever greater range of courses, internships, and research opportunities, so that we might further encourage them along the path toward lifelong learning and satisfying employment.

## **II. Program Plan**

### **A. Long term goals**

NEIU Anthropology is committed to and has demonstrated successes in meeting University goals and priorities, and we will continue our efforts in this vein. One of our long term goals includes enhancing student success by increasing the number and variety of institutional partnerships and internship opportunities, building on our practice of actively pursuing interdisciplinary endeavors on and off campus, providing additional applied, hands-on, field, and research experiences for our students, and continuing to revise and update our teaching methods, topics, and course content.

### **B. Projected needs**

1. We currently have five tenure line faculty, one full time instructor, and five part time instructors. Beginning fall 2010, faculty member Luedke's anthropology teaching load will go from 3/3 to 1/1 as she serves the Honors Program and transitions to developing Global Studies. This change, coupled with our service to many interdisciplinary programs, and our ongoing balancing act to offer enough archaeology courses with one archaeologist, necessitates that we consider pursuing a new tenure line. Given our natural affinity with and success in interdisciplinarity, and current budgetary constraints, we are most interested in sharing a faculty position with another program in need. We envision any one of a number of creative disciplinary collaborations that would provide unique perspectives and training for our students.

2. This year, the primary equipment needs of the Anthropology Department include teaching resources and equipment for student research. We need 25 microscopes (we currently have 4) for several of our biological anthropology and archaeology courses, as well as for ongoing student research from the archaeological field school. We need updated hardware for our 3D scanner digitizer and for our large format mapping system. We need a slide digitizer to convert our extensive photographic slide collection into digital images. We need complete and disarticulated human skeletal remains. Note that these are exceedingly rare, and it is even rarer that NEIU funds are available when the bones are available. We need funds to maintain and add to our paleoanthropology cast collection and our modern cast collection.

3. Anthropology also needs additional office personnel and/or additional student aide funds. Since we have only a part time office manager and we are isolated from the staff of our other department members (Philosophy, TESL, and Linguistics) in LWH, our department office is closed every afternoon. It is an ongoing struggle to meet afternoon and evening student and faculty needs.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Books, National/International Exhibitions or Performances:**

Ford S.M., Porter L.M., and **Davis** L.C. 2009. *The Smallest Anthropoids: The Marmoset/ Callimico Radiation*. New York: Springer.

## **2. Book Chapters, Regional Exhibitions or Performances**

Goldstein, D.G., and **Hageman**, J.B. (2010). Power Plants: Paleobotanical Evidence of Rural Feasting in Late Classic Belize. In J.E. Staller and M. Carrasco (Eds.), *Pre-Columbian Foodways: Interdisciplinary Approaches to Food, Culture, and Markets in Ancient Mesoamerica* (pp. 421-440). New York: Springer.

Ford S.M., and **Davis** L.C. 2009. Marmoset postcrania and the skeleton of the dwarf marmoset, *Callibella humilis*. In S.M. Ford , L.M. Porter, and L.C. Davis (eds.): *The Smallest Anthropoids: The Marmoset/Callimico Radiation* (pp. 411-448). New York: Springer.

## **3. Articles and Abstracts, Local Exhibitions or Performances:**

**Dunsworth**, H.M., Harcourt-Smith, W.E.H., McNulty, K.P., and Peppe D.J.. “New catarrhine fossils from the early Miocene of Rusinga Island, Kenya.” *American Journal of Physical Anthropology Supplement* 50 (2010): 98.

**Davis**, S. and **Dunsworth**, H.M., “From rhomboid to rectangle: Virtual wear of early *Homo* molars.” *PaleoAnthropology* 2010 (Appendix).

Tryon, C.A., Faith, J.T., Peppe, D., Fox, D.L., McNulty, K.P., Jenkins, K., Garrett, N., **Dunsworth**, H.M., and W.E.H. Harcourt-Smith. “Paleoenvironmental context for Middle Stone Age hominins in Equatorial Africa: The Pleistocene Wasiriya Beds of Rusinga Island (Kenya).” *PaleoAnthropology* 2010 (Appendix).

**Hageman**, J.B., and Goldstein, D.G. (2009). An integrated assessment of archaeobotanical recovery methods in the Neotropical rainforest of northern Belize: flotation and dry screening. *Journal of Archaeological Science* 36:2841-2852.

Jenkins, K.H., and H.M. **Dunsworth**. “Predation on *Proconsul* at the Kaswanga Primate Site on Rusinga Island, Kenya.” *PaleoAnthropology* 2010 (Appendix).

## **4. Conference Presentations, Group Shows**

**Dunsworth**, H.M. “New catarrhine fossils from the early Miocene of Rusinga Island, Kenya.” Poster presentation at the Annual Meetings of the American Association of Physical Anthropologist in Albuquerque, NM, April, 2010.

**Luedke**, T. “Medical Imaginaries: The Politics of Healing in Mozambique.” Medical Anthropology at the Intersections: Celebrating 50 Years of Interdisciplinarity [conference]. Yale University, New Haven, CT. 25 September 2009.

**Luedke**, T. “Subject and Object in Mozambican Prophet Healing.” Annual Meeting

of the American Anthropology Association. Philadelphia, PA. 2 December 2009.

**Luedke, T.** “Navigations: Space, Mobility, and Human Exchange in Chicago’s Taxi Industry.” Annual Meeting of the Society for Applied Anthropology. Merida, Mexico. 26 March 2010.

**Luedke, T..** “Driving Lives: An Ethnography of Chicago Taxi Drivers.” Industry Studies Conference. Chicago, IL. 7 May 2010.

## **B. Student Achievements**

### **1. Presentations, conference papers, symposium participation, publications.**

Argyropoulos, A. (2010). *Using GIS to Identify Deposition Patterns at the Athenian Agora*. Paper presented at the 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, April 16, 2010 (faculty advisor Hageman)

Davis, S., and H.M. Dunsworth. “From rhomboid to rectangle: Virtual wear of early *Homo* molars.” *PaleoAnthropology* 2010 (Appendix). Abstract publication and poster presentation at the 2010 Paleoanthropology Society Meetings in St. Louis, MO. (faculty advisor Dunsworth)

Nordine, K. (2010). *Like Spider Monkey Vines for Spider Monkey Gums: Treating Like with Like in Precolumbian Medicine*. Paper presented at the 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, April 16, 2010. (faculty advisor Hageman)

Respass, A. directed the play *A Dress of Steel Mesh* (written by Kemba Saran), performed at NEIU in April 2010 as part of her Honors Thesis project. (faculty advisor Luedke)

### **2. Acceptance to graduate or professional school; other honors/scholarships/awards**

Walter Clifford IV was accepted to the doctoral program in Anthropology at the University of South Carolina.

Samantha Davis was accepted to doctoral program in Anthropology, University of Utah for Fall 2010.

Nicole DeFrancisco was accepted to the doctoral program in Anthropology at the University of California-Riverside with full funding.

Sylvia Deskaj was accepted to the doctoral program in biological anthropology at Western Michigan University – Kalamazoo.

Zahra Hosseinian was accepted into the master's program in social sciences at the University of Chicago.

### **C. Alumni News**

Ayla Amadio (BA '06) was accepted to the doctoral program in Anthropology at Southern Illinois University at Carbondale.

Bethany Arthion (BA '08) was accepted to the M.Sc. program in Ethnobotany at the University of Kent (UK).

Julie Dieter (BA '03) has been able to stay in the field of primatology and was recently promoted to the executive assistant position at The Phoenix Zoo (AZ).

Tracy Damitz (BA '07) was hired as a collections assistant in Zoology at the Field Museum of Natural History. Tracy now oversees some of our current NEIU interns there.

Elliott Forsythe (BA '05) completed his M.A. and is continuing his studies of primate cranial adaptations in the doctoral program in Anthropology at Southern Illinois University at Carbondale.

Juan Miranda (BA '09) now serves as an admissions counselor for the West Suburban College of Nursing in Oak Park.

## ANTHROPOLOGY

### Assessment Report 2009-2010

Submitted by Tracy Luedke

The anthropology program recently revised its assessment plan and 2009-10 marks the first year of the new plan's implementation. The new assessment plan entails three types of assessment activities: pre-tests and post-tests administered to students in the program's Gen Ed courses (ANTH 212 and 215); mid-term essays administered to majors enrolled in the program's writing intensive History of Anthropology course; and exit surveys administered to majors in the final stages of program work as they are about to graduate. In this way, the assessment plan aims to capture the perspectives of students at beginning, middle, and end points of program coursework. The plan utilizes three different sorts of assessment instruments, which will be rotated yearly, in order to gain a well-rounded and multidimensional vantage on student experiences.

The 2009-10 assessment activity is the Mid-Term Essay, which was administered in ANTH 355: History of Anthropology. This report describes the main patterns and

findings that emerged from the group of student essays collected. ANTH 355 students were asked to write an essay assessing their experiences in the program. The instructions were as follows: “Write a two-page essay reflecting on your experiences to date in the anthropology program. Please address the following questions: How did you come to the decision to major in anthropology? What are the most important ideas, skills, and/or perspectives you have learned through the anthropology program so far? Are there specific issues or topics you plan to pursue further during the remainder of your time in the program? If so, what are they and how do you plan to pursue them? What are the main goals you hope to achieve through your anthropology degree?”

In terms of the decision to major in anthropology, student essay writers described a range of paths that led them to the program. Several students described a fascination with the field starting in childhood, often spurred by reading a book or seeing a Discovery channel show related to anthropology. Many, however, described a more circuitous route, starting with other majors and finally finding that anthropology’s holistic approach accommodated their diverse interests. Several students discovered anthropology through Gen Ed or FYE courses taken in their first years at NEIU. As one student related, before she came to Northeastern she “didn’t even know what anthropology was;” now as a major she could report that she has “learned an enormous amount of information” that has “influenced my life in different ways.”

Whatever route brought them to anthropology, student writers uniformly described significant gains from their time in the program—students found it “enlightening,” “stimulating,” and “interesting and fun.” Students referenced a number of important ideas, skills, and perspectives that program participation has engendered. Several students noted that they had learned how to practice and think like an anthropologist, by learning the research methods, analytical approaches, and theories employed in the field. Others mentioned specific classes, from intro classes to advanced seminars, that had brought particular insights. Many students also noted broader intellectual and personal gains from the program: “I’m gaining skills in writing and analytical thought”; “I’ve learned to think not just outside the box, but globally; my mind has been opened so much to the possibilities and practices of the world outside the immediate one I live in...I love anthropology for teaching me to see more than just what’s right in front of me”; “I’ve learned that my education comes first, and if I don’t understand something I need to ask the questions to gain the knowledge. Another thing I have learned is how to look deeper into the words that are written—sometimes what the author is saying isn’t as plain as black and white, there are what I like to consider ‘hidden’ subtexts and theories, and sometimes rereading is the key to seeing them”; “I have learned [about] the concept of ethnocentrism and how it has no place in anthropology. Everyone is equal; there is no superior people, no savages or barbarians because of the differences in society”; “Anthropology has taught me that everyone has their own perspectives, cultures, and histories. People are complex and interesting. Each individual is filled with experiences and ideas. I learned that just because someone does something differently or thinks a different way doesn’t mean they are wrong”; “I learn something new every day. Almost every time I am in class, a teacher or student will say something that makes me think about whatever we are discussing in a new way.”

Student writers described a wide range of interests and topics they plan to pursue during the remainder of their time at Northeastern and how they plan to do so. Several students referenced their desire to participate in hands-on opportunities, including the archaeological field school in Belize and the internship at the Field Museum. Others mentioned further coursework in a particular sub-field or topic area that they have become especially interested in through previous coursework and assignments. Several students suggested that they would like to see the anthropology program offer a greater number of courses in a particular sub-area so they could go more deeply into the study of that subject. Although the extent to which we are able to do so is limited by the size of the program, we take this as an excellent sign—students are sufficiently engaged to be moved to pursue in-depth study. Several of these students go on in their essays to suggest that they will pursue this sort of deeper study by going to graduate school. In discussing their plans for the rest of their time at NEIU, several students mentioned that they were combining their interest in anthropology with a second major or minor in another field, demonstrating their understanding of the holistic, multifaceted nature of anthropology and its complementarity to multiple other fields.

In describing their goals, all the student essayists referenced their plans for further schooling and careers related in some way to their anthropology degree, including plans to study and work in the fields of archaeology, forensic anthropology, cultural resource management, museum curation, and public health, among others. We are gratified to see that many of our majors' experiences in the program lead them to pursue further scholarly and intellectually engaging endeavors.

Overall, the Mid-Term Essays demonstrate that the anthropology program involves students in the sorts of reading, writing, research, and other activities that encourage deep engagement and leave a lasting impression. All student essay writers reported that their participation in the program had changed the way they perceive and respond to the world around them and for many these shifts have encouraged them to pursue ambitious educational and career goals. As we continue to grow the program we intend to further expand our capacity for offering students an ever greater range of courses, internships, and research opportunities, so that we might further encourage them along the path toward lifelong learning and satisfying employment.

# ART

## **Annual Report 2009-2010**

**Submitted by Mark P. McKernin**

### **Executive Summary**

We are pleased to announce that Northeastern Illinois University has been granted accreditation by the National Association of Schools of Art and Design (NASAD). NASAD is the national accrediting agency for schools of art and design and currently numbers 294 members.

After years of preparation and review, the NEIU art department has been granted NASAD Associate Membership. Founded in 1944, NASAD is an association of schools of art and design, primarily at the collegiate level, but also including postsecondary non-degree-granting schools for the visual arts disciplines. The Association also provides information to the public, produces statistical research, provides professional development for leaders of art and design schools, and engages in policy analysis.

NASAD focuses on educational quality and institutional integrity. The art department has met the standards set forth by NASAD and will continue to maintain and improve the quality of education offered to NEIU students.

This accreditation affirms the art department and university commitment to the quality of instruction we provide. We have been recognized with providing the finest learning conditions for art and design students and will continue to develop the strength and quality of our art and design program.

Success of our program is also exhibited in the presentation of student work. Each graduating art major is required to hang a one-person exhibition before graduation. During the 2009-2010 academic year, 36 students hung their senior shows. These were the most exhibitions ever displayed in one year, and we expect those numbers to increase over the next several years. Planning and curating an exhibition is an important part of every artist's development, and these activities are a component of our professional practices courses. The professional practices courses were the result of collecting several years of assessment data to help us define how we can better prepare our students for their post-collegiate careers.

While this was the largest number of graduating students that have exhibited in one year, the department is aware of the need to maintain our enrollment. In fact, we are looking at growing our enrollment over the next several years. The addition of a full-



time graphic design instructor and the granting of our accreditation will certainly aid us in sustaining the growth the department has seen over the last six years.

With the successful completion of a national search for a graphic designer, we will be welcoming Vida Sacic to the faculty in the fall 2010 semester. Vida will lead our graphic design program with the goal of creating a separate major within the next five years. The addition of a graphic designer to the faculty allows us to increase our offerings and give our students more career options.

This year the department offered three courses with an international travel component. During the summer of 2009, students visited China. The purpose of the China trip was to expose students to the paintings and murals of Tibet and complete a mural. In Shenyang, NEIU students worked on a mural with students from Northeastern University. The collaborative mural celebrated the relationship between students from Chicago and China. Students visited Tibet, Shenyang, Beijing, and Shanghai. During the spring semester, sixteen students from the Painting of the Italian Renaissance course visited Florence, Rome and Venice in fourteen days. The trip provided students an opportunity to experience the paintings and monuments of the Italian Renaissance. The Monastery of San Marco and the Uffizi Gallery (Florence), the Scrovegni Chapel (Padua), the Doge's Palace and the Scuola Grande di San Rocco (Venice), and the Sistine Chapel and the Papal Apartments (Rome) are a few of the sites visited over the fourteen days. Our third trip took place at the beginning of the 2010 summer semester. The course was offered as an AFAM Studies course and took a group of students to Ghana to conduct research projects with students from Kwame Nkrumah University of Science and Technology. This was a research course conducted with the Anthropology department to provide students a cross-cultural research experience. Information about the trip may be found at: [Http:// Ghana.neiu.edu](http://Ghana.neiu.edu). We continue to value the importance of international travel in all of our studio and art history courses.

Our online image database now contains over 25,000 slides from our collection. This year the department saw over 2000 student visits to the site. We are currently exploring the possibility of upgrading the VAGA system, which would allow us to stream video and audio files. The upgrade to the latest system [DU Coursemedia](#), developed by the University of Denver, would be able to be used by everyone at NEIU. Faculty would not only be able to provide slides, video and audio course files to students, but also the university would be able to share resources across departments and colleges. At a time of limited resources, this upgrade would provide a level of collaboration and resources that would be unique to NEIU.

Much of the work that we do takes us outside of the university or includes alumni/ae. Each summer we host a mural class that takes on a community-based project. Last year the mural class worked with the Old Irving Park Community Association to create a mural at the underpass at Pulaski & Avondale. It was reported back to the department that it was a wonderful experience for the neighborhood, and the students' artwork has vastly improved what was once a dark and gritty space into a vibrant work of art. Once again NEIU was well represented in the Lakefront Sculpture Exhibition. Professor Shencheng Xu and student Jennifer Dickson were selected to have their work displayed

in the Lincoln Park neighborhood. 43rd and 44th Alderman Daley and Tunney sponsor this exhibition that is in its ninth year. NEIU student Jennefa Krupinski curated an independent student exhibition entitled “Earth”. This juried exhibition depicted an array of mediums using “Earth” as the theme; it was hosted in the Ronald Williams Library and displayed the work of students and alumni/ae.

It should also be noted that our continued success is due in part to the dedication that all of our instructors bring to the classroom. The success we have in the classroom is related to the wide range of skills and approaches that all of our faculty bring to the studio and classroom. Our strengths are built on our diversity.

**NEIU Fine Arts Center Gallery  
2009-2010 Academic Gallery Season Summary  
Compiled by Heather Weber, Director/Curator**

During 2009-2010, the Fine Arts Center Gallery mounted seven exhibitions in twelve months (June 2009-May 2010). These exhibitions were notable for the high quality and professionalism of the artists and the unique and varied approaches to art-making, as well as the diverse cultural backgrounds of the artists. All shows (with exception of the student shows) included a gallery talk given by the exhibiting artist or curator. 4,012 visitors came to the gallery during fall 2009-Spring (ending in May) 2010. The outside press we received coupled with the high attendance exemplifies the wide audience and popularity of the exhibitions at the NEIU Fine Arts Center Gallery.

The fall semester began with an installation by Industry of the Ordinary (Adam Brooks and Matthew Wilson) opening on August 31<sup>st</sup>, running through September 25<sup>th</sup>. For the exhibition entitled *Supermarket*, Brooks and Wilson introduced their brand of clever humor and conceptual art to the NEIU community. The exhibition included several seemingly mundane objects such as a stack of brown grocery bags imprinted with the phrase “I want to be ordinary” combined with photos from around the world of people who had taken a bag home with them and put it to use in a variety of ways. Visitors to the gallery were encouraged to do the same and upload their photographs to the Industry of the Ordinary website. The reception included a performance by Brooks and Wilson where they wheeled a very realistic beeswax replica of a baby around the campus on a cart. The “baby” was to be auctioned on Ebay the following day and this was its first introduction to the public. The exhibition was popular with the NEIU and Chicago communities and was the focus of a feature article written by Lauren Weinberg in *Timeout Chicago Magazine*. The students especially took a liking to these artists ,who manage to make conceptual art accessible and fun. A formal lecture given by the pair was well attended by faculty and students alike. A small publication was produced for the show and is available in the gallery.

During the month of October Chicago hosts “Artist’s Month,” which features a variety of exhibition and activities. The NEIU gallery was included in the citywide event and showed the work of seven artists in an exhibition entitled *Fast Forward*. Participating artists were asked to create work based on the themes of community, spirituality, and

democracy, resulting in an eclectic show including installation, sculpture, printmaking, drawing, and painting.

*Fast Forward* closed at the end of October, allowing for a short 3-week show just before the Thanksgiving holiday. Well-known Chicago photographer Jason Lazarus installed an exhibition entitled *Footnotes*. Upon return from the holiday the gallery hosted its annual Student Art Sale. While profits from the sale have not yet risen to expectations, the students continue to participate enthusiastically in the sale. This art sale provides an opportunity for the students to have their work shown in the main gallery on campus. The gallery staff will look for ways to advertise the sale and continue to elevate the level of work submitted as well as the revenue to the students.

The spring calendar of exhibitions opened with drawings by Dominic Paul Moore. Moore uses stark and simplistic compositions, which depict images culled from popular culture that are then manipulated by the artist. The imagery in this exhibition, entitled *Winners Never Quit*, was inspired by Boy Scouts of America's Boy's Life magazine. After several more conceptually oriented exhibitions, Moore's work was a return to more realistic renderings of form and figure.

Nnenna Okore, Art Department Chair of North Park University, was invited to the university as a visiting artist. Her exhibition, *Absurd Beauty*, was installed in the gallery, and Okore provided a formal slide lecture of her work followed by a workshop for NEIU art students. Okore uses materials such as newspaper, wax, cloth, rope, clay, and sticks in sculptures created through obsessive repetition and labor-intensive practices. During the workshop students were given the opportunity to work with similar materials and methods. The work created by the students was then hung in the gallery. The exhibition and accompanying activities were very popular with students and the NEIU community, thus strengthening our ties with our neighboring institution. Okore's exhibition was featured in the arts section of the Chicago Tribune, with a review written by Lauren Viera. Okore was also selected to be the juror for the 2010 student art show.

The Annual Juried Student Art Exhibition opened on April 5th and closed the spring semester. The work was exceptional and the show received much praise.

## **I. Assessment**

Like everyone else at NEIU, we continue to evaluate what we do, and we measure our actions against national standards, state standards and the mission and goals of the department and university. This past year we continued to gather data from entrance and exit surveys, collect work from our general education courses, and began discussing the implementation of a writing rubric for all art and art history courses. The actions taken this year were still in response to our active accreditation application and responding to the external evaluators comments.

The last year saw curricular and safety modifications, a new hire in response to assessment responses and several new department policies concerning exhibitions and fees.

With the affirmation through accreditation, we believe that we have exhibited that assessment is alive and working in our department.

For the upcoming years we are already planning on our next accreditation visit and will spend the 2010 academic year evaluating what we want to see in five years. In the upcoming year we need to create a new mission and goals for the department--guiding principles we will need in order to review our future assessment needs.

## **II. Program Plan**

The following long and short term goals are the direct result of our self-study and the recommendations of the external reviewers.

### **A. Long term goals**

- Begin preparing for the next accreditation visit 2015
- The approval of a Bachelor of Fine Arts degree (BFA)
  - A BFA degree in studio art is a professional degree and will be a more appropriate option for students wishing to continue to graduate school.
- Create a stand alone Graphic Design major
  - Graphic design is currently an area of concentration, students would be better served with a separate BA in design.
- Installation of a working foundry
  - The addition of a foundry would make the program very attractive to prospective sculpture students and allow the department to develop workshops for high school students. The workshops would be used to build summer programs and as a recruitment tool.
- Develop an on-line portfolio for students
  - The development of on-line portfolios would create relationships with graduating majors as well as help them to be technically competitive.
- Funding
  - The department needs to develop several avenues of funding to support scholarships and widen alumni/ae support, and to develop grants to fund workshops and community based activities that are currently supported through the department budget.

### **B. Program Plan Requirements/projected needs/short term goals**

Over the course of the 2010-2011 academic year, the department will focus on:

- Increase enrollment
  - Actively reach out to all two year institutions to show that NEIU is a strong option for their graduates in the studio arts and education.

- Complete new mission and goals for the department and gallery, aligned to the university's mission.
- Review and align curriculum of K-12 standards for art education to NASAD standards.
- Continue development of maintenance and replacement plan for all department equipment
- Continue work towards addressing health and safety issues in the studios by developing standard operating procedures for all studio areas.
- Focus on fundraising and developing multiple forms of external financial support for students and the programs
- Continue to examine effectiveness of printed and electronic promotional materials, to identify what methods provide best value.
- Upgrade VAGA to DU Coursemedia, to allow the sharing of all media (slide, video, sound) to all faculty across colleges.
- Develop on-line student handbook specifically for art majors
- Work with Anthropology to investigate development of an interdisciplinary Museum Studies Certificate.
- Design new department website, as current site is two years old.

ART DEPARTMNT International trips and community projects

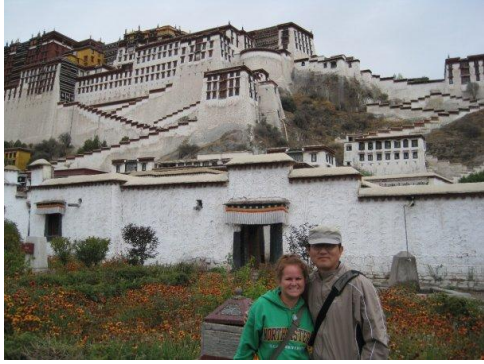
China



Summer 2009







Italy



Spring 2010





Old Irving Mural



Summer 2009







### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances**

**Ambriz, Kim**

*The Moving Crew: Ideal X, Molekula*, Rijeka, Croatia, 2010

*Artist Portraits: I Ain't No Goddamn Son of a Bitch*, Domashnaja Galereja, Kiev, Ukraine, 2010

*Artist Portraits: I Ain't No Goddamn Son of a Bitch*, Project Gallery, Marseille, France, 2010

*20<sup>th</sup> Annual International Small Prints Exhibition*, Chicago Printmakers Collaborative, Chicago, IL, 2009

*Prints About Place*, Baker Center for the Arts Gallery, Muhlenberg College, Allentown, PA, 2009

*Artist-in-Residence*, FugScreens Studio, Chicago, IL, 2010

*Artist Residency*, Harold Arts, Chesterhill, OH, 2009

**Krueger, Deanna**

*Zur Eröffnung des Projektraums der Gallery UNO-Chicago*, Neukölln – Berlin, December, 2009

*The Art of Film: Not Immediately Transparent*, (Three-person show), Lighthouse Center for the Arts, Tequesta, FL, January – February 2010

*3rd Annual A&D Alumni Show*, Work Gallery, University of Michigan, Ann Arbor, MI, July - August, 2009 \*People's Choice Award



*Open Call*, Curated by Brina Thurston, Location One, New York, NY, May 2010

**Matthews, Nate**

The Second Annual Camera Works Exhibition, Ridgefield Guild of Artists, Ridgefield, Connecticut. Juried by Nat Trotman, Assistant Curator Solomon R Guggenheim Museum, New York, New York.

**Mitchell, Dennis**

*NCECA 2010 Invitational*, Moore Galleries, Moore College of Art, Philadelphia, Pennsylvania, March – April 2010

*Trompe L'oeil*, John Natsoulas Gallery, Davis, California, January – February 2010

Guest Artist, Hunter College, New York, NY, July – August 2009

**Porterfield, Mary**

*Artist's Residency*, Anderson Center, Red Wing, MN, 2010

*Artist's Residency*, Ragdale Foundation Residency, Lake Forest, IL, 2009

**Weintraub, Jane**

Commissioned by Arik Luck, Cantor of Beth Emet Synagogue to design and construct piece for American Composer, Debbie Friedman

**Xu, Shencheng**

*"Across the Divide III"*, Pei Ling Chan Gallery, Savannah, GA, April – June 2009

## **2. Journals, Regional Exhibitions or Performances**

**Ambriz, Kim**

The Point, Gallery 455, Mount Mary College, Milwaukee, WI

**Krueger, Deanna**

*Gallery Artists Group Exhibition*, River Gallery, Chelsea, MI, Summer 2009

**Matthews, Nate**

*Fifty Second Annual Beloit and Vicinity Exhibition*, Wright Museum of Art, Beloit, Wisconsin. Juried by Jason Yi, Milwaukee Institute of Art & Design, and Julie Ganser, University of Wisconsin-Madison.

**Nieves, Anna**

"More Than Meets the Eye: A Study of Two Nasca Symbols." *Andean Past* 9, Journal

**Porterfield, Mary**

Two Person Show, University of Wisconsin-Parkside, Kenosha, WI.

**Sieger, William**

“Emil Nolde’s Biblical Paintings of 1909,” *Zeitschrift für Kunstgeschichte*, no. 2, 2010, pp. 255-272.

### **3. Articles and Abstracts, Local Exhibitions or Performances:**

**Adams, Merchant**

“UN”, William Shearburn Gallery, Santa Fe, New Mexico, September-October, 2009

**Ambriz, Kim**

The Yield, Heaven Gallery, Chicago, IL

Habitual Ritual, Waubensee Gallery, Sugar Grove, IL

**Criner, David**

"The New," Dovetail Gallery, Chicago, IL, 2009 Solo Exhibition,

"Harper College Faculty Exhibition" Harper College, Palatine, IL, 2009

**Krueger, Deanna**

*Cephalic Symbols 4*, Judy A. Saslow Gallery, Chicago, November 2009

*Meditative Surfaces*, (Three-person show), Schoenherr Art Gallery, North Central College, Naperville, IL, July – August 2010

*Fields*, Gallery 180 at the Illinois Institute of Art – Chicago, IL, April – June 2010 Solo Exhibition

*The Synesthetic Plan of Chicago*, Co-curated by Daniel Godston and Annie Heckman Chicago Cultural Center, Visitor Information Center, June - October 2009

**Matthews, Nate**

*Ersatz*, Art Lounge, Student Center West, University of Illinois at Chicago, Chicago, IL, Solo Exhibition

*Ersatz*, Gallery of the West Chicago Public Library, West Chicago, IL, Solo Exhibition

*New Romantics*, East Bank Records, Chicago, Illinois. Curated by Mike Reinders ArtXposium 2009, West Chicago City Museum, West Chicago, Illinois. Curated by Anni Holm

Le Monde Magazine, May 2010

F-Stop Magazine, Issue 36, August 2009, Amusement Group Show

Fifty Second Annual Beloit and Vicinity Exhibition Catalog

Third Prize: The Second Annual Camera Works Exhibition, 2009. Juror: Nat Trotman,  
Assistant Curator Solomon R. Guggenheim Museum, New York

**Porterfield, Mary**  
Packer-Schopf Gallery, Chicago, IL, 2010

Two Person Show, Noyes Cultural Center, Evanston, IL, 2009

“33<sup>rd</sup> Annual Beverly Art Competition,” Beverly Arts Center, Chicago, IL, 2009  
Best of Show

Community Arts Assistance Program Grant, Chicago Department of Cultural Affairs,  
2009

**Spidale, Frank**  
“*For Paint’s Sake*”, Lee Way Space, Chicago, IL

“*Faculty Exhibition*”, Dominican University, Lake Forest, IL

“*7 Painters*”, The Beverly Art Center, Chicago, IL

**Vera, Rafael**  
Site-Unspecific O’Connor Art Gallery, Dominican University, River Forest, IL,  
November – December 2009

**Xu, Shencheng**  
“*Spring Benefit*”, Evanston Art Center, Evanston, IL. March 2010

“*Free As A Cicada*”, the 9<sup>th</sup> Lincoln Park Community Art Initiative Public Art, May 2010

“*Gourd Man*”, a bronze Cast Sculpture selected by Public Arts Advisory Committee, Village of

“*Faculty Exhibition*”, Evanston Art Center, Evanston, IL. July 2009

#### **4. Conference Presentations, Group Shows**

**Mitchell, Dennis**  
Guest Artist, Hunter College, NYC, July 6 – August 17, 2009

**Nieves, Ana**  
“The Mythical Killer Whale, in Nasca Valley Rock Art and Nasca Ceramic Iconography.”  
75th Annual Meeting of the Society for American Archaeology, St. Louis. Session:  
Recent Research in Coastal Peru

Elgin Community College, Art Department, Lecturer on Pre-Columbian Influences in  
Modern Latin American Art, videotaped lecture to be used in their Art  
Appreciation courses, May 17th, 2010

George Morse Memorial lecture for the Milwaukee Chapter of the Archaeological Institute of America. Topic: The Petroglyphs of the Nasca Valley and "The Nasca Lines.", December 2009

## **5. Service**

**McKernin**, Mark  
Co-Chair Albany Park Sculpture Garden, Albany Park, Chicago, IL.

**Vaca**, Santiago  
Donated a mixed media piece entitled "*Presence to Indestructible Art*", to a benefit auction for ALS, Amyotrophic Lateral Sclerosis.

**Weintraub**, Jane  
Chicago Metals Arts Guild Board of Directors

## **B. Student Achievements**

**Baker**, Jennifer  
"*Group Show at Bushwood Gallery*", Deerfield, IL, March 2010

**Censotti**, Jessica,  
"Maasai Journey", Student Union, Chicago, IL, November 2009

"Enkare Fashion, Runway Show", Alumni Hall, Chicago, IL, December 2009

**Diaz**, Chris  
"Snow Days Chicago", International Snow Sculpting Competition, Grant Park, Chicago, IL, January 2010

**Doria**, Efrain  
"Purdy Things, Odyssey Art Collective", Chicago, IL, January 2010

"Snow Days Chicago", International Snow Sculpting Competition, Grant Park, Chicago, IL, January 2010

**Gilchrist**, Shelley  
"Rockford Midwestern Biennial", Rockford Art Museum, Rockford, IL., January 2010

"National Art Premiere 2010", Elmhurst Art Museum Elmhurst IL., January 2010

"Americas 2010: Paperworks", Hartnett Hall Gallery, Northwest Art Center  
Minot State University, Minot, ND January – February 2010

"Transformations", Aurora Public Arts Commission/David L. Pierce Art Center, Aurora IL., February 2010

“Fused 2: Art + Wax in Chicago”, Fine Arts Building Gallery 537, Chicago IL., February 2010

“Sculpture Invasion 2010”, Koehline Museum, Oakton Community College, Des Plaines, IL., May – August 2010

“Flow and Control”, Montserrat College of Art, Beverly, Massachusetts, June – July 2010

“Skins”, Birmingham Bloomfield Art Center, Birmingham, Michigan, July – August 2010

**Nardi**, Adam

"Snow Days Chicago", International Snow Sculpting Competition, Grant Park, Chicago, IL., January 2010

**Perez**, Patricia

"As I am", NEIU-El Centro, Chicago, IL, March - April 2010

**Ruhlow**, Madeline

“4<sup>th</sup> Annual Emerging Artists Winter Exhibition”, Morpho Gallery, Chicago, IL, January 2010

**Stanlye**, Jennai

“American Seoul”, Roots Room, Chicago Il, January 2010

**Sykora**, Chris

“Trunk Show”, Barbara & Barbara Gallery, Chicago, IL, October 2009

**Earth**

Juried Student Art Show, Ronald Williams Library, Northeastern Illinois University, Chicago, IL, March – April 2010

Danny Daoud, Stephanie Jirka, Adam Makarzyk, Lindsey Richards, Chris Sykora, Johann Pinzon, Todd Irwin, Alysia Roberts, Jennifer Dickson, John W. Kercheval, Alvaro Rios, Eden Lee, Wil Velez, Jennifer Krause, Alicis Mejia, Karolina Bajkowska, Adan Hernandez, Milena Tomicic, and Ken Mitchell

# BIOLOGY

## **Annual Report 2009-2010**

**Submitted by John M. Kasmer**

### **Executive Summary**

I am again pleased to report that the Department of Biology remains productive and healthy, that we continue to serve our students well, and that we have continued to make progress toward our goals. The major accomplishment of the department over this past year was the completion of a successful program review. The self-study report that we produced was the result of extensive involvement of the entire faculty, and I thank all of those who contributed to it.

With the notable exception of the retirement of Dr. Simon Chung as of summer 2010, there were no major changes in personnel this year. During the 26 years that Dr. Chung was on the faculty, he developed and taught a wide variety of courses (including general education courses, introductory courses for the major, upper-level electives and graduate courses), served on numerous college and university committees, and served as the Chair of the department for 13 years. For all of his contributions to the department, college and university, we thank him and wish him the best in his retirement.

In terms of curricular issues, we made additional and substantial progress toward revising our graduate program curriculum, and intend to get the changes through governance during the upcoming academic year. In addition, we have made additional progress toward contributing to the development of a new Environmental Science major, even though these efforts have stalled over the first half of 2010.

Our faculty members have also continued to be actively engaged on and off campus in a variety of ways. In spring of 2010 Geddes and Stojkovic were appointed to (and continue to serve on) the General Education Task Force. Olfelt and Slate served as elected members of the Graduate College Advisory Committee, and Olfelt also served as an appointed member of the Writing Intensive Advisory Committee and the Student Green Fees Committee. Mungre served as an elected member of the Faculty Senate and the University Personnel Committee. Kasmer continued to serve as the department's representative to the Executive Board of the NEIU Student Center for Science Engagement. And at the 18<sup>th</sup> Annual NEIU Student Research & Creative Activities Symposium (April 2010), Kasmer served as a presider and Frankel, Geddes, Kimble, Prete, Readey and Stojkovic served as discussants

In terms of faculty development, Slate and Geddes attended a workshop sponsored by the Chicago Area Faculty Development Network on "Evaluation of Faculty Teaching:

What the Research Tells Us” (9 April 2010, Chicago IL); Mungre attended a conference entitled “IACUC 101/201 Plus”, led by officers from USDA, OLAW (Office of Laboratory Animal Welfare) and AAALAC (7-8 October 2009, Chicago IL); and Ruderfer successfully completed the CTL’s Online Instructor Preparation course (25 January – 22 February 2010).

**Faculty successes:** Kimble spent the Spring 2010 on sabbatical, during which she enhanced her skills with statistics and developed the course Human Genetics, which she will be teaching in the fall of 2010. Slate was awarded a full-year sabbatical for the 2010-2011 academic year to continue her work on paleoecology/paleoclimatology. Slate also received (another) Faculty Excellence Award in the area of teaching.

**Student successes:** In fall of 2009, we had a total of 443 majors, 15 Biology/Secondary Education majors, 30 minors, and 33 graduate students enrolled in classes (all of which are approximately unchanged from last year). During the period covered by this report (Summer 2009-Spring 2010), we awarded a total of 59 B.S degrees (down from 68 last year) and 13 M.S. degrees (up from only three last year). Students have also been extraordinarily active in conducting research with faculty (including five M.S. theses that were successfully defended during the past year) and presenting their results at both local and national/international venues: more than 30 different students were involved in making more than 30 different presentations (most with multiple authors), and five students won competitive awards for their efforts (three at the Annual Meeting of SACNAS, and two at the Annual Animal Behavior Conference). Much of the research conducted by students in the department was funded by grants made to our faculty members from the NEIU Student Center for Science Engagement (funded by a grant from the U.S. Department of Education), and we thank the SCSE for this support.

## I. Assessment

As part of preparing for our academic program review, we reviewed and modified (only slightly) our student learning goals and outcomes, as follows:

**Student Learning Goal 1:** Demonstrate a broad understanding of biological principles

*Student Learning Outcomes:*

- a. Identify unifying principles in biology with emphasis on natural selection and evolution.
- b. Demonstrate a working understanding of the subdisciplines of cell biology, genetics, and ecology.
- c. Increase depth of understanding of selected subdisciplines by studying a variety of topics in elective courses.

**Student Learning Goal 2:** Develop critical observational, thinking, and reasoning skills

*Student Learning Outcomes:*

- a. Competently use the library and internet databases to search scientific literature.
- b. Read, evaluate, and interpret primary research articles.

**Student Learning Goal 3:** Understand and apply the scientific method

*Student Learning Outcomes:*

- a. Formulate hypotheses and properly design experiments to test hypotheses.
- b. Proficiently use standard biological equipment and techniques.

**Student Learning Goal 4:** Demonstrate effective skills in scientific communication

*Student Learning Outcomes:*

- a. Write proficiently in a variety of discipline-specific formats, such as research-style reports, persuasive arguments, and grant proposals.
- b. Clearly explain scientific data through oral presentation.

We are pleased to have been able to document in our self-study report that our Student Learning Goals align and integrate well with the recently defined NEIU Baccalaureate Goals. Please see the full text of our self-study report and the excerpts from our Program Review self-study report that are included as a separate appendix to this report.

## **II. Program Plan**

### **A. Long term goals**

It remains the long-term goal of the Department of Biology to:

- 1) Assemble and cultivate a diverse faculty with expertise that spans the major disciplines within biology, from ecology to organismal to cell and molecular biology;
- 2) Better know the student populations that we serve, and ensure that we provide coursework and other experiences that will help them satisfy their academic needs and achieve their career goals;
- 3) Provide enough different courses and enough sections of specific courses to satisfy student demand (by both non-majors, majors and graduate students) and simultaneously provide opportunities for each faculty member to teach a variety of courses in their fields of interest;
- 4) Increase the involvement of tenured/tenure-track faculty in the teaching of both the general education classes and the introductory courses for majors;
- 5) Maintain an undergraduate curriculum that provides students with broad exposure to sub-disciplines in biology, and the technical and communication skills that they will need to succeed in the workplace or graduate school, but that is flexible enough to let them complete their degree requirements more quickly and pursue subjects of interest to them;
- 6) Review, revise and rejuvenate our graduate curriculum, so that our graduate course offerings are more relevant to our students' needs and interests, and to ensure that a sufficient variety of courses is offered on a regular basis so that students are able to complete the required course work in a timely fashion; and



- 7) Increase faculty involvement in the day-to-day activities of the department, in short- and long-term planning of teaching and research activities in the department, and to maintain faculty representation on and involvement in college- and university-wide committees and activities.

With these departmental goals in mind, below we provide our Academic Program Goals and Student Learning Outcomes. In the process of writing our self-study report for the purposes of our academic program review, we were pleased (but not at all surprised) to find that our Departmental Goals integrate tightly with both the University's Strategic Plan and corresponding Action Steps and with the Illinois Public Agenda for College and Career Success (see the full text of our self-study report for details).

## **B. Projected needs**

**1. Faculty:** Our need for additional tenure-line faculty remains unchanged, and actually became more severe with the unanticipated retirement of Dr. Chung. With only nine tenure-line faculty, we continue to struggle with being able to provide enough sections of enough different courses to our majors, and to effectively advise the approximately 500 students in our undergraduate and graduate programs. In addition, we are relying heavily on non-tenure line instructors to provide essentially all of the instruction in our general education courses, and approximately half of the instruction in courses for our majors/minors. In order for our curricular needs to be satisfied, as well as for the department to be fully engaged in the activities of the college and university, it is essential that we be able to hire at least another three faculty members over the next couple of years.

**2. Equipment:** With the help of the college, Office of Academic Affairs, and other units of the university, we have been able to make continued progress toward replacing an aging collection of microscopes; to purchase new chairs for one of our teaching labs; and to replace a floor-model refrigerated centrifuge (which should arrive in September 2010). The fact that our course laboratory fees are now being returned directly to the department will allow us to continue to update aging/obsolete equipment (and make explicit plans to do so), but these funds alone will not be sufficient to update the equipment in all of our teaching labs. We hope that a combination of an increase in our budget line for equipment, continued support from the college, and targeted grant-writing will help to fill this gap.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Articles and Abstracts:**

**Panzer, R., K Gnaidinger,** and G. Derkovitz. 2010. The prevalence and status of conservative prairie and sand savanna insects in the Chicago Wilderness Region. *Natural Areas Journal* 30:73–81.

## 2. Conference Presentations, Group Shows

Anderson, G., J. **Kasmer**, J. Al-Bazi, A. Banerjee, D. Rutschman and K. Voglesonger. 2009. Northeastern Illinois University's Interdisciplinary Environmental Science Program. (poster presentation) SENCER Summer Institute, Chicago, IL.

## 3. Funded grants

NSF MRI-R2: Acquisition of a triple quadrupole tandem mass spectrometer. PI: P. Chiarelli (Loyola University Chicago), Co-PIs: N. Tuchman (Loyola University Chicago) and P. **Geddes** (NEIU). (\$413,305)

**Mungre**, S. Oxidative stress and inflammation in diabetes. EARDA Pilot Project – NICHD (\$20,000) 07/01/2009 - 06/30/2010

**Stojkovic**, E.A. and A. **Schirmer**. Structure-based engineering of an efficient infrared (IR) fluorescent marker. EARDA Pilot Project – NICHD (\$20,000) 07/01/2010 - 06/30/2011

## B. Student Achievements

1. Presentations, conference papers, symposium participation, publications.

*Student Presentations at the NEIU Student Center for Science Engagement Research Symposium (2 October 2009)*

**Abraham, S., Y. Shorish, R. Brunner, D. Mackovic, C. Del Re, M. Kimble and T.K. Puryear**. The effects of folate supplementation at mid-pregnancy (E12-14) on the morphological, cognitive and motor outcomes in the ICR mouse. (*poster presentation*)

**Baker, A.W.**, K.C. Toh, J.T.M. Kennis, and **E.A. Stojković**. Engineering an infrared fluorescent marker for in vivo tissue imaging using bacteriophytochrome RpBphP3 from *Rhodospseudomonas palustris*. (*oral presentation*)

**Banks, M.J., W.B. Ozarowski and E.A. Stojković**. Purification and crystallization of a red-light photoreceptor. (*oral presentation*)

**Brunner, R.L., M. Kimble and T.K. Puryear**. Molecular and morphological changes in development associated with alterations in 1-carbon metabolism during late embryogenesis (days 14-17) in ICR mice. (*poster presentation*)

**Carboni, C. and J.E. Slate**. Two new proposed *Diploneis* and *Synedra* taxa from the Everglades. (*poster presentation*)

**Del Re, C.M., T.K. Puryear and M. Kimble**. Effects of folic acid inhibition and supplementation on lung development in mice. (*oral presentation*)

**Dominguez, S., J. Komito, and F.R. Prete.** Prey (object) recognition in four previously untested species of praying mantis. (*oral presentation*)

**Dominguez, S., J. Komito, and F.R. Prete.** Differences in allometry and eye morphology in three species of praying mantis. (*oral presentation*)

**Garrido, C.M., C.N. Hernández and E.A. Stojković.** Structural and sequence analysis of wild-type and mutant variants of bacteriophytochrome RpBphP3. (*oral presentation*)

Krysa, J. A. Labrasca, **David Mosher and J.E. Slate.** Biotic and abiotic effects of lowhead dams on rivers in northeastern Illinois. (*oral presentation*)

**Meissner, C.E., M.V. Yebra and E.A. Stojković.** Specific chromophore-protein interactins in bacteriophytochromes RpBphP2 and RpBphP3 from *Rhodopseudomonas palustris*. (*oral presentation*)

**Przewodnikowska, L.A., M. Kimble and T.K. Puryear.** Effects of varied folinic acid concentration following methotrexate toxicity in the murine craniofacial, palatal and tooth development. (*oral presentation*)

**Perez, O., and M. Kimble.** Does the ICR strain of mice harbor genetic variants involved in folate uptake and metabolism? (*oral presentation*)

*Student Presentations at the 18<sup>th</sup> Annual NEIU Student Research & Creative Activities Symposium (April 2010)*

**Abraham, Sarada, Dejan Slavnic, Holly Hattaway and Dragan Mackovic.** (Kimble and Puryear) Folate – good or bad? (*oral presentation*)

**Baker, Anna.** (K.C. Toh, J.T.M. Kennis and **Stojković**) Engineering an infrared fluorescent marker for *in vivo* tissue imaging using bacteriophytochrome RpBphP3 from *Rhodopseudomonas palustris*. (*oral presentation*)

**Banks, Mark, Chris Meissner and Maria Yerber.** (Stojković) Specific chromophore-protein interactions in the bacteriophytochromes RpBphR2 and RpBphR3 from *Rhodopseudomonas palustris*. (*oral presentation*)

**Brunner, Rachel, Sarada Abraham, Dragan Mackovic and Luiza Przewodnikowska.** (Kimble and Puryear) Alterations in one-carbon metabolism induced by folinic acid and methotrexate during E11-13 in ICR mice leads to abnormalities in cranial morphology, cognitive development, and growth patterns. (*oral presentation*)

**Gawedka, Anna.** (Tsonchev, Nicholson and **Stojković**) Topographical structure characterization of bacteriophytochrome RpBphP2 by scanning tunneling microscopy.

(oral presentation; Chemistry-Biology double major, working with Chemistry and Biology faculty)

**Habib, Nawaf (M.S. student) and Tanya Gorgis.** (Mungre) Effects of methylglyoxal (MG) on neuronal and macrophage cell lines and the protective role of curcumin. (oral presentation)

**Hernandez, Cynthia and Carlos Garrido.** (Stojković) Structural and sequence analysis of wild-type and mutant variants of bacteriophytochrome RpBphR3. (poster presentation)

Hossienian, Z., A. Diallo, **Annum Qureshi and Salina Dominguez.** (Saszik, **Prete** and **Puryear**) Does color play a role in object recognition by the praying mantis *Hierodula membranacea*? (oral presentation; Biology and Psychology students working with Psychology and Biology faculty)

**Mogilevskaya, Yevgeniya, Marija Puric-Lally, Holy Hataway, Tamira Henderson and Johnel Mayberry.** (Olfelt) Relationships of North American *Rhodiola* using the internal transcribed spacer (ITS) region. (oral presentation)

**Theis, Robert J., Justin Komito and Salina Dominguez.** (Prete) Object recognition and eye morphology in *Eucomenella macrops* (Insecta: Mantodea): what makes this mantis unique? (oral presentation)

**Yalda, Lewiza.** (A. Fraiman – Chemistry) Introducing e-course management system NOC module for data collaboration. (poster presentation)

*Student Presentations at National/International Meetings (\* denotes faculty member)*

**Belpedio, C., L. Buffington, S. Clusman, F. Prete\*, A. Sadler, L. Whittemore, and S. Mungre\*.** Cortisol level and behavioral response to exercise in dogs kenneled in a Humane Society: model for stress relief. FASEB Experimental Biology Conference, Anaheim CA (April 2010).

**Komito, J., S. Dominguez and F. Prete\*.** Differences in prey recognition and eye allometry in three species of praying mantis. 17<sup>th</sup> Annual Animal Behavior Conference, Bloomington IN (Feb 2010).

**Prete, F.\*, S. Dominguez, J.L. Komito, R.J. Theis, L.E. Hurd, and G. Svenson.** Prey recognition by four species of praying mantis: does size matter? 17<sup>th</sup> Annual Animal Behavior Conference, Bloomington IN (Feb 2010).

Ree, Richard, **Wray, Brian,** and Lidén, Magnus. Phylogeny of *Corydalis* (Papaveraceae:Fumarioideae) inferred from chloroplast DNA sequences: implications for classification and historical biogeography. Botany & Mycology 2009 International Meeting, Snowbird UT (July 2009)

2. Acceptance to graduate or professional school; other honors/scholarships/awards.

Prizes and Awards

**Anna Baker** won an award for her presentation at the Annual SACNAS Meetings (at which over 700 presentations were made but only 17 awards were given).

**Salina Dominguez** won two awards for undergraduate research presentations: the first was for her presentation at the Annual SACNAS Meetings (section: Developmental Biology), and the other was the 2<sup>nd</sup>-place prize in the Students' Competition for the President's Prize (section: Evolution) at the national Entomological Society of America meeting (2009, Indianapolis IN). Salina conducted research with Dr. Prete.

**Justin Komito** also won two awards for undergraduate research presentations: the first was for his presentation at the Annual SACNAS Meetings (section: Developmental Biology), and the other was the 1<sup>st</sup>-place prize and in the Students' Competition for the President's Prize (section: Ecology and Evolution) at the national Entomological Society of America meeting (Indianapolis, IN). Justin conducted research with Dr. Prete.

Acceptances to graduate/professional schools

**Sarada Abraham** (B.S. Biology) has been accepted into the M.D. program at the University of Rochester (Rochester NY).

**Maria Akhter** (B.S. Biology) was accepted into Lincoln Memorial University - Debusk College of Osteopathic Medicine (Harrogate TN)

**Martin Aramburu** (M.S. Biology) has been accepted to Medical School at University of Illinois, Urbana-Champaign.

**Rachel Brunner** (B.S. Biology) has been accepted into the Ph.D. program in Cell, Molecular and Developmental Biology at the University of Illinois, Chicago.

**May (Tso) Coulson** (M.S. Biology) is pursuing her doctoral degree at the Illinois Institute of Technology (Chicago IL)

**Moneen Jones** (M.S. 2006) completed her PhD at University of Illinois, Urbana-Champaign in Entomology (May 2010), and accepted a faculty position of Research Assistant in the Entomology Department at Rutgers University starting June 1st. She will be a member of the Extension faculty of the New Jersey Agricultural Experiment Station (NJAES), and will be working on the ecology and control of bedbugs.

**Martha (McKeon) Lyke**, (M.S. Biology) is entering her first semester as a doctoral student in the Ecological Anthropology program at the University of Texas at San Antonio.

# BIOLOGY

## Assessment Report 2009-2010

Submitted by John M. Kasmer

Included in this section are the Executive Summary and excerpts from the section on assessment from the self-study report that we generated for our program review.

### **Assessment**

#### **Undergraduate program**

The revised curriculum we implemented in Fall 2007 fully aligns with our departmental goals and learning outcomes (see above). Each learning outcome is addressed in multiple courses, including required courses and electives, and we regularly offer multiple sections of required courses as well as a varied diet of upper-level electives, and a variety of assessment measures (such as exam questions, assignments, and laboratory exercises) are used.

A number of types of data indicate that our students are succeeding in our courses, and are therefore achieving the goals that we have established in our program. First, an average of 84% of students received grades of C or above in required courses and representative electives between fall of 2004 and fall of 2009. There was no real difference in this measure of performance for students under the old curriculum and the new curriculum (86% vs. 82%), and when individual courses are considered, the values range from a minimum of 76% (in the first of the introductory courses for the major – BIO 102 prior to fall 2007, BIO 201 since fall 2007) to a maximum of 92% (in Mammalian Anatomy + Vertebrate Physiology, combined).

Another indication that our students are meeting our goals is that students who are in the Biology/Secondary Education program have performed well on the Illinois Certification Testing System (ICTS) content-area exam in Biology since 2004: of 66 students who attempted the exam, 77% received passing grades. We only have the statewide averages for the ISTCE for the years 2004-2006, but using these numbers, our students pass at higher rates (77% vs. 70% statewide), earn overall scores that are approximately equal to the state average, and perform modestly better than the state average on the subtests with biological content (Science & Technology; Life Sciences; Cell Biology, Heredity & Evolution; and Organismal Biology & Ecology) and in Physical Sciences. In contrast, our students have earned modestly lower scores on the subtest for Earth Sciences, which is not surprising given that we do not require our majors to take any courses in earth sciences. Clearly, it would be prudent for us to recommend that our Secondary Education/Biology majors take at least one course from Earth Science before they attempt the certification test, as it will improve their chances of passing the test, and improve their ability to teach the sciences one they enter the workforce.

Our new curriculum specifies that all students completing any of the capstone options take the ETS's Major Field Test (MFT) in Biology, which we administered for the first time this semester (spring 2010) to 20 students enrolled in the Biology Senior Seminar course. We are still trying to make sense of the results, but it appears that our students, as a group, did not fare as well as we would have hoped. The average overall weighted score was 146.7 (on a scale of 120-200), and the average scores on the four subtests ranged (on a scale of 20-100) from 45.5 (Organismal Biology) to 49.0 (Population Biology, Ecology & Evolution). Although these average scores are lower than the national averages by only a few points, they place this group of students in approximately the 20th percentile nationwide. Given that this is the first time we have had students take the exam, that we are working with a small sample at this point, and that the sample excludes the subset of students who have completed independent research in order to satisfy the capstone requirement (and are also likely to be our strongest students), it is difficult to know what to make of these results. If nothing else, the fact that results of the subtests are in the same range suggest that we are providing a balanced curriculum.

A final issue related to student performance, and one with which we continue to grapple, has to do with the rates at which students have to repeat courses, whether because they withdraw before letter grades are assigned (and receive a "W" on their transcripts) or because they earn grades lower than a "C". Prior to implementing our new curriculum, withdrawal rates were staggeringly high: overall, 40.6% of all unique students received a grade of "W", and 17.4% of all grades issued were W's. These numbers have improved dramatically since we implemented the new curriculum, at which time students were required to have completed any required developmental coursework (in reading, writing and math) prior to taking courses that count toward the major: since fall of 2007, the percentage of unique students receiving W's declined to 32.1% and the percentage of all grades assigned declined to 12.7%. Although this suggests that the changes that we enacted were effective, the overall proportion of students that needed to repeat coursework (either because they received a W or they earned grades lower than a C) declined only slightly over this time span (from 27.2% to 25.0%). Clearly, we need to consider additional ways in which to help our students succeed in courses the first time that they register for them, so that they can make better individual progress toward the degree, and simultaneously make more spaces available in courses to upcoming students who need a particular course.

### **Graduate program**

In the past five years as part of the graduation requirement, 28 students have taken the graduate comprehensive exam, 13 graduate students completed and successfully defended their research theses and 1 registered for and successfully completed a library thesis. Of those that have taken the graduate comprehensive exam, 22 passed on their first attempt (78.6% success rate).

Out of 13 Master's research theses that were completed, 8 were conducted under the direct supervision of faculty members from NEIU biology department, and the remainder were conducted under the supervision of Ph.D.'s or M.D.'s at local institutions, including Rush Memorial Hospital and the Brookfield Zoo.

# Executive Summary of Key Findings and Recommendations

**Overview of the Department of Biology:** The Department of Biology at Northeastern Illinois University (NEIU) offers a B.S. in Biology, a Biology/Secondary Education program, a minor in Biology, and an M.S. in Biology. Currently (as of Fall 2009), the department has 10 tenure-line faculty members and 14 instructors/adjunct faculty members. In fall of 2009, we had a total of 443 majors, 15 Biology/Secondary Education majors, 30 minors, and 33 graduate students enrolled in classes, and a total of 662 students enrolled in our general education courses. Approximately two-thirds of students taking courses in our major are transfer students. All of the courses that satisfy major and minor requirements and that serve the graduate program are offered exclusively on the main campus of NEIU. Although the vast majority of sections of our general education courses are offered on the main campus, we regularly offer multiple sections of BIO 100 and 104 at El Centro, offer one section of BIO 104 per semester at CCICS, and offer an online and a hybrid version of BIO 104 each regular term.

## 1. Description and Assessment of Major Changes in the Discipline

As is the case nationally, our program in Biology faces steady and high demand from students, especially for those interested in pursuing careers in the health professions, but also for those interested in pursuing entry-level positions in biological and technical fields, and for those interested in pursuing graduate degrees. Numerous national studies (including ones conducted by the American Institute of Biological Sciences and the National Research Council of the National Academy of Sciences) indicate that there will be continued high demand for positions in health care and in governmental agencies charged with managing natural resources. In addition, other studies have stressed the importance of interdisciplinary training and of incorporating research into the undergraduate curriculum. We present a variety of information about and data regarding our program that makes it clear that we are well-prepared to support these national and regional priorities and practices. However, we need to explore ways to expand the options available to students seeking careers in the health professions (such as increasing awareness of Physician's Assistant programs), and to make sure that our curricular offerings (especially in anatomy and physiology) clearly satisfy the expectations of health-professional programs.

An additional way in which the discipline is changing is in the emergence of several new fields of research, including "Evo-Devo" (which integrates the disciplines of developmental biology and evolutionary biology, each of which provides context for research done in the other), neurobiology (which is expanding as a field), and bioinformatics. Each of these fields has relevance to both basic biology and the health professions, and represent an area of expertise that we currently lack among the tenure-line faculty in the department. *Hiring additional tenure-line faculty with expertise in one or more of these disciplines will allow us to provide instruction in these areas, and improve the competitiveness of our graduates.*



**2. Description of Major Findings and Recommendations** (including evidence that learning outcomes are being achieved, and opportunities for program improvements)

***Major Findings: Undergraduate Program***

Number of majors and Graduation rates: Our number of majors has approximately doubled since 2002, and we have seen substantial increases in the number of B.S. degrees awarded (now approximately 70 per year) since the implementation of our revised curriculum in the fall of 2007. When compared to the other Illinois 4-year public institutions, our program has shown the largest growth since 2003, and when compared to NEIU's 11 urban peer comparison institutions, is third largest and is one of only six that showed steady growth between 2003 and 2006.

Grades earned in core courses and selected elective courses: Taken together, essentially all goals and learning outcomes are addressed (and assessed in multiple ways) in our core sequence of courses (Essential Skills, General Biology I & II, Cell Biology, General Genetics, and General Ecology); additional goals and outcomes are addressed in our upper-level electives (among which the following courses make up a representative sample: Plant Anatomy & Morphology, Plant Physiology, Mammalian Anatomy, Vertebrate Physiology and Biochemistry). That 83% of students who took the core courses since 2004 have earned passing grades ( $\geq C$ ), and 89% of students who took the specified elective courses earned passing grades suggests that students are achieving the goals of the program. Unfortunately, the progress of many students towards earning their degree is hampered by having to repeat coursework either because they received grades lower than a C, or withdrew from a course prior to having a grade assigned: since the revised curriculum was implemented in fall of 2007, 27% of students who registered for courses in the major fell into these categories. *We believe that we can decrease the number of students that have to repeat coursework for these reasons (and therefore increase graduation rates) by doing more (and more intrusive) advising.*

Performance on state and nationally-normed exams: (a) Students seeking to be certified to teach Biology at the secondary level in Illinois are required to take the Illinois Certification Testing System content-area exam in Biology. Between 2004 and 2009, 77% of our students who took this test passed (compared to a state-wide passing rate of ~70%), and they earned better-than-passing scores on all subtests that dealt directly with biological content (scores on subtests that dealt with physical sciences and earth sciences were on average just below passing, which is similar to what is seen state-wide). (b) In spring of 2010, we administered for the first time in over a decade the ETS Major Field Test in Biology to 20 students enrolled in Biology Senior Seminar. Considered as a group, our students' performance on this test was not particularly encouraging: both their average total score and their scores on the five subtests place the group in approximately the 20<sup>th</sup> percentile nationwide. We are in the process of exploring in more depth what these results mean for our program (especially since the group of students who took the exam is probably not representative of our student population as a whole), but the results suggest that there is room for improvement in our program, and that our program is at least balanced across subdisciplines within biology. *Adding more explicit and consistently executed assessment activities into the core courses and*

*key elective courses will be key to improving the performance of our students on these exams, as well as in completing the requirements of the major in a timely way.*

Student research and presentations: We have had a long history of having students conduct independent research with faculty and presenting their results at the NEIU Annual Student Research & Creative Activities Symposia. In the last 6 years in particular, many more students have been engaged in research, more of them have been involved in research groups, and many more have presented results in external venues. Between 2004 and 2009, 78 undergraduate students have been involved in presenting a total of 93 presentations, and three students won awards for best presentation in their category at the national meeting of SACNAS in October 2009. Given that we graduated a total of 283 students during this time period, we were able to provide 24% of students with experiences that prepare them for careers and further education in biology. Not surprisingly, a large number of our graduates have gone on to graduate schools, professional schools (including medical and dental schools), and careers in biology. *In order to continue to be able to offer these opportunities to our students, we need to ensure that we acquire the internal and external resources needed to support faculty-student research activities, and to ensure that our teaching and research laboratories are modern and well equipped. Possible sources of support include writing a grant to create a Research for Undergraduate Research (REU) program at NEIU, and submitting proposals to NSF's Curriculum, Classroom and Laboratory Improvement (CCLI) program.*

Other: Although the sample size is small, results of the 1-year out survey of undergraduate alumni indicate that 83% of our graduates feel that our program prepared them for their current jobs, and 61% of our graduates are pursuing additional education. *We intend to take steps to better track our students after they graduate, so that we can use their feedback to improve the program, and so that we can solicit feedback from their employers or graduate advisors that will help us improve the program.*

### **Major Findings: Graduate Program**

Graduate enrollment and Degrees awarded: Graduate enrollment has remained stable at ~35 active students per year. Although there is a fair amount of variation, we typically award between five and eight M.S. degrees per year, and 13 of the 46 degrees awarded between 2004 and 2009 were completed under the research thesis option. Our graduate program had the third-largest number of graduate students among biology graduate programs among Illinois public 4-year institutions, and awarded the fourth-largest number of M.S degrees among NEIU's 11 urban peer institutions. *Note: We are in the process of revising the graduate program/curriculum to address issues related to structure, advising and assessment. See the next section of this Executive Summary for details about the changes we are proposing.*

Other: Results of the NEIU survey of alumni of our graduate program indicate that 100% of respondents currently hold jobs that are closely-related to their field of study, 45% are pursuing additional degrees, and over 80% feel that they were challenged by courses they completed here and that our faculty had high expectations.

### ***Major Findings: Faculty Qualifications and Productivity***

Despite the fact that our numbers of majors showed strong growth early in the time-period addressed by this review, and has since stabilized at ~450 majors, the number of tenure-line faculty has remained stagnant during this time, and has forced us to rely more heavily on non-tenure line faculty to provide instruction. In the past, most of the instruction provided by these contingent faculty supported the general education courses offered by the department; however, since 2004-2005, we have had to increasingly rely on these instructors to teach courses for the major, and they now teach not only virtually all of the sections of general education courses, but also approximately half of the student credit hours (SCH) of courses for majors. Although most of our contingent faculty do have the PhD, we consider this dependence upon contingent faculty to maintain our program in the face of heavy demand to be unhealthy and unsustainable. *The addition of at least three additional tenure-line faculty positions over the next three-to-five years would go a long way toward addressing this issue, and would also improve our ability to provide consistent and intentional advising to our students.*

### **3. Description of Actions Taken Since the Last Review**

***Thoroughly revised the undergraduate curriculum:*** (a) converted all lab courses to 4 credit hours; (b) renamed and revised the structure and content of the two-course introductory sequence (BIO 201 – General Biology I, BIO 202 – General Biology II) to make them normative, and developed new laboratory exercises for the courses; (c) added a required cornerstone course (BIO 150 – Essential Skills for Biologists) to the curriculum, taken concurrently with BIO 201; (d) reduced the number of required specific upper-level courses to just three (Cell Biology, General Genetics and General Ecology), and replaced other required courses with five elective courses; (e) converted General Ecology into a writing-intensive course in order to satisfy a new university requirement that students complete a writing-intensive course in the discipline; and (f) added a capstone requirement that can be satisfied in one of four ways, including conducting Independent Research.

***Thoroughly revised one of our two general education courses*** (BIO 100 – Introduction to Biology): Developed explicit goals and student learning outcomes, standardized the syllabus and lab schedule, developed new lab exercises, incorporated discussion component and more opportunities for students to apply knowledge.

***Nearing completion of a comprehensive revision of the graduate program:*** (a) have developed explicit goals and learning outcomes; (b) have added structure to the course requirements and the process by which students enter the thesis option; (c) are adding persistent, intentional advising from the time that a student is accepted to the program to the time that they graduate; (d) will replace the current mechanism by which students are awarded candidacy and the comprehensive exam with a required portfolio that documents the extent to which each student is attaining the learning goals of the program.

**Improvement of safety, organization, and infrastructure for teaching and research:** (a) developed and instituted a lab safety contract for all students taking laboratory courses or conducting research; (b) extensively reduced our inventory of chemicals; (c) had combination eyewashes/safety showers installed in all research laboratories; (d) extensively reduced our inventory of obsolete and non-functional equipment and instrumentation, which allowed us to reclaim several research and teaching spaces; (e) converted a storage room into a departmental computer lab; (f) replaced almost half of our inventory of vintage compound microscopes with financial assistance from the College of Arts & Sciences and the Office of Academic Affairs; reassigned faculty research spaces to improve efficiencies of use and allow establishment of a fully-functional research commons to support research by both tenure-line and contingent faculty; and (g) one teaching lab is being completely renovated using funding from the CCRAA grant (see below).

**Participated in the activities of the Student Center for Science Engagement (SCSE):** (a) helped develop the CCRAA grant that funded the establishment of the SCSE; (b) Kasmer chaired the search & screen committees that hired the Coordinator and two Program Advisors for the SCSE; (c) working to integrate one of the advisors hired for the SCSE into departmental advising activities.

**Other:** (a) conducted two surveys of student characteristics and satisfaction with the undergraduate program; (b) conducted a survey of employers and academic advisors of alumni of our M.S. program; (c) thoroughly revised and updated all of our articulation agreements with community colleges; (d) have begun conducting training sessions for all faculty advisors to improve quality and consistency of our advising practices; and (e) working with four other academic programs to develop a new interdisciplinary Environmental Science major.

#### **4. Description of Actions to be Taken as a Result of this Review**

In addition to the recommendations that are embedded in the sections above, we intend to take the following steps to maintain and improve the program:

**Improve assessment** by: (a) developing explicit, focused, and simple assessment instruments that we execute regularly to allow us to identify specific ways in which we can improve our program and the success of our students; (b) refining and continuing to develop both the introductory courses for the major and the capstone courses (Biology Senior Seminar, in particular); (c) developing standard expectations and rubrics for assignments commonly assigned across the curriculum; (d) assigning a faculty member to serve as the department's assessment coordinator, and give them the authority and support needed in order to ensure that assessment is an ongoing activity in the department; and (e) continuing to assign a coordinator for the introductory sequence of courses, and consider assigning a coordinator for each of the core 300-level courses in the major to ensure that students in these courses are having consistent experiences regardless of when they take the course or with whom they take the course.

**Improve the graduate program** by: (a) completing the revision of the program that is underway; and (b) hiring additional tenure-line faculty so that we have the capacity to improve the variety of graduate courses we can offer.

***Improve advising*** by: (a) developing a faculty advisor handbook that provides clear guidelines for advising and clear expectations of what is expected of advisors; (b) continuing to conduct regular training sessions for all individuals who advise our majors and minors; (c) increasing our capacity for intentional advising by integrating the advisors hired by the Student Center for Science Engagement into departmental advising (and preferably moving one of these advisor positions from the Center to the department) and/or hiring an additional full-time instructor and assigning a significant portion of their workload toward advising; and (d) conducting more group advising sessions, particularly at the beginnings of semesters and in the weeks immediately preceding advance registration periods.

***Improve support for teaching and research*** by identifying one or two major and two or three minor grant opportunities each year that are targeted toward improving our technological capabilities (including equipment and instrumentation) and providing support for faculty and faculty-student research activities.

# CASEP--COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM

## **Annual Report 2009-2010**

### **Submitted by Jim Blair**

#### **Executive Summary**

A unique and innovative initiative has evolved from CASEP through the Northeastern, Redmoon Theater, CPS, and Audubon Elementary School Partnership.

Following Redmoon Theater's performance at The White House October 2009, Redmoon Artistic Director Frank Maugeri had an extended conversation with Secretary of Education Arnie Duncan. The conversation revolved around creating a new teaching model. When Frank returned from the White House he called me. (We have been working together for fifteen years. Northeastern's Partnership with Redmoon Theater began with Northeastern's Annenberg Foundation Grant and IPLP: Illinois Professional Learners' Partnership Grant, and both grants focused on creating innovative methodology focused on training K-12 teachers for diverse, multicultural learning environments.)

Frank Maugeri told me that he would like to develop this new model at Northeastern. Our conversation was the catalyst for a series of meetings with CMT Department Chair Katrina Bell Jordan, Rodney Higgenbotham, Anna Antaramian, Jim Blair, and Redmoon Theater's Angela Tillges. These meeting culminated in a focus group including chairs from the College of Business, The College of Education, and The College of Arts and Sciences. All three colleges enthusiastically supported this initiative as did Provost Dr. Lawrence Frank, and all three colleges are committed to recruiting students.

These meetings led to the development of a new teaching model and course which will be offered spring 2011: *Integrating Arts Across the Disciplines: Art as a Tool for Teaching and Training*. This course has received one of the Applied Learning and Engaged Scholarship Mini-Grants and will be co-taught by CASEP Coordinator and CMT faculty member Jim Blair and Redmoon artist Angela Tillges.

This will be a 300 level course open to students from all three colleges. Our teaching plan includes utilizing the Audubon school as a laboratory site, not only for teacher

training but for leadership training, enabling students to transfer class strategies, skills, and methodology to any business model or education setting.

CASEP was also included in a new grant initiative recently received by Northeastern's Office of Sponsored Programs. The Student Support Services Grant (SSS-Teacher Prep Program) will provide additional support services for CASEP students of limited English proficiency and enhances CASEP's mission of creating high quality teachers who graduate in a timely manner. This grant will also provide additional support services to minority and low income students participating in CASEP and other Northeastern programs.

In addition to the above, CASEP Coordinator Jim Blair has developed a partnership at the Golden Apple Foundation with Patricia Kilduff, Director of Recruitment and Placement. He was invited in May 2010 to attend this year's meeting of previous and new Golden Apple Scholars. Usually, all Golden Apple scholars who attend Northeastern enroll in CASEP. This fall two of these scholars are enrolled at Northeastern and both will be in CASEP. There are currently four other Golden Apple Scholars enrolled in CASEP.

This connection has been enhanced by former Golden Apple/CASEP student's willingness to recruit Golden Apple Scholars who plan on attending Northeastern.

## **I. Assessment**

Forty-five students were enrolled in CASEP for the fall 2009-2010 school year. Five of those 45 will not be returning to Northeastern fall 2010; therefore 90% of the CASEP students are returning and all of them are still pursuing their goal of becoming a teacher. Two of the 40 have left the program because of scheduling issues but are still pursuing an education track.

Forty-three students were enrolled in the 2006-2007 CASEP Cohort. Ten (23%) graduated May, 2010 (four years). Seventeen of the original 2006-2007 cohort have registered for the fall 2010 semester; therefore, twenty-seven of the original 43 students (63%) have already either graduated from Northeastern or have plans to graduate within the next two years.

These statistics are consistent with previous CASEP statistics. Our 4 year graduation hovers around 25% and our overall retention rate between 60 and 63%. The majority of CASEP enrollees graduate with a degree in education.

**CASEP's Adventure Education Course:** We are building a foundation and community first semester course specifically developed for CASEP students. This unique course includes both CASEP cohorts (40-45 students) in their first semester of college. Its purpose is to encourage collaboration and team-building and to develop trust. In addition this course also employs various classroom teaching strategies, which will help our pre-service prospective teachers engage Pre-K-12 reluctant learners.

Since there are two distinct CASEP Cohorts, the Adventure Education class allows us to combine both cohorts in a learning environment beginning their first day of college.

**Student Comments about the Adventure Education Class Learning/Teaching Experience:**

*I liked the open environment.*

*The instructor helped me to overcome my fears.*

*This class became like a family to me.*

*I hope I will be able to make my classroom like this.*

*The activities gave me good ideas for games and skills I could use in the classroom.*

*...working together for a goal, but not putting too much importance on winning.*

*...how to act as a teacher when I have a class.*

*...how to make a class well organized and cooperative.*

*...learning how to work well with others and how to deal with classrooms.*

*...learning to be patient and trust others*

*I think everybody's relationship changed in this course.*

*I grew close to my fellow classmates...and those relationships have carried on to other classes as well.*

*I think the reason we all got along so beautifully is because we all found common ground to stand on.*

**School and Society:** This is a freshman course specifically developed for CASEP. There are two instructors, one from Sociology and one from the College of Education. Both CASEP cohorts are in class together.

The following is an example of a final course assignment:

*Visit two schools of different socioeconomic status. Compare and contrast the two schools and adjacent neighborhoods, paying particular attention to the infrastructure, aesthetics, and resources of each school. In addition, compare and contrast the neighborhoods, paying particular attention to the above characteristics. Document your ethnographic experiences through photographs.*



## **II. Program Plan**

### **A. Long term goals**

Our long term goals are to continue to improve our time to graduation rates and retention rates. Though the CASEP rates are high when compared to other Northeastern Programs, we know that we must strive to do better.

In addition, we would like to see CASEP replicated in other University Departments, and fortunately this is beginning to come to fruition.

The new Chicago Teacher Partnership Program (CTPP) grant (College of Education) is almost an identical CASEP replication, and the grant coordinators have relied on CASEP Coordinator Jim Blair for examples of brochures, applications, and the recruiting process.

### **B. Projected needs**

#### **1. Faculty**

Projected needs consist of retaining an excellent CASEP Faculty and continued support from the Office of the Provost and Academic Advising.

Both offices have offered generous and necessary support to CASEP by working with and advising us on a regular basis. Academic Advising—led by Yvonne Gulli—has linked CASEP to one of their excellent advisors and counselors—Jamie Riess. Jamie registers and advises all CASEP students for two years. In addition, Academic Advising's Rene Qinnoines collects our online applications and furnishes CASEP Coordinator Jim Blair with invaluable statistics on incoming freshman.

#### **2. Equipment**

For the near future our equipment needs are in place; however, we have no budget and rely on other areas of the University for support for mailings, printing and brochures.

#### **3. Other Resources**

Due to cutbacks in department budgets we are concerned about support for the upcoming school year. For instance: We are down to our last 40 brochures. Recently we were asked to send 200 brochures to the Office of the Dean of Students in support of the newly enrolled students entering Northeastern beginning of the fall semester. I was only able to give them two and suggested they make some copies.

Also, it is possible that there will be little or no mailing to prospective new students from Academic Advising. CASEP sends out at least 1000 applications per year in the advising packet. One third of CASEP students are recruited through these mailings.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Articles and Abstracts, Local Exhibitions or Performances:**

CASEP professors **Angela Snow** and **Knute Horwitz** (COMM 100 and COMM 101), through their participation in commercial and theatrical work outside of the Northeastern Community, continue to enhance the classroom experience of CASEP students.

##### **B. Student Achievements:**

CASEP Students continue to excel in various capacities within and outside of the University Community.

Four CASEP Students participate in Northeastern's Honors Program.

Four current CASEP Students are Golden Apple Scholars and two more have enrolled in CASEP for the fall 2010 semester.

Two CASEP freshmen who observed and assisted a 7/8 grade class at Audubon Elementary School were offered applications to return to the school next school as teacher aides.

One CASEP student received two academic awards: one from the Accessibility Center and one from the Summer Transition Program based on his 3.63 G.P.A.

The Following are the CASEP Students Honored at Student Awards Program (April 20, 2010):

Outstanding Student Elementary Education: **Brenda Santiago**

Outstanding Student Secondary Education: **Rebecca Aguilar**

William Itkin Special Education Award: **Aaron W. Goldman**

Accessibility Center Scholastic Award: **Evan Schaller**

Academic Excellence in the College of Business and Management: **Mary Isho**  
(former CASEP student)

AWM Student Recognition Award: **Cynthia Smith** and **Amanda Vilder**

Math Peer Leader Award: **Cynthia Smith** and **Amanda Vilder**

# CHEMISTRY

## Annual Report 2009-2010

Submitted by John Albazi

### Executive Summary

The Chemistry Department at NEIU continues to fulfill the program mission in becoming a department well known in the Chicago-land area for its strong B.S. and M.S. programs. The curriculum prepares students for careers in chemical industry, at national laboratories, and for graduate and professional studies. It also provides appropriate background for students planning careers in medicine, dentistry, pharmacy, and related professional health fields.

The department continues to follow a curriculum in strict compliance with guidelines established by the American Chemical Society. This is necessary to maintain ACS national accreditation or approval. The Graduate program continues to have good enrollment. Six students graduated and all chose to complete a thesis project in partial fulfillment of the MS requirements. The number of chemistry majors has more than doubled in the past three years. This increase is strongly correlated with the increased number of sections of general chemistry and organic chemistry. More than half of the chemistry majors are women, which is astounding given the average numbers across the country. Additionally, our student demographic is consistent with the rest of the NEIU community when considering diversity, income, etc. Many students who participate in meaningful undergraduate research experiences in the chemistry program continue their education at prestigious graduate programs in their primary field of discipline. Anna Gawedzka will pursue a M.S. in Pharmacology at Oxford University (Oxford, UK), while Steven Jerome will continue with his Ph.D studies in Chemistry at the University of California at Los Angeles (UCLA). Vesna Kordic will pursue a Ph.D in Chemistry at The University of California (Berkeley, CA), while Mark Majewski will enter the Ph.D program in Chemistry at The University of Notre Dame (Notre Dame, IN).

Faculty news includes promotion of Ana Fraiman to full professor. She was a recipient of the NEIU Excellence award and a member of the University General Education task force committee. She continues to utilize and develop social networking instruments to facilitate learning and community amongst the students, and recently was involved in Green Organic synthesis. Veronica Curtis-Palmer continued as NEIU project director for the CASPiE grant. The work of Stefan Tsonchev on self-assembly of a new class of gold/polypyrrole nanorods, which was done in collaboration with colleagues from Loyola University and Northwestern University, was not only published in the Journal of ACS Nano but also chosen for the cover of this journal. Ken Nicholson, for the second year, has successfully used the student assessment of learning gains (SALG) survey for

general chemistry I and II to better understand what learning methods employed inside and outside the classroom help the students gain an understanding of the course material most effectively. Tom Weaver and Chandana Meegoda continue to use the American Chemical Society General Chemistry exam to assess our General Chemistry I and II, while Ana Fraiman uses American Chemical Society Organic Chemistry one. Jan Mataka was on a nine-month educational leave awarded by NEIU for fall 2009 and spring 2010. He conducted research work with Dr. Richard Silverman in a newly constructed *Richard and Barbara Silverman Institute of Molecular Therapeutics and Diagnostics* at Northwestern University in Evanston. His research work involved synthetic medicinal chemistry of compounds of potential therapeutic value for neurodegenerative diseases. It also included preparing compounds of potential value in treating Parkinson's disease. The educational component of his leave involved attendance at many of the Northwestern Chemistry Department's organic chemistry seminars and workshops involving drug discovery and development. In addition Jan Mataka attended a course in enzymology taught by Dr. Silverman.

As a member of the University Safety Committee, Van Vu has developed SOPs on Hazardous Waste Management, Nitrogen Laser, and Personal Protective Equipment. These SOPs were approved by the University Safety Committee and can be used by faculty and students. She has successfully conducted training for the faculty on several SOPs including Incident Reporting, Laboratory Fume Hoods Operation and Maintenance and Personal Protective Equipment. She was also supported by the college and Safety Committee in hiring Steve Ocampo, chemistry major, to assist her with the SOP development. Van and Steve have developed other SOPs such as Lab Audit, Microwave, and Chemical Spill which were submitted to the Safety Committee for review and approval.

John Albazi with the Chemistry faculty proposed a layout for the renovation of General Chemistry I & II lab (S-216). The new design reconfigures the workstations to include dry and wet components, and therefore a dual use of the lab into classroom as well as laboratory. John Albazi also initiated the idea of a Faculty Symposium and is preparing for the NEIU First Annual Faculty Research Symposium November 12. He worked with Kimberly Sanborn, McNair Program, in coordinating the 18<sup>th</sup> Annual Student Research and Creative Activities Symposium which was held at NEIU on April 16, 2009. He also worked with Stephanie Levi in organizing the NEIU First Annual Student Center for Science Engagement Research Symposium, which was held on August 2009.

## **Assessment**

As a program accredited by the American Chemical Society (ACS), we must file an annual report to the Society reviewing the general status of our department. In addition to this report, a more extensive report is required once every five years. We have given the American Chemical Society General Chemistry exam to the larger General Chemistry II classes each year. The exam covers both General Chemistry I and II, so it requires both courses. This disadvantages many of our students who have a break, sometimes of a few years, between the two halves of General Chemistry. However, we require everyone in the Chemistry II classes, not just a selected few, to take the exam, because our goal is to serve all of our students. The exam serves an assessment process since it

helps us see if our courses meet national expectations of General Chemistry. We also think that it is an educational benefit to our students, many of whom are going to end up taking a national, standardized exam containing general chemistry information for the purpose of applying to graduate or professional schools. We have seen progress in the results of the exam. During the first year that we gave the exam, less than 25% of the students were at or above the national median. That number has increased slowly to around 40% of the students. At the same time, we have seen an increase in the retention rate and in the number of students who successfully complete General Chemistry II. The number of students who have successfully completed General Chemistry II has more than doubled in the ten year period. Obviously, our two goals of increasing performance and increasing retention are at odds with each other; we could increase the percentage over the national median by simply “weeding out” more of the weaker students before the end of General Chemistry II. One of the good signs for us is that over the last three years, on average, the top 8% of our students have scored in the top 10% of the national scores.

| Year                          | 01          | 02          | 03          | 04          | 05          | 06          | 07          | 08          | 09          |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Number                        | 40          | 60          | 59          | 62          | 68          | 74          | 90          | 85          | 88          |
| Top 10% national              | 1<br>(2.5%) | 5<br>(8.3%) | 2<br>(3.4%) | 1<br>(1.6%) | 1<br>(1.5%) | 6<br>(8.1%) | 8<br>(8.8%) | 7<br>(8.2%) | 8<br>(9.0%) |
| > median national             | 7<br>(18%)  | 19<br>(32%) | 18<br>(31%) | 10<br>(16%) | 11<br>(16%) | 27<br>(36%) | 35<br>(39%) | 33<br>(39%) | 34<br>(39%) |
| Median score of NEIU students | 25          | 26          | 28          | 26          | 26          | 28          | 32          | 31          | 32          |

We continue to conduct written student evaluations that cover the lecture as well as the laboratory sections of our courses. Also, we returned to our practice of conducting a survey of all students registered in courses that apply toward the undergraduate major/minor and of graduate students as well as alumni in order to better understand our student and the challenges they face in making academic progress.

For the last two years, we began using a Student Assessment of Learning Gains (SALG) survey for general chemistry I and II to better understand what learning methods employed inside and outside the classroom help the students gain an understanding of the course material most effectively. From this survey, we analyze the impact of the textbook, lecture notes, group learning activities in lecture, peer-led team learning in seminar, and the hands-on laboratory exercises on student learning. In addition, by student response, we are able to get new insight regarding how this course affects retention in the chemistry program and the STEM disciplines in general.

**Table 1: Summary for General Chemistry I (Spring 2010)**

|  | Number of Respondents | Mean Response |
|--|-----------------------|---------------|
| <i>How much did the following aspects of the class help your learning?</i> |                       |               |

|   |    |     |
|---|----|-----|
| <b>The Class Overall</b>  |    |     |
| The instructional approach taken in this class  | 33 | 4.9 |
| How the class topics, activities, reading and assignments fit together  | 33 | 4.6 |
| The pace of the class   | 33 | 4.2 |
| <b>Class Activities</b>   |    |     |
| Attending lectures  | 33 | 4.9 |
| Participating in discussions during class   | 33 | 4.2 |
| Procedure driven laboratory experiments   | 32 | 4.1 |
| Open-inquiry laboratory experiments   | 32 | 3.9 |
| <b>Assignments, Graded Activities, and Tests</b>  |    |     |
| Graded assignments (overall) in this class  | 32 | 4.5 |
| Occasional quiz (Announced)   | 33 | 4.5 |
| The number and spacing of tests   | 33 | 4.5 |
| The fit between class content and tests   | 33 | 4.5 |
| The feedback on my work received after tests or assignments   | 33 | 4.5 |
| <b>Class Resources</b>  |    |     |
| The textbook?   | 33 | 3.8 |
| Lecture Notes?  | 33 | 4.7 |
| General Chemistry Workshop Materials?   | 26 | 4.7 |
| Blackboard Materials?   | 32 | 4.4 |
| Peer Led Team Learning  | 23 | 4.6 |
| <b>The information you were given</b>   |    |     |
| Explanation of how the class topics, activities, reading and assignments related to each other                                      | 33 | 4.6 |
| Explanation given by the instructor of how to learn or study the materials  | 33 | 4.7 |
| <b>Support for you as an individual learner</b>   |    |     |
| Interacting with the instructor during class  | 33 | 4.6 |
| Interacting with the instructor during office hours   | 24 | 4.5 |
| Working with peers outside of class (e.g. study groups)   | 24 | 4.6 |
| Working with Peer Leaders in Workshop/Seminar   | 25 | 4.8 |
| <b><i>As a result of your work in this class, what gains did you make in your understanding of each of the following areas?</i></b> |    |     |
| <b>Class Content</b>  |    |     |
| Main Concepts   | 33 | 4.7 |
| Relationships between the main concepts   | 33 | 4.6 |
| <b><i>As a result of this class what gains did you make in the following areas?</i></b>   |    |     |
| <b>Skills</b>   |    |     |
| Problem solving?  | 32 | 4.5 |
| Identifying patterns?   | 32 | 4.4 |
| Making a logical argument?  | 32 | 4.4 |
| <b>Class impact on your attitudes</b>   |    |     |

|  |    |     |
|--|----|-----|
| Do you have a better appreciation for the field of chemistry and its applications?                                     | 33 | 4.7 |
| Do you approach chemistry with more confidence?  | 33 | 4.5 |
| Are you more likely to major in chemistry or continue studying chemistry as a compliment to your major field of study? | 32 | 4.4 |
| <b>Integration of your learning</b>  |    |     |
| Connecting key ideas with other knowledge  | 33 | 4.5 |
| Using systematic reasoning to approach problems  | 33 | 4.4 |
| Using a critical approach to information and arguments encountered in everyday life                                    | 33 | 4.3 |

**Key: 1 = no gains/no help, 2 = little gain/ little help, 3 = moderate gain/some help, 4 = good gain/much help, 5 = great help/great gain**

**Table 2: Summary for General Chemistry II (Fall 2009)**

|  | Number of Respondents | Mean Response |
|--|-----------------------|---------------|
| <b><i>How much did the following aspects of the class help your learning?</i></b>              |                       |               |
| <b>The Class Overall</b>   |                       |               |
| The instructional approach taken in this class   | 36                    | 4.6           |
| How the class topics, activities, reading and assignments fit Together                         | 36                    | 4.6           |
| The pace of the class  | 36                    | 4.3           |
| <b>Class Activities</b>  |                       |               |
| Attending lectures   | 36                    | 4.7           |
| Participating in discussions during class  | 35                    | 4.3           |
| Listening to discussions during class  | 36                    | 4.4           |
| Laboratory Experiments   | 35                    | 4.1           |
| Group work   | 31                    | 4.3           |
| <b>Assignments, Graded Activities, and Tests</b>   |                       |               |
| Graded assignments (overall) in this class   | 34                    | 4.5           |
| The number and spacing of tests  | 36                    | 4.7           |
| The fit between class content and tests  | 36                    | 4.6           |
| The feedback on my work received after tests or assignments                                    | 35                    | 4.4           |
| <b>Class Resources</b>   |                       |               |
| The textbook?  | 36                    | 3.6           |
| Blackboard notes and materials posted by the instructor  | 33                    | 4.3           |
| Lecture Notes  | 36                    | 4.7           |
| Problem Sets   | 35                    | 4.4           |
| <b>The information you were given</b>  |                       |               |
| Explanation of how the class topics, activities, reading and assignments related to each other | 34                    | 4.2           |

|   |    |     |
|---|----|-----|
| Explanation given by the instructor of how to learn or study the materials  | 35 | 4.4 |
| <b>Support for you as an individual learner</b>   |    |     |
| Interacting with the instructor during class  | 35 | 4.5 |
| Interacting with the instructor during office hours   | 33 | 4.5 |
| Working with peers outside of class   | 31 | 4.6 |
| Working with peer leaders in seminar/workshop   | 31 | 4.5 |
| <b><i>As a result of your work in this class, what gains did you make in your understanding of each of the following areas?</i></b> |    |     |
| <b>Class Content</b>  |    |     |
| Main Concepts   | 36 | 4.4 |
| Relationships between the main concepts   | 36 | 4.3 |
| How ideas in this class relate to ideas encountered in other classes within this subject area                                       | 36 | 4.2 |
| <b><i>As a result of this class what gains did you make in the following areas?</i></b>   |    |     |
| <b>Skills</b>   |    |     |
| Identifying patterns in data  | 36 | 4.2 |
| Recognizing a sound argument and appropriate use of Evidence  | 36 | 4.1 |
| Developing a logical argument   | 36 | 4.1 |
| <b>Class impact on your attitudes</b>   |    |     |
| Enthusiasm for the subject  | 36 | 4.0 |
| Interest in taking additional classes in chemistry  | 36 | 4.1 |
| Confidence in the field of chemistry  | 35 | 4.0 |
| Comfort level in working with complex ideas   | 36 | 4.0 |
| Willingness to seek help (instructor, peers, tutors) when working on academic problems  | 36 | 4.1 |
| <b>Integration of your learning</b>   |    |     |
| Connecting key ideas with other knowledge   | 35 | 4.0 |
| Applying what I learned in this class in other situations   | 36 | 4.2 |
| Using systematic reasoning to approach problems   | 36 | 4.0 |

***Key: 1 = no gains/no help, 2 = little gain/ little help, 3 = moderate gain/some help, 4 = good gain/much help, 5 = great help/great gain***

**Notes about the survey:**

Students participate voluntarily in this survey outside of class. The students are not required to answer every question on the survey. Students were given the opportunity to provide open response to many of the questions (not included in this summary). The instructor only knows which students participated in the survey; the individual responses are blind.

Based on the student response and the open-ended questions, students said the lecture notes, blackboard materials (ex practice exams, study guides, lecture outlines, etc.) and



peer-led team learning (seminar) provided the most help to their success in general chemistry.

Although the assessment values are positive (score  $\sim 4/5$ ), many students commented on the pace of these classes being too fast. This is an ongoing challenge in teaching these courses. The instructor must balance the pace of the coverage with the quantity of course content required for student success on the ACS standardized exam (another previously mentioned method of student assessment used in the program).

Laboratory experiments are constantly modified and substituted to improve the connection with the lecture portions of this class. Although the students responded that the labs provided “much help”, putting the conceptual part of the course into practice should be equally helpful to student learning as any other strategy.

For retaining students in STEM disciplines, it is noteworthy that students responded “good gain” when asked about their confidence in the field and their willingness to continue studying chemistry in the future after taking the general chemistry sequence.

### **Program Plan**

The department will continue to build the Graduate Program in Separation Science. Within five years, it is the goal of the Chemistry Department to establish graduate program emphases in Chemical Education and Environmental Chemistry and to strengthen the undergraduate curriculum in Environmental Chemistry. It is also the goal of the Chemistry Department to continue to develop interdisciplinary directions through designing new courses and updating existing ones and through improving its collaboration with the STEM programs, in particular in the areas of Chemistry-Biology and Environmental Science.

### **Long term goals**

The goals of the Chemistry Department will continue to be the following:

- a. To maintain a curriculum meeting guidelines established by the Committee on Professional Training of the American Chemical Society.
- b. To step up the recruitment efforts for new students, and work out better strategies to retain and graduate existing students
- c. To maintain high academic standards across our curriculum in order to insure success for our graduates in the chemical industry, at national laboratories, in graduate and professional schools, or when entering related professional fields
- d. To continue to develop in interdisciplinary directions through designing new courses and improving existing ones through collaboration with the STEM programs, in particular in the areas of Chemistry and Biology, and Environmental Science

- e. To cater to our diverse pool of majors and minors by having as complete a program as possible, which offers courses and services to evening and summer school students
- f. To strive to create a modern, pleasant, and professional teaching and research environment for faculty and students in the classroom, laboratory, and office
- g. To actively support research activities of faculty working with undergraduate and graduate students
- h. To encourage faculty to explore new teaching strategies and technologies
- i. To take action and implement changes to the level and content of the individual Chemistry courses
- j. To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment
- k. To maintain and expand contacts and networks with local chemical industries to insure internships and employment for our students.
- l. To continue the Program assessment.

## **Program Plan requirements/projected needs**

### **Faculty**

Our ultimate success and timeliness is dependent on resources available and the continued success of current and recruited faculty. In order to reach the goals listed above, we hope that the department will receive additional support staff and two additional tenure-track faculty lines:

- Medicinal chemistry
- Bio/analytical Chemistry with emphasis in Separation Science

### **Students**

- Increase in student aid money to hire chemistry students to support teaching labs
- Increase in student waivers to support our graduate program

### **Budget increase to support the following:**

- Purchase of state-of-art instruments
- Purchase of computers and software to upgrade Computer Lab and chemical laboratories
- In-house calibration and maintenance of small instruments
- Service Contract and repairing state-of-the-art equipment

### **Budget to upgrade the existing hoods, benches, sliding glass safety windows (in the organic chemistry laboratory)**

## **Budget to support the role of Chemistry Department in the University wide policy of safety compliance**

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Articles and Abstracts, Local Exhibitions or Performances:**

- S.Tsonchev, “Assembly of Nanorods into Designer Superstructures: the Role of Templating, Capillary Forces, Adhesion, and Polymer Hydration”, *ACS Nano*, **4**, 259, 2010.
- Ana Fraiman, “Using Chem-Wiki to Increase Student Collaboration through Online Lab Reporting”, *Journal of Chemical Education*, January 2010.
- Mark W. Majewski, Scott A. Pollack, and Veronica A. Curtis-Palmer, “Diphenylammonium salt catalysts for microwave assisted triglyceride transesterification of corn and soybean oil for biodiesel production”, *Tetrahedron Letters, Short Communication*.
- Mark W. Majewski and John Albazi, “A Unified Stability – Indicating Method Development and Validation for the Determination of Pantoprazole Sodium in Raw Material and Finished Drug Product Utilizing RP-HPLC” (Manuscript in preparation).
- S. Tsonchev, Wrote a report with colleague Emma Turian (Mathematics) on the progress of the PLTL Program at NEIU for the Progressions Newsletter: “Expanding the PLTL Program at Northeastern Illinois University: Articulation between Departments.”

##### **2. Conference Presentations, Group Shows.**

- Stefan Tsonchev, Presented at the 42<sup>nd</sup> Midwest Theoretical Chemistry Conference, Purdue University, Indiana, May 2010.
- Mary Caffero, John Dao, and Ana Fraiman: “Chem-Wiki: Increasing Student Collaboration through Online Lab Reporting using Web 2.0 technology.” presented the work at ICERI 2009 International conference of Education, Research and Innovation. (Madrid, November 2009)

##### **3. Funded grants**

- John Albazi and Sue Mungre (Biology), Research Communities Grant, “Role of Glutathione Disulfide (GSSG) and Tripeptide Glutathione (GSH) in PC12 Cells during Oxidative Stress” (\$6,000.00, funded)

#### **4. Service to academic organization (office holder only), editorial boards**

- John Albazi, Organizer of the NEIU 1<sup>st</sup> Annual Faculty Research Symposium
- John Albazi: Co-Coordinator, NEIU 18<sup>th</sup> Annual Student Research and Creative Activities Symposium , April 2010
- John Albazi: Co-Organizer, NEIU 1<sup>st</sup> Annual Student Center for Science Engagement Research Symposium, August 2009
- John Albazi, reviewer of the Journal of Chromatographic Science publication.
- S. Tsonchev, Represented the Chemistry Department of NEIU at all three Science Fair Central meetings in September-October 2010.
- Stefan Tsonchev, Serving on the Editorial Advisory Board of 'The Open Nanomedicine Journal'
- Stefan Tsonchev, Refereed articles submitted to the following journals: Journal of Physical Chemistry, Journal of Chemical Physics.
- Stefan Tsonchev, Participated on a review panel for David Gosser's "*Chemistry: Exploring the Molecular Vision*" in July, 2009.
- Ken Nicholson, member on the research proposal review board for the Center for Nanoscale Materials at Argonne National Laboratories
- Ken Nicholson, reviewer for the ACS publication, Langmuir
- Ana Fraiman, Reviewer for Journal of the Scholarship of Teaching and Learning
- Ana Fraiman, Reviewer for the Journal of Chemical Education, ACS publication
- Ana Fraiman, Committee member and reviewer of abstracts to EDULEARN 2010 - EDULEARN10 International Conference on Education and New Learning Technologies, Barcelona July 5<sup>th</sup>-7<sup>th</sup>, 2010
- Ana Fraiman: Reviewer for Journal of the Scholarship of Teaching and Learning

#### **Workshops and Conferences Attended**

- Stefan Tsonchev, Attended and gave a talk together with Emma Turian from Mathematics, NEIU, at the Annual PLTL Conference in New York, July, 2009.
- Stefan Tsonchev, Attended the 2009 International Institute for Nanotechnology Symposium, Evanston, IL, November, 2009

- Stefan Tsonchev, Attended the Illinois LSAMP Conference, where Anna Gawedzka presented their STM work. Oak Park, IL, February 12-13, 2010.
- Stefan Tsonchev, Attended the ISP Undergraduate Symposium for Women Students, where Anna Gawedzka presented their STM work. DePaul University, Chicago, IL, March 27, 2010.
- Stefan Tsonchev, Attended the Twenty First Annual Illinois Student Research Conference, where Anna Gawedzka presented their STM work. Chicago State University, Chicago, IL, April 10, 2010.
- Ken Nicholson attended the Great Lakes Innovative Stewardship through Education Network (GLISTEN) retreat in Galena, WI (January 2010). This program is a sub-unit of the Science Engagement for New Civic Engagements and Responsibilities (SENCER).
- Ken Nicholson and Stefan Tsonchev attended the 12<sup>th</sup> Annual Illinois Louis Stokes Alliance for Minority Participation (LSAMP) Student Research Conference in Oakbrook Terrace Illinois (February 12, 2010)
- Ken Nicholson presented, “Special Topics: Environmental Chemistry in the City” at the Engaged Learning Workshop at NEIU (February 23, 2010)
- Ana Fraiman, Invited to the Organic Discussion Forum on Education, Boston, November 7<sup>th</sup> 2009.
- Ana Fraiman, Chaired the section at ICERI 2009 on Technologies and Methodologies applied to Education on November 17<sup>th</sup>, 2009.  
[http://www.iated.org/concrete2/session\\_detail.php?session\\_id=264](http://www.iated.org/concrete2/session_detail.php?session_id=264)
- John Albazi attended the SENCER Summer Institute 2009 (August 6-10, 2009), hosted by Harold Washington College (Chicago, IL)

## **B. Student Achievements:**

- Anna Gawedzka will pursue a M.S. in Pharmacology program at Oxford University (Oxford, UK).
- Steven Jerome will pursue a Ph.D in Chemistry at the University of California at Los Angeles (UCLA). Steve was also awarded a fellowship at UCLA for research scholars.
- Mark Majewski will pursue a Ph.D in Chemistry at The University of Notre Dame (Notre Dame, IN).
- Vesna Kordic will pursue a Ph.D in Chemistry at The University of California (Berkeley, CA).

- Sera Vorpahl received a fellowship to attend a National Science Foundation Research Experience (NSF-REU) for Undergraduates at The University of Chicago (Summer 2010)
- Maria Wahab and John Albazi, “Stability-Indicating Method Development and Validation for Determination of Amiodarone HCl in Pharmaceutical Drug Product”, NEIU's 18th Annual Student Research and Creative Activities Symposium, April 2010
- Ganesh Kumar Sittampalli and John Albazi, “Stability - Indicating Method Development And Validation For Determination of Ropivacaine HCl In Raw Material And Parental Formulation Using Reversed-Phase Liquid Chromatography” NEIU 18th Annual Student Research & Creative Activities Symposium at NEIU April 2010, and 21<sup>st</sup> Annual Illinois Student Research Conference at Chicago State University (April 2010)
- Md. Shaheedul Alam and John Albazi, Method Development and Validation for Assay of Ketorolac Tromethamine in the Raw Material and Drug Product Using Reversed-Phase Liquid Chromatography”, NEIU's eighteenth Annual Student Research and Creative Activities Symposium, April 2010.
- Gayatri Thati and John Albazi, “Method Validation Investigation Based on FDA Parameters and Guidelines”, NEIU's 18th Annual Student Research and Creative Activities Symposium, April 2010
- Steve Jerome, Maricris Lodriguito, George Schatz and Stefan Tsonchev, “A Computational Study of Static and Resonance Raman Breathing Modes in Single and Double Walled pristine and Functionalized Carbon Nanotubes” NEIU's 18th Annual Student Research and Creative Activities Symposium, April 2010
- Anna Gawedzka, Stefan Tsonchev, Kenneth Nicholson, and Emina Stojkovic, “Topographical Structure Characterization of Bacteriophytochrome RpBphP2 by Scanning Tunneling Microscopy” presented her work at the 21<sup>st</sup> Annual Illinois Student Research Conference at Chicago State University (April 2010), NEIU 18<sup>th</sup> Annual Student Research and Creative Activities Symposium (April 2010), and 12<sup>th</sup> Annual Illinois Louis Stokes Alliance for Minority Participation (LSAMP) Student Research Conference, Oakbrook Terrace, IL. (February 2010)
- Mary Caffero and Ana Fraiman, “Chem-Wiki at NEIU: Increasing collaboration through online lab reporting.” NEIU 18th Annual Student Research & Creative Activities Symposium at NEIU April 2010)
- Malgorzata Gawedzka and Ana Fraiman, “Assessing the Effectiveness of Ionic Liquids in Organic Synthesis” presented her work at the 21<sup>st</sup> Annual Illinois Student

Research Conference at Chicago State University (2010), and at the 18th Annual Student Research & Creative Activities Symposium at NEIU (April 16, 2010)

- Liweza Yalda and Ana Fraiman, “Introducing E-Course management system NOC Module for data collaboration”, 18th Annual Student Research & Creative Activities Symposium at NEIU (April 16, 2010).

### C.Alumni News

- Yoriel Marcano appointed as Professor of Chemistry at Malcolm X College
- Richard Tyler promoted to R&D Manager at Akron Inc., Skokie, IL
- Peter Tessalee promoted to R&D Manager at Monosol Rx, Portage, IN
- Inessa Gorelik promoted to supervisor position at Nanoscience, Inc.
- Heidi Wells promoted to supervisor position at Abbott Laboratories
  
- The following Chemistry Alumni are currently employed in the following industries:

|                          |  |
|--------------------------|--|
| Karen St. George         | Abbott Laboratories                    |
| Jivka S. Ivanova         | Abbott Laboratories                    |
| Niazy Haddadin           | Abbott Laboratories                    |
| Niroshi Kankamunga       | Abbott Laboratories                    |
| Anish Patel              | Abbott Laboratories                    |
| Legi Jacob               | Abbott Laboratories                    |
| Mario Flores             | American Pharmaceutical Partners       |
| Radonstina Miladinov     | American Pharmaceutical Partners       |
| Debajet Sercar           | American Pharmaceutical Partners       |
| Angela Bond              | American Pharmaceutical Partners       |
| Corinna Pop              | American Pharmaceutical Partners       |
| Ogert Fisniku            | Astellas Research Institute of America |
| Abdul Bottos             | Baxter Healthcare                      |
| Nadia Ivanova            | Baxter Healthcare                      |
| Ganish Sittampalli       | Bio-Technology, Inc.                   |
| Mike Hermanick (Manager) | Emergent Bio (Michigan)                |
| Yosuko Sato              | Hospera                                |
| Atulkumar V Mehta        | Kabot Inc.                             |
| Md Shaheedul Alam        | Morton Grove Pharmaceuticals, Inc.     |
| Depesh Shah              | Nanosphere, Inc.                       |
| Abdel Jarfaoui           | Wm. Wrigley Jr. Company                |

# COMMUNICATION, MEDIA AND THEATRE

## **Annual Report 2009-2010**

### **Submitted by Katrina Bell-Jordan**

#### **Executive Summary**

The Department of Communication, Media and Theatre has had another busy and productive year, highlighted by the Fall 2009 implementation of major curricular changes at both the undergraduate and graduate level, pursuit of important programmatic and University initiatives, and collaboration with the Chicago arts community. The CMT Department focus is on preparing students to enter the workplace with the theoretical knowledge and practical skills for professional success and personal gratification. Thus, ongoing attention to student success, academic excellence, and innovation were important goals for the 2009-2010 academic year. The year was also characterized by ongoing faculty engagement, significant scholarly productivity and service, and impressive student/alumni achievements.

The CMT Department shows consistent growth, with CMT majors more than doubling in number (from 114 majors in 2003 to 294 enrolled in Fall 2009, for an increase of 158%). CMT minors increased substantially as well (from 89 in 2003 to 156 in 2007, for an increase of 116%). But with the elimination of NEIU's minor requirement, CMT's numbers (like those of most departments) dropped to 84 minors enrolled in Fall 2009. Enrollment in our graduate program has stabilized at an average of 30 active graduate students, after nearly tripling between 2002 and 2007.

The Department is pleased to have been given an opportunity to conduct a search in the Communication area during the 2009-2010 academic year, and this year we are welcoming a new faculty member, Wilfredo Alvarez (A.B.D., University of Colorado at Boulder), in the area of organizational and intercultural communication with an emphasis on social identity in organizations and mentoring relationships. We look forward to Prof. Alvarez teaching Communication courses at the introductory, advanced undergraduate and graduate level, and to other contributions he will make to the CMT Department and NEIU community.

This year, CMT achieved its goal of implementing significant revisions to the CMT major, Media minor and graduate program. Likewise, strong emphasis was placed on long- and short-term recruitment and retention in the graduate program, as well as the scholarly development of our graduate students. One example of this emphasis is the



requirement *Seminar in Research Methods* (CMTC 430) for all graduate students. CMT Department faculty and students have responded well to these changes, and we expect that they will improve the program's accessibility, attractiveness and growth; that they will enhance the learning experience of our students; and that they will support the instructional goals of our faculty.

There has been significant new curriculum development in the Media area this year as well, specifically the addition of *Introduction to Audio Production* (CMTM 250) to the media production curriculum. This course initiates the growth of CMT's audio production area and is an important counterpart to our existing video production curriculum. Our goal is to expose students to both of these critical areas of media production, provide them hands-on instruction to develop their technical abilities, and support their professional interests in the media field. The new course *New Media Technologies* (CMTM 378) was also offered this year as an advanced study of emerging media technologies and how their implementation affects media institutions and society at large. This course is an important contribution to CMT's Media area because it explores how media convergence is revolutionizing the global knowledge system. Its curriculum also reflects the University's global studies initiative. Additionally, CMT's *Digital Video Editing* (CMTM 361) course was taught as a graduate offering, supporting the Department's goal of extending the graduate program curriculum to include media production.

The E112 Media Lab has proven to be a tremendous asset to our media production curriculum. The lab, which is equipped with 11 digital, non-linear HDDV video and audio editing stations, as well as graphic and DVD authoring programs, is in its second year of operation and now supports both our audio and video production courses. There is also continued work in the E112 Media Lab toward establishing a system of student tutors to work with media production classes, enhancing both the students' and tutors' own learning. The hands-on experience students gain from use of the E112 Media lab responds to their professional development needs, and CMT students have secured internships at locations such as WTTW, WGN, KBCTV Chicago (Channel 41) and NBC Chicago. Our students have also interned in television production with Answers Media, in web/media research and design with American Boomer Group, and in promotions with FM 95 (WIIL Rock).

CMT's Theatre area continues to expose students to all aspects of theatre, from the technical, organizational and management skills needed for success in the theatre industry, to the conceptual and artistic elements necessary to understand the theatre field. Continually energizing the program is the fact that this year, via the F-Wing's Main Stage, Studio Series and Children's Theatre, CMT involved approximately 280 students in every aspect of theatre production, from technical and management work, to acting (reflecting an increase from 250 students involved with stage production last year). The Theatre area curriculum consistently provides a "hands-on" learning environment that develops and supports our students' professional interests in theatre, and paves the way for internship and employment opportunities at locations such as Steppenwolf Theatre, the North Shore Center for the Performing Arts, Civic Light Opera and Casa Central Theatre Development Program. Further, more shows than ever before

have been produced via the Stage Center Theatre, Studio Series, Children's Theatre, and Summer Theatre, and we reached a combined audience of nearly 4,700 again this year.

The Theatre curriculum has long emphasized the professional development of our students. Yet, it is also worth reiterating in this year's report that the Theatre program provides a valuable experience to Chicago-area students who have little access to the arts. For example, the Children's Theatre Program alone brings at least 20 Chicago-area elementary and middle schools to NEIU each year, representing approximately 1,800 students and teachers. Thus, while the program is focused on student success, it also serves the important function of community outreach and supports the University's values of Community and Empowerment through Learning.

### HSI Grant

We are pleased to report that this year the CMT Department was awarded an HSI Initiative Grant. Over the last 15 years, we have sponsored Hispanic theatre in the Stage Center Theatre's Main Stage productions, as well as in its Studio Series and Children's Theatre Workshop productions. The HSI grant was designed to support our interest in deepening the Department's exploration of Hispanic heritage through the lens of artistic performance, and to address issues facing the Hispanic community from the perspective of our three areas of study. With this grant support, the Department achieved its goal of organizing the program, "El Mercado de Comunicación" (The Marketplace of Communication) March 9-11, 2010. This "salon fashion" forum featured three evenings of roundtable discussions with professionals from the communication, media and theatre fields, on the following topics:

- "How the Media Cover Chicago's Latino Communities" – Journalists from *Hoy*, *Extra*, *Chicago Public Radio*, and the *Chicago Tribune* discussing news coverage of Chicago's Latino communities for ethnic and mainstream media.
- "Hispanic Theatre: Issues and Involvement" – Theatre professionals from Chicago-based Hispanic Theatre companies, such as PanAmerica Performance Works, Teatro Vista and Teatro Luna, discussing the theatre profession, as well as the role of the theatre arts and interdisciplinary programs in Chicago's Latino communities.
- "Latino/a Relationships, Families, and Communities" – Professionals from Chicago-area centers, such as The Miracle Center, La Raza, Enlace Chicago, The Family Institute, and El Centro, discussing issues facing Latino communities and how social, clinical and educational resources are addressing these issues.

### CMT/Redmoon Theatre Initiative

This year CMT joined with Chicago's Redmoon Theatre to pursue an important programmatic initiative. CMT's Theatre faculty, in conjunction with faculty from Redmoon Theatre, developed the course, *Integrating the Arts Across the Disciplines: Art as a Tool for Teaching and Training* (CMTT 392), an interdisciplinary course for students across the Colleges of Arts and Sciences, Business and Education. The course uses project-based learning as a way of exploring, integrating, and enhancing the academic disciplines of math, science, social studies, and the language arts. The course focuses on using creative inquiry and methods to develop leadership skills and strategies for the workplace. It is a

unique laboratory model that encourages students to integrate communication skills, artistic experience and technology. Through fieldwork experience, NEIU students will practice and demonstrate skills in collaboration, project management, and innovative teaching and training techniques.

The CMT/Redmoon Theatre collaboration extends the successful CASEP (College of Arts and Sciences Education Program) pedagogical framework in its experiential, laboratory model of using fieldwork experiences in Chicago Public School classrooms to deliver fundamental concepts of creativity, innovation and leadership. To be sure, the CMT/Redmoon Theatre collaboration responds directly to NEIU's strategic goal of Academic Excellence and Innovation, and its interdisciplinary focus provides access to students from all three Colleges at NEIU.

#### Faculty Engagement and Student Success

The CMT Department is made up of dedicated classroom teachers, who are active in their fields of study and dedicated to serving the University, their disciplines, and their communities.

In Communication, Dr. Tony Adams published articles in *Symbolic Interaction* and *Cultural Studies ↔ Critical Methodologies*, and he presented research at three conferences, including the National Communication Association and International Congress of Qualitative Inquiry. He was also invited to lecture at Wayne State University. He continues to be actively involved with the Central States Communication Association as Chair and Vice-chair of two caucuses and is a Legislative Assembly member of the National Communication Association and member of the NCA's Annual Convention Working Committee. Dr. Adams continues to be an editorial board member of *Kaleidoscope: A Graduate Journal of Qualitative Communication Research* and guest editor for three other journals, including the *International Journal of Multicultural Education* and the *Southern Communication Journal*. Dr. Katrina Bell-Jordan presented research on, "Black Love and the Black Family in the Era of Obama: Transformations in the Discourse on Black Masculinity," to the National Communication Association, and she continues to serve as an editorial board member of *Women's Studies in Communication*. Dr. Nanette Potee presented the panel "Promoting Graduate Student Research and Publication: The role of Graduate Faculty" for the Continuing Research Scholarly Roundtable at the annual meeting of the National Communication Association. She also advised two CMT graduate students completing Master's theses this year. Dr. Potee, who is the Department's Graduate Advisor and Communication area coordinator, also developed and taught all three sections of the Department's Writing Intensive Program course, *Introduction to Communication Theory* (CMTC 200).

In Media, Dr. Bell-Jordan wrote the forward for the book, *Anti-Arab and Anti-Muslim Bias in American Newspapers: How They Reported the 2006 Israeli-Hezbollah and Israeli-Hamas Wars*, published this year by The Edwin Mellen Press. She also continues to serve on the editorial board of *Critical Studies in Media Communication*. Prof. Cyndi Moran presented her documentary film, *It's in the Blood: Leo Abshire and the Cajun Tradition* at three national and international film festivals this year, including

the Saulieu Cajun & Zydeco Music Film & Food Festival in France. Prof. Moran was also awarded a research sabbatical, which supports her study of international documentary film marketing and of documentary films produced about the disaster relief efforts of national non-profit organizations. She was also a manuscript reviewer for McGraw-Hill Publishers. Prof. Moran, who is CMT's Media area coordinator, was instrumental in developing the Department's new audio production curriculum, and she continues to be the coordinator of the E112 Media Lab, overseeing the expansion of the lab's capabilities and establishing a peer tutor system. Dr. Seung-Hwan Mun presented research at national and international conferences, including the paper, "Reality Check: Rethinking the Global Software Piracy Problem," at The Global Fusion Conference, as well as two papers on the subject of global software piracy and international copyright law to the International Communication Association in Singapore. Dr. Mun has a manuscript forthcoming in the *Biannual Report on Broadcasting Business*, published by the Seoul Broadcasting System, and he was a member of the planning committee for the Global Fusion: A Global Media and Communication Conference in Texas. Prof. Edie Rubinowitz was the co-producer, reporter and narrator of a half-hour documentary, *Chicago's Global Immigrants: Beyond the American Dream*. The documentary, which was part of the "Chicago Matters: Beyond Burnham" documentary series, was featured twice on Chicago Public Radio's award-winning *Worldview* program (WBEZ 91.5 FM). The documentary tells the story of four Chicagoans who have developed international connections and had significant influence in the areas of politics, education and human rights activism since coming to the United States. Prof. Rubinowitz also published the article "Review: The Living Room Candidate," in the *Journal of Media Education*, an online journal published by the Broadcasting Education Association. The article focuses on ways that media educators can incorporate interactive websites in the classroom.

In Theatre, Prof. Anna Antaramian wrote the proposal for a \$2000 HSI Grant the Department received in support of the March 2009 program, "El Mercado de Comunicación," which she coordinated to celebrate Hispanic heritage across the areas of Communication, Media and Theatre. Prof. Antaramian served her second year as Associate Chair of the CMT Department, and continued her position as Managing and Artistic Director of the Stage Center Theatre and Summer Theatre. In this position, she produced eight plays for NEIU's Stage Center Theatre and two for the Summer Theatre. She directed the main stage production of *Lucky Stiff* and the Summer Theatre productions of *Midsummer Night's Dream* and *Arms and the Man*. The production of *Lucky Stiff* was the first musical produced by the Stage Center in more than ten years. Prof. Antaramian continues to serve as the Stage Center petty cash accountant. She also supervises student Box Office managers, Stage Center Theatre managers, Studio Series directors, and other Stage Center Theatre and Studio Series personnel. Both Prof. Antaramian and Prof. Rodney Higginbotham served on a committee to develop the interdisciplinary course, *Integrating the Arts Across the Disciplines: Art as a Tool for Teaching and Training* (CMTT 392). Prof. Higginbotham directed the main stage production of *Vaudeville America!* at NEIU's Stage Center Theatre, and continues to be webmaster of: <http://www.neiu.edu/~rghiggin/ephem/Ephemera.html>, the Theatre Ephemera website. Prof. Higginbotham served again this year as CMT's Theatre area coordinator, coordinator of Talent/Special Skills Scholarships, supervisor of the Stage

Center Theatre website, and moderator of the CMT Department Groups Page. He also continued as chair of CMT's Department Personnel Committee.

We are proud that CMT faculty across our three areas were elected, appointed or re-appointed to serve with a number of NEIU constituencies, such as Faculty Senate, the Faculty Council on Academic Affairs, the College of Arts and Sciences Academic Affairs Committee, and the NEIU chapter of the University Professionals of Illinois (UPI), to name a few. Their service reflects strong leadership and respect both for and from the University community. CMT faculty also participated in the important work of the General Education and Shared Governance Task Forces, University Honors Board, and Global Studies and International Programs Advisory Committees. CMT faculty continue to hold offices in professional, local/community and state organizations, to serve on professional editorial boards and as manuscript reviewers, to facilitate professional workshops, and to chair and/or have leadership roles in various community organizations. CMT instructors are also actively engaged in their scholarly, professional and/or creative activity – publishing poetry and other scholarly work, directing and/or performing in professional theatre productions, as well as appearing on television and radio.

The CMT Department is pleased to announce the achievements of some of its students and alumni as well. This year a CMT graduate program alumnus published his Master's thesis as a book with The Edwin Mellen Press, and two CMT graduate students successfully defended their Master's theses. One CMT alumnus was awarded for his reporting and editorial work by the Illinois Press Association, and another alumnus is graduating from John Marshall Law School and applying to the Illinois Bar Association. CMT alumni have been accepted to programs at North Park University and the University of Southern California, and recent graduates are now employed in artistic, educational and legal fields.

## **I. Assessment**

The focus of this year's assessment has been on the implementation of Fall 2009 changes to the CMT major, Media minor and graduate program. We have been examining the extent to which the changes have provided greater options for students enrolled in our program, greater consistency in the review and admission of students to the graduate program, and greater recruitment for our undergraduate and graduate program. We are also assessing the impact of the 2009 changes in terms of how well our program is responding to the demands of the new requirements, including the University's Writing Intensive Program (WIP) requirement.

We are specifically examining course rotation issues related to offering CMT's WIP course, *Theories of Communication, Media and Theatre* (CMTC 200), in terms of the number of sections needed to respond to student demand for the course (which students now also take to complete degree requirements for the CMT major). We are also addressing the advising needed to assure that students understand and meet the WIP requirement in a timely manner.

Our assessment also includes the now two-year old E112 Media Lab in terms of its instructional capabilities and impact on student success. The lab has allowed the Department to increase the number of sections of media production courses (including new audio production sections), as well as the number of lab hours for individual student use and peer tutoring.

The Department has also increased its attention to advising by better coordinating our work with the offices of Academic Advising and Career Services, for general advising, program advising and career advising. Consultation with Academic Advising confirmed that the Department is addressing our students' academic advising needs, especially transfer students who often seek a combination of academic, program and career advising upon their enrollment at NEIU. Consultation with the Career Services Office encouraged us to consider additional ways that students can use the resources available in this office and at the Career Services website. This consultation also supports CMT faculty efforts to incorporate resources from Career Services into their course curriculum. We are also considering ways to increase professional development opportunities in the Department for CMT majors, with proposals for the following: career talks from faculty, alumni and invited guests; internship workshops; research/creative symposia; and the reestablishment of the Lambda Pi Eta Honor Society.

In the coming year, CMT will consider developing a CMT program exit questionnaire/interview to assess student satisfaction and success, as well as our students' post-graduation plans, and interest in alumni involvement.

## **II. Program Goals/Plans:**

### **A. Mid-Term and Long-Term Goals**

#### **Program Development**

This year the CMT Department will begin developing its next three-year program plan by examining our program goals and objectives, as well as our newly revised CMT major, Media minor and graduate program. We are currently implementing the final year of our four-year course rotation plan, so a new course rotation will be a part of this planning.

We continue to work toward the development of a Journalism minor and to consider this area of study in terms of student demand, staffing, existing journalism course offerings, course rotation needs, and other feasibility issues.

We will also build upon the development of our new Introduction to Audio Production (CMTM 250) course in examining the possibilities for growing this area of our media production curriculum, specifically in terms of the resources to support the growth of this area of study (e.g., advanced audio production and community radio courses), and the infrastructure in place to support the equipment/technical needs of this curriculum.

Further, we will continue to stress the many ways that our three areas of study support student success, professional development, and preparation for the workforce: through faculty-directed internships, service-learning experiences in our classes, and hands-on, practical experiences in our technical theatre and media production classes. Finally, CMT will continue to promote the imperative of our program to the University's Global Studies initiatives.

### **Program Advising**

Building off the Department's attention to advising, we look forward to the capabilities of the new AdvisorTrak system, which is being made available to Departments in the College of Arts and Sciences. The AdvisorTrak software is said to increase the reliability, efficiency and accessibility of advising records. Thus, we anticipate that this software will support our program's ongoing efforts to meet this important program goal.

### **Fundraising and Infrastructure**

The CMT Department will continue to pursue grant support, community outreach, and fundraising opportunities that promote our program initiatives, including structural developments in the F Building and Stage Center Theatre area. Despite the reported lack of state funds to pursue this project, it is worth reiterating that structural development in the F-Wing would have a positive overall impact on the CMT Department – providing infrastructure, space, and technology that would support ongoing program growth and recruitment efforts. In the meantime, CMT will continue work with NEIU's Facilities Management Office and Morris Architects on the planning begun in Spring 2010 for short-term repairs to the F building and Stage Center Theatre area.

### **Recruitment**

CMT will continue to explore ways to encourage and maintain relationships with its alumni. For example, we plan to resume publication of the Department's ComMuniTy newsletter, and to involve CMT students in the editorial and publishing process. Continued effort also will be made to attract and retain the three major groups of students enrolled in CMT's graduate program: those seeking a Master's degree on the path toward doctoral study, professionals seeking career advancement opportunities attainable with a terminal degree, and returning K-12 teachers seeking certification and/or career advancement. We will also send our yearly mailing of Theatre and Theatre Education brochures to counselors and teachers at high schools from which many NEIU students graduate. Related, we will support the Children's Theatre area, whose student productions bring more than 20 Chicago-area elementary and middle schools (about 1800 students and teachers) to NEIU each year, by including these schools in the yearly mailing list. Finally, CMT will consider ways to encourage the recruitment of CMT students currently involved in student media at NEIU.

## **B. Projected Needs:**

### **Overview**

Despite years of continued enrollment in the CMT program by CMT majors/minors, Media Minors and Theatre Minors, year after year the Department consistently relies

heavily on part-time and full-time instructors to satisfy our program objectives and student demand. For example, we offered 5,626 credit hours in Fall 2009, and tenure-track faculty taught 1,495 of those credit hours, representing only 27% of the total.

### Faculty

Despite our hire in Communication this year, significant faculty losses in recent years have had a significant impact on our program. The recent retirement of a Media faculty member in a core Media area has left us without a tenure-line screen studies scholar. Also, we have never had the opportunity to respond to multiple retirements in Theatre, which reduced our Theatre faculty from six to two (one of whom will retire in the next two years). Thus, we are hopeful that we will be able to hire in one or both of these critical areas this year. Without an adequate number of tenure-line faculty, it will be a major challenge to conduct vital Department business, such as teaching, advising, program development and assessment.

### Media

CMT's extensive Media curriculum examines the diverse content and form of a variety of screens (e.g., film/cinema, television, the Internet). As the world grows both larger (in population) and smaller (in reach through technology), screen studies are more relevant than ever. Thus, we need to hire a media scholar whose expertise includes applied knowledge of screen studies, and who can link this area to media history and globalization, specifically new media technologies and delivery systems. This position would also enable us to continue to link our screen studies curriculum to our growing production arm, expand our global media/international film offerings, and develop FYE opportunities and a global media component to the University's Global Studies program.

### Theatre

Since the retirements of our last four Theatre faculty, our remaining two tenure-line faculty in Theatre have been doing the work that six faculty members used to accomplish--tirelessly keeping up with increased enrollment in Theatre courses over the years, meeting the program demands of offering a Theatre minor, and addressing the advising needs that accompany these positive developments. Additional tenure-track faculty in Theatre would allow us to meet our curricular needs and ensure that our majors and minors are not delayed in graduating due to the infrequency of course offerings. This faculty member could also support programmatic needs at the graduate level.

In the meantime, our Theatre area needs continue to be supported by our highly capable, but part- or full-time instructors, making curriculum development, long-range planning and recruitment in this area fall to a limited number of Theatre faculty. And while the Department has been able to produce more shows than ever before, the demands of managing an active Theatre program are endless. Thus, we urgently need a tenure-track faculty member in Theatre to sustain this vibrant area.



### Administrative and Technical Staff

The needs of a steadily growing number of CMT students, a large faculty body, and our tripartite Department structure continue to necessitate that the Department employ at least two full-time administrative staff members. We have struggled to meet these demands with the same administrative staff that the Department employed when it was nearly half its current size.

Production of the Stage Center Theatre and the Summer Theatre program also necessitates additional support personnel in the form of faculty and technical support staff.

### Equipment/Technology

Ongoing technical support for the E112 Media Lab is needed to meet the programmatic and student demand for this space. This includes general maintenance of the facility, as well as essential upgrades of instructional equipment/software to assure that technology in the lab remains relevant. Related, we will need support for equipment/software that facilitates developments in our audio production curriculum, TV studio production, and filming instruction for Media students.

### Infrastructure/Space

Despite the suspension of the New Theatre Development Project, there remains tremendous need to renovate this space, which is vital to the programmatic goals of the Theatre area, the work of the Stage Center Theatre, and the recruitment and development goals of the CMT Department as a whole.

We must also address space needs in the F Building, in terms of equipment, props, and material storage. Addressing these space issues would increase our storage efficiency in the F Wing, specifically in the F 109 classroom, and respond to our concerns about recurring flooding damage to costumes and props stored in the basement of the Fine Arts Building. Adequate space would preserve valuable props, costumes and other attire, and provide storage for essential stage equipment.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Books, National/International Exhibitions or Performances**

#### **Moran, Cyndi**

Moran, C., & Scholl, E. (Co-Producers). (2007). *It's in the Blood: Leo Abshire and the Cajun Tradition*. [Motion picture]. Chicago, IL: Amalgamated Mediaworks.

Documentary presented at the following International and National Film Festivals:

- Rivers Edge International Film Festival, Paducah, KY, 2009
- Talking Pictures (International) Festival, Evanston, IL, 2010
- Saulieu Cajun & Zydeco Music Film & Food Festival, Burghundy France, 2010

## **2. Book Chapters, Regional Exhibitions or Performances**

### **Adams, Tony**

Holman Jones, S., & Adams, T. E. (2010). Autoethnography and queer theory: Making possibilities. In M. Giardina & N. K. Denzin (Eds.), *Qualitative Inquiry & Human Rights* (pp. 136-157). Walnut Creek, CA: Left Coast Press.

### **Bell-Jordan, Katrina**

Bell-Jordan, K. E. (2010). Forward. In J. Tischauser, *Anti-Arab and anti- Muslim bias in American newspapers: How they reported the 2006 Israeli-Hezbollah and Israeli-Hamas wars* (pp. i-iv). Lewiston, NY: The Edwin Mellen Press.

## **3. Articles and Abstracts, Local Exhibitions or Performances**

### **Adams, Tony**

Adams, T. E. (2010). Paradoxes of sexuality, gay identity, and the closet. *Symbolic Interaction*, 33, 234-256.

Adams, T. E. (2009). Mothers, faggots, and witnessing (un)contestable experience. *Cultural Studies ↔Critical Methodologies*, 9, 619-626.

### **Rubinowiz, Edie**

Rubinowitz, E. (April 2010). Review: The living room candidate, *Journal of Media Education*, 88-89.

Rubinowitz, Edie, Co-producer/Reporter/Narrator (December 15, 2009). *Chicago's Global Immigrants: Beyond the American Dream*. Produced for "Chicago Matters" documentary series and aired on Chicago Public Radio's award-winning Worldview program (WBEZ 91.5 F.M.).

## **4. Conference Presentations, Group Shows**

### **Adams, Tony**

Adams, T. E. (2010, May). The call of, and for, meta-autoethnography: Revisiting and revising experience. Presented at the Sixth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2010, May). Missing each other. Presented at the Sixth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2010, April). Why “Video Killed the Radio Star”: Teaching “The Medium is the Message.” Presented at the annual meeting of the Central States Communication Association, Cincinnati, OH.

Adams, T. E. (2010, April). Re-considering “family.” Presented at the annual meeting of the Central States Communication Association, Cincinnati, OH.

Adams, T. E. (2010, April). Intersexuality: Revising cultural assumptions of sex and gender. Presented at the annual meeting of the Central States Communication Association, Cincinnati, OH.

Adams, T. E. (2009, November). The double bind of gay identity. Presented at the annual meeting of the National Communication Association, Chicago, IL.

Adams, T. E. (2009, November). Making sense of an abrupt death: Autoethnography, gay identity, and the politics of loss. Presented at the annual meeting of the National Communication Association, Chicago, IL.

Adams, T. E. (2009, November). Seeking father (again). Presented at the annual meeting of the National Communication Association, Chicago, IL.

Adams, T. E. (2009, October 29). Paradoxes of sexuality, gay identity, and the closet. Invited lecture presented at Wayne State University, Detroit, MI.

### **Bell-Jordan, Katrina**

Bell-Jordan, K. E. (2009, November). Black love and the black family in the era of Obama: Transformations in the discourse on black masculinity. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

### **Mun, Seung-Hwan**

Mun, S. (October, 2009). Reality check: Rethinking the global software piracy problem. Paper presented at the 2009 Global Fusion Conference, Austin, TX.

Mun, S. (June, 2010). Old habits die hard: Revisiting cultural imperative of global software piracy. Paper presented at the annual meeting of the International Communication Association, Singapore.

Mun, S. (June, 2010). A different fate of the print revolution: Why imperial China had no copyright? Paper presented at the annual meeting of the International Communication Association, Singapore.

### **Potee, Nanette**

Potee, N. (November, 2009). Promoting graduate student research and publication: The role of graduate faculty. Presented to the Continuing Research Scholarly

Roundtable at the annual meeting of the National Communication Association, Chicago, IL.

## **5. Funded Grants:**

### **Antaramian, Anna**

“El Mercado de Comunicación” (The Marketplace of Communication) March 9-11, 2010. Hispanic Serving Institution (HSI) Grant. Grant awarded for a panel series featuring Chicago-area professionals and academic scholars, celebrating Hispanic heritage and examining issues facing the Hispanic community across the areas of communication, media and theatre. \$2000 funded.

## **6. Service: Academic/Professional Organizations, Editorial Boards**

### **Adams, Tony**

- Chair, Sexual orientation and Gender Identity Caucus, Central States Communication Association (April 2010-Present)
- Nominating Committee Member, Central States Communication Association (January 2010-Present)
- Legislative Assembly Member, National Communication Association (January 2010-Present)
- Article Award Committee Member, Ethnography Division, National Communication Association (June 2009)
- Annual Convention Working Committee Member, National Communication Association (March 2009-Present)
- Vice Chair, Sexual Orientation and Gender Identity Caucus, Central States Communication Association (April 2007-April 2010)
- Editorial Board Member, Kaleidoscope: A Graduate Journal of Qualitative Communication Research (March 2006-present)
- Guest Editorial Board Member, Southern Communication Journal (September 2009)
- Guest Editorial Board Member, International Journal of Multicultural Education (June 2009)
- Guest Editorial Board Member, Sexualities (September 2009)
- Manuscript Reviewer, Sage Publications (July 2009; December 2009; January 2010)

### **Bell-Jordan, Katrina**

- Editorial Board Member, Critical Studies in Media Communication (2007-present)
- Editorial Board Member, Women’s Studies in Communication (2000-present)
- Member, Tenure and Promotion Committee for Dr. Rex L. Crawley, Robert Morris University, Moon Township, PA.

**Moran, Cyndi**

- Manuscript Reviewer, Moving images: The essentials of film art, McGraw-Hill (December 2009)

**Mun, Seung-Hwan**

- Consultant, Seoul Broadcasting System, Seoul Korea

**7. Service: Community****Antaramian, Anna**

- President, Kemper Hall Alumnae Association

**Bell-Jordan, Katrina**

- Secretary, Devonshire Elementary School PTA, District 68, Skokie, IL (September 2009-Present)

**Moran, Cyndi**

- Producer, Up So Close: Decatur 2010, 4th annual fundraising video for Decatur Classical School, Chicago Public Schools.
- Presenter, Documentary film workshops to 5th and 6th grade classes, Decatur Classical School, Chicago Public Schools, in support of Chicago History Fair projects (Spring 2010)

**Mun, Seung-Hwan**

- Member, Advisory Committee, Chicago Korean American Chamber of Commerce (2009-Present)
- Coordinator, One People, One Dream, One Korea! The National Unification Advisory Council of Chicago (October 2009)
- Reviewer, National Unification Advisory Council Essay Contest (2009)

**B. Student Achievements****Presentations, Conference Papers, Symposium Participation, Publications****Tischauser, Jeff**

- Tischauser, J. (2010). Anti-Arab and anti-Muslim bias in American newspapers: How they reported the 2006 Israeli-Hezbollah and Israeli-Hamas wars. Lewiston, NY: The Edwin Mellen Press. (Published Master's Thesis, Department of Communication, Media and Theatre, Northeastern Illinois University)  
Advisor: Katrina Bell-Jordan

**Acceptance to Graduate/Professional Schools; Other Honors/Scholarships/Awards**

**Benedix, Kenneth**

- (B.A., 2009, CMT). Accepted to the Master's of Education program, North Park University

**Najarro, Sean**

- (CMT major). Accepted to the School of Cinematic Arts, Division of Interactive Entertainment, University of Southern California.

**Robb, Tom**

- (Media Minor). Illinois Press Association, First Place Award, News Reporting Series Division B (2010).

**Schlichting, Phil**

- (B.A., 2007, Media Minor). Graduating from John Marshall Law School in December, and currently applying to the Illinois Bar Association.

**C.Alumni News****Aldmeyer, Laura**

- (B.A., 2009, CMT). Employed with the Chicago Symphony Orchestra.

**Cannova, Anna**

- (B.A., 2009, CMT). Employed with NEIU Office of Public Relations as a publicity specialist.

**Lenz, Abby**

- (B.A., 2010, CMT). Recently hired at the law firm, Neal & McDevitt, Chicago, IL.

# COMPUTER SCIENCE

## Annual Report 2009-2010

### Submitted by Richard E. Neapolitan

#### Executive Summary

The Department underwent its program review this past year. The reviewer was Chandra N. Sekharan, Professor and Department Chair of Computer Science at Loyola University Chicago. Dr Sekharan made the following recommendations concerning the future of the Department:

1. Strive to make the computer science the center of a dynamic university curriculum similar to how mathematics currently serves the University.
2. Update the current curricula.
3. Hire new faculty in sub-disciplines not currently represented in the Department.
4. Cover more applications in courses such as computer networking.
5. Develop student chapters in professional organizations such as ACM and IEEE.
6. Encourage/enable faculty members to travel more so as to stay abreast in the field.
7. Create a computer lab adequate to serve a modern computer science program.
8. Increase faculty participation in program activities.
9. Hire a system administrator.

Base on this review and feedback from its Advisory Board (Appendix A), the Department decided to develop a strategic plan which will identify new curricula and assessment goals. Details appear in Section II A.

The major research accomplishments of the Department are as follows:

The following book was published:

Neapolitan, R.E., and K. Naimipour, *Foundations of Algorithms*, Jones and Bartlett, Sudbury, MA, 2010.

This book is used as the text in CS 324 and CS 404.

The following paper was accepted at a conference:

Jiang, X., M.M. Barmada, and R.E. Neapolitan, S. Visweswaran, and G.F. Cooper, "A Fast Algorithm for Learning Epistatic Genomic Relationships," accepted for oral presentation at AMIA 2010.

The following articles were submitted for publication:

Jiang, X., R.E. Neapolitan, M.M. Barmada, and S. Visweswaran, “Performance of Bayesian Network Scoring Criteria for Learning Genetic Epistasis,” submitted to *BMC Bioinformatics* 2010.

Sztainberg M., “How reliable are the Rome III criteria for the assessment of functional gastrointestinal disorders in children?” submitted to *American Journal of Gastroenterology* 2010.

A contract was signed to write the following book:

Neapolitan, R.E., *Contemporary Artificial Intelligence*, Taylor and Francis, Boca Raton, FL, in progress.

## **I. Assessment**

Assessment is always a work-in-progress in that goals and evaluation methodologies need to be revisited and revised based on previous assessment and current environmental conditions. Currently the Department is identifying new curricula goals and a new assessment plan which will be the focus of a strategic plan for the coming years. This plan should be finalized in August, 2010. In academic year 2009-2010 assessment consisted of obtaining feedback from the Computer Science Advisory Board on curricula at a meeting on April 8, 2010. The details appear in Appendix A.

## **II. Program Plan**

### **A. Long term goals**

The current primary goal of the Department is to meet the rapidly changing needs of computer science. The B.S. and M.S. programs both underwent program review this past year. Based on these reviews and feedback from its Advisory Board (Appendix A), the Department decided to develop a strategic plan for the coming years. Towards the development of this plan, the Department is currently (in June-July, 2010) having weekly meetings. In the early meetings it was decided to conduct environmental scanning including identifying new technological developments, employer needs, student needs and satisfaction via an alumni survey, competitor programs in Chicago land, graduation and retention rates, and infrastructure. The scan is currently in process. In the remaining meetings the results of this scan will be used to develop new curricula goals and a new assessment plan, and to identify desired traits in new faculty hired in the coming years.

### **B. Program Plan Requirements/projected needs**

#### **1. Faculty**

Norm Noerper retired June 30, 2008. Mira Carlson retired August 31, 2009, Mohammed Haque retired May 31, 2010, and Netiva Caftori plans to retire in June,



2011. So in fall, 2011 the Department will be left with only 7 tenure track faculty members. After a steady decline in enrollment since the year 2000, the Department's enrollment has dramatically started to increase again. Spring 2010 enrollment was 30% higher than spring 2009. The nonprofit organization *Careeronestop* provides projections for job growth in various professions. These projections are based on information obtained from the Bureau of Labor Statistics and the Occupational Employment Statistics Survey. The web address of *Careeronestop* is <http://www.careerinfonet.org>. Their projection is that there will be job growth of up to 53% in many computer-related professions from 2006 to 2016. So the Department definitely needs to replace the retiring professors. This is an opportunity for the Department to re-energize itself with new faculty members and emerge as more than it was before. To accomplish this new hires are needed in fall 2011, fall 2012, and fall 2013.

## 2. Equipment

Using the College of Arts and Science Equipment Fund, Marcelo Sztainberg and Kim Tracy are building an OptiPortal, which is a system that is designed to display very-large resolution images and to manipulate them, as well as to collaborate with other institutions over the network. The OptiPortal is a connection to the OptiPuter project (see <http://www.optiputer.net/>), which enables the collaboration with other institutions.

NEIU's Optiportal will use sixteen 24 inch, 2-megapixel Dell monitors to construct a 4x4 matrix of monitors that act as one. These monitors will be powered by 5 Dell PCs (one head-end to control the parallel systems and 4 to each power four monitors).

Uses of this system will include displaying large, complex images such as the surface of Mars, high-quality images of art, and archaeological digs. This is an excellent way to get students excited about science. The system can also be used for game development. The OptiPortal can serve the entire university.

As to the Department's equipment needs, the only current lab is a small room with several computers. It is used to provide hands-on experience in the computer networks course. There is also a server in one of the professor's offices which is used in the software engineering courses. A bigger and better equipped lab would be necessary if the Department wanted to expand more heavily into areas like artificial intelligence, robotics, and video game programming. The specific needs will be outlined in the strategic plan.

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Books, National/International Exhibitions or Performances

**Neapolitan**, Richard, and **Naimipour**, Kumarss

Neapolitan, R.E., and K. Naimipour, *Foundations of Algorithms*, Jones and Bartlett, Sudbury, MA, 2010.

## **2. Service**

**Caftori**, Netiva

Editor of the CSIC newsletter Women in IT section for the July publication.

**Georgakis**, D. C.

Coordinator of the Nineteenth Annual Alumni Career Panel that was organized by the Department, the Career Placement Office, and the Alumni Affairs Office. This session provides an opportunity for both students and faculty to receive information about the job market and emerging trends in the field of Computer Science and Information Technology. The panelists are Northeastern alumni who work as computer professionals in industry and business in the Chicago area. The session was held on Thursday, April 8, 2010 at 1:40 PM in the Golden Eagles.

**Neapolitan**, Richard

*Intelligent Decision Technologies, an International Journal*, Editorial Board.

**Tracy**, Kim

*IEEE Potentials*, Editorial Board, Associate Editor and Reviewer.

IEEE MGA Nominations and Appointments Committee member.

ABET/CSAB Program Evaluator for Computer Science, Software Engineering and Information Technology.

Missouri University of Science and Technology, Computer Science Academy Board, Secretary/Treasurer.

# COMPUTER SCIENCE

## Assessment Report 2009-2010

Submitted by Richard Neapolitan

In academic year 2009-2010 assessment consisted of obtaining feedback from the Computer Science Advisory Board on curricula at a meeting on April 8, 2010. The

Advisory Board provided guidance primarily concerning the Management Information (MIS) concentration in the undergraduate program and the Information Technology (IT) concentration in the graduate program. The advisory board provided the following suggestions:

1. There is a need for students to better understand user requirements, software development, and testing. So, the curriculum should include more business analysis coverage. Specific topics needing additional coverage include user needs, the system development life cycle, software testing, project management, business processes, project management, and business analytics. There may also be a need for students to learn to use a popular toolset for requirements/ design/analysis and the development process. Two possibilities include Middleware and Business Intelligence/Predictive Analytics/Data Warehousing.
2. With the retirement of the baby boomers there is a need for individuals to maintain the old Cobol and Pl1 applications. It was suggested that a course called Legacy Programming Languages be developed. It may need some associated technologies to be taught with it such as PL/I, IDMS, IMS, VSAM, JCL, CICS, TSO, Assembly, etc. This topic may be more appropriate for a certificate program (3 or 4 courses).
3. A concentration in medical informatics/healthcare would be helpful for students wishing to obtain employment in healthcare related companies such as hospitals and insurance companies. Coursework might include Electronic Medical Records (EMR) systems, medical expert systems, and image analysis.

# EARTH SCIENCE

## **Annual Report 2009-2010**

**Submitted by: Kenneth Voglesonger**

### **Executive Summary**

In 2009 – 2010, the Earth Science Department began to implement recommendations from a successful program review in 2008 - 2009, experienced growth in the number of majors, was successful at obtaining external funding, and continued to be involved in college and university-wide initiatives.

Based on the results of our recent program review, the department began to work on streamlining and modifying curriculum modification to focus the department's efforts on Environmental Geology with an urban emphasis, and to work on the development of a systematic plan for program assessment.

The number of Earth Science Majors reported by the Office of Institutional Research at NEIU increased from 18 in Fall 2007 to 51 in Fall 2009.

Members of the department were successful in receiving an external grant for \$189,145 from the National Science Foundation (NSF) for the development of a new FYE course that will be taught for the first time in fall 2010. The department engaged a group of 8 students in a summer research project in 2009 that was funded by the newly formed Student Center for Science Engagement (SCSE). This work resulted in two students getting abstracts accepted to the 2009 Society for the Advancement of Native American and Chicano Students Conference, where they presented their work. Three abstracts resulting from this work were accepted to the annual SCSE Research Symposium in 2009, and one abstract was accepted to the annual NEIU Student Research and Creative Activities Symposium. A proposal for student summer research was also successfully funded by the SCSE in the Spring of 2010.

Faculty in the department also submitted two proposals for external funding in 2009 – 2010. One of the proposals was submitted to the NSF to fund the modification of our Field Geology course to be in line with the new focus of the department as determined by the recent program review. The other was submitted to the United States Department of Agriculture (USDA) to fund a summer research program for non-majors in between their freshman and sophomore years, with a goal of recruiting more students into Earth Science. In conjunction with faculty from other departments at NEIU and the University of Illinois at Urbana–Champaign (UIUC), an additional proposal was submitted to the USDA to develop connections between the two institutions leading to a pipeline for students interested in attending graduate school at UIUC.

Members of the department continued to be deeply involved with the Student Center for Science Engagement and the First-Year Experience Program, and in the development of an interdisciplinary Environmental Science major at NEIU. The department also concluded a successful faculty search in 2009, and will be welcoming our new faculty member in the fall of 2010.

## **I. Assessment**

The current assessment plan in the Earth Science Department relies on portfolios of student work that culminate with materials from our current Field Geology Course. This course is offered every other year during the summer and was not offered in 2009. Assessment results were therefore not collected in 2009 – 2010.

Two key recommendations from our program review were to revise the curriculum to match the new focus of the department, and then to develop a more systematic plan for program assessment based on the newly defined curriculum. The department will be working on developing a new plan for assessment in the coming academic year.

## **II. Program Plan**

### **A. Long term goals**

The long term goals of the Earth Science Department are as follows:

- 1) Work to develop the central focus of the department on Environmental Geology with an urban emphasis.
- 2) Streamline electives and upper division courses to focus on environmental issues.
- 3) Revise our current curriculum to better harness the expertise of the faculty, to support the new focus of the department, and to provide our students with a set of distinctive and useful courses.
- 4) Develop a systematic assessment plan for the program.
- 5) Continue efforts to recruit and retain more students, with particular efforts to increase student diversity within the department.

### **B. Projected needs**

1. Faculty: The Earth Science Department had a successful faculty search in 2009-2010. This hire will replace Dr. Upadhyay who retired in December of 2009. Dr. Karen Bartels resigned in 2008, and her position has not been replaced. Given the recent growth in the department and the efforts to revise our curricula, a hire to replace Dr. Bartels is needed. As the new focus of the department is further developed, an additional faculty hire would strengthen the breadth of faculty areas of expertise, and allow the department to offer an appropriate variety and scope of elective courses to our majors.

2. Equipment: Given the recommendations resulting from the recent program review, the Earth Science Department needs to update equipment relevant to the study of Environmental Geology in an urban setting. Specifically, the X-ray diffractometer currently housed in the department is controlled by out of date software installed on an

out of date computer. Upgrading this equipment would allow us to use the instrument more effectively for both coursework and research.

The seismograph located in the lobby of the Science Building has been inoperable for a number of years. Repair and upgrade of this instrumentation would serve as a means to promote our program and curricula to the student body and to the public.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Conference Presentations, Group Shows**

Anderson, Gregory, Sargon Al-Bazi, Abhijit Banerjee, John Kasmer, David Rutschman, and **Kenneth Voglesonger** 2009. Northeastern Illinois University's Interdisciplinary Environmental Science Program. Presented at the SENCER Summer Institute, August 6–10, Chicago, Illinois

##### **2. Funded grants**

**Sanders, Laura L., Jean M. Hemzacek, and Kenneth M. Voglesonger.** Enriching the First-Year Experience for Students at an Urban Hispanic-Serving Institution Through Peer Mentoring and Active Inquiry: A Track 1 Project. National Science Foundation, Opportunities for Enhancing Diversity in the Geosciences. \$189,145.

##### **3. Service**

**Sanders, Laura L.** Book Editor for the professional journal Ground Water.

**Sanders, Laura L.** Associate Editor for the professional journal Environmental Geosciences.

#### **B. Student Achievements**

**1. Presentations, conference papers, symposium participation, publications. All of the authors are Earth Science majors. Faculty advisors are indicated by an asterisk.**

Downie, Patricia, Eric Leahy, David Salinas, Thaddeus Cellak, Erik Gilmore, J.J. Mulliken, Ruanly Santizo, Bradley Henning, Jean Hemzacek\*, Laura Sanders\*, and Kenneth Voglesonger\* 2009. Daily Variations in Water Chemistry of Gompers Park Through Varying Water Environments. Presented at the Student Center for Science Engagement First Research Symposium, October 2, at Northeastern Illinois University, Chicago, Illinois.

Santizo, Ruanlly, Patricia Downie, Erik Gilmore, Bradley Henning, Jean Hemzacek\*, Laura Sanders\*, and Kenneth Voglesonger\* 2009. Water Quality Variations of the Skokie River, West Fork, and North Branch of the Chicago River. Presented at the Student Center for Science Engagement First Research Symposium, October 2<sup>nd</sup>, at Northeastern Illinois University, Chicago, Illinois.

Mulliken, J.J., Thaddeus Cellak, Eric Leahy, David Salinas, Jean Hemzacek\*, Laura Sanders\*, and Kenneth Voglesonger\* 2009. Variations in Water Chemistry of the North Branch of the Chicago River. Presented at the Student Center for Science Engagement First Research Symposium, October 2, at Northeastern Illinois University, Chicago, Illinois.

Mulliken, J.J., Thaddeus Cellak, Eric Leahy, David Salinas, Jean Hemzacek\*, Laura Sanders\*, and Kenneth Voglesonger\* 2009. Variations in Water Chemistry of the North Branch of the Chicago River. Presented at the Society for the Advancement of Chicano and Native Americans in Science Annual Conference, October 15–18, in Dallas, Texas.

Santizo, Ruanlly, Patricia Downie, Erik Gilmore, Bradley Henning, Jean Hemzacek\*, Laura Sanders\*, and Kenneth Voglesonger\* 2009. Water Quality Variations of the Skokie River, West Fork, and North Branch of the Chicago River. Presented at the Society for the Advancement of Chicano and Native Americans in Science Annual Conference, October 15–18, in Dallas, Texas.

Santizo, Ruanlly, Patricia Downie, Erik Gilmore, Jean Hemzacek\*, Laura Sanders\*, and Kenneth Voglesonger\* 2009. Water Quality Variations of the Skokie River, West Fork, and North Branch of the Chicago River. Abstract accepted for the Eighteenth Annual Student Research and Creative Activities Symposium, April 16, at Northeastern Illinois University, Chicago, Illinois.

## **2. Honors/Scholarships/Awards**

**Patricia Downie**, B.S. 2010, Magna Cum Laude.

### **C. Alumni News**

**Kenneth Kearney**, B.S. 2008, attending graduate program at University of Illinois Chicago.

# ECONOMICS

## Annual Report 2009-2010

### Submitted by Erick Howenstine

#### Executive Summary

The Department of Economics had a revitalizing year in 2009-2010 under the leadership of a new coordinator and with energy by two new faculty members. Majors, which had been at 76 for three preceding years, rose to 86 in Fall of 2009 and 104 in Spring 2011. Twenty nine degrees were conferred in 2009, compared to 20 in 2007. This growth occurred even in the absence of a senior tenure-track faculty member due to illness during that year. A new course, appealing to non-majors, has been developed. The Program Review was also written in 2009-2010. The Economics Club has been revitalized, and is now part of a revived NEIU chapter of the Omicron Delta Epsilon, an international economics honor society. Service in University Committees has increased, and the web page, bulletin board, and display cases are being revitalized. Dr. Edward Stuart brought acclaim to the department and university by more than a dozen newspaper, television, and radio interviews. Dr. Christina Ciecierski was awarded a 2009 faculty excellence award. There were two publications, three professional presentations, and two externally funded grants.

#### I. Assessment

During the course of the 2009-2010 academic year, significant efforts were made by the Economics department to improve communication and networking between students, faculty and alumni. A number of technology-based communication tools were developed and launched including: a groups page on NEIU port; a complete renovation of the Department's webpage and the launch of *Economics at Northeastern Illinois University* Facebook page targeting NEIU Economics alumni. A number of other tools, including surveys of students, alumni and employers, are being developed. An entrance and exit exam may be implemented as well.

#### II. Program Plan

##### A. Long term goals

The Department plans to continue its efforts to attract students, retain them, and see them into gainful employment and graduate studies.

##### B. Projected needs

###### 1. Faculty

The department has requested another faculty member for the coming year, and expects that in this year or soon thereafter to augment its TP faculty, which now have an Economic Major: TP faculty ratio of approximately 25:1.



### **III. Accomplishments**

#### **1. Articles and Abstracts, Local Exhibitions or Performances:**

Wenz, Michael and Wei-Choun Yu. "Term Time Employment and the Academic Performance of Undergraduates," *Journal of Education Finance*, 2010, 35(4): 358-373.

Salyards, Donald and Michael Wenz (2009). "Neighborhood Spillovers: The Demand for Cubs Game Parking in Wrigleyville," *Journal of the Academy of Finance*, 7(1&2): 102-110.

#### **2. Conference Presentations, Group Shows**

Wenz, Michael (June, 2010). "A new method for decomposing firm and household amenity effects with an application to casino gambling". World Spatial Econometrics Association, Chicago IL.

Wenz, Michael (February, 2010). "The Dynamics of the Metropolitan Housing Prices in the US: Evidence of Principal Components and Panel Cointegration", coauthored with Wei-Choun Yu. Western Regional Science Association, Sedona, AZ.

Wenz, Michael (October 2009). Interviewed by Columbia Dispatch on the topic of casinos and economic development.

Stuart, Edward (2009-2010). Interviewed by media and made many television appearances on the topic of the nation's economy throughout this period. These included ABC article interview; WGN morning news appearance; WBEZ radio interview; USA Today quote; Associated Press interview; interview by French newspaper Les Echos; featured in article in Medill Reports; interviewed by Austrian newspaper Kurier; feature in Business week article; and quoted in CNN Money article.

#### **3. Funded grants**

Ciecierski, Christina (Principle Investigator). National Institute of Health entitled "Determinants of Physical Activity Among College Students", December 1<sup>st</sup>, 2009 – December 31<sup>st</sup>, 2010. \$15,000

Ciecierski, Christina (Principle Investigator). Illinois Department of Public Health, "Live-Free, Tobacco-Free, at Northeastern Illinois University", originally funded in August 1<sup>st</sup>, 2007, refunded in August 2009. \$3,000.00

#### **B. Alumni News**

Dennis Plott (2009) accepted to the graduate program in Economics at The University of Illinois at Chicago.

Michal Stoklosa (2007, exchange student from Warsaw University) accepted a full-time Economist position with the American Cancer Society in Atlanta, GA.

# ENGLISH

## **Annual Report 2009-2010**

### **Submitted by Tim Libretti**

#### **Executive Summary**

The English Department faculty have been actively engaged this year throughout the university, playing a vibrant role in strengthening and innovating academic programs at the university and in executing the university's strategic plan. Additionally, the department has made significant strides in developing relationships with other departments and programs to initiate the creation of interdisciplinary curricula, to coordinate curricula, and to unite energies and intellects in offering programming and events for students, the university community, its alumni, and the broader community. Internally, the department has launched strategic efforts in recruitment, curriculum development, alumni and community outreach, and assessment. In addition to their substantial contributions to the department and university, the faculty should be noted for the continued vitality of their creative and scholarly contributions to the profession of English and Cultural Studies and to the literary world at large.

#### **Department/Faculty Achievements**

As it is our faculty who contribute in such substantial ways to the advancement and flourishing of university life and the vibrancy of our professions, let me first highlight some of the noteworthy achievements of our faculty.

- The department search and screen committee, composed of Chi Eze, Julie Kim, Tim Scherman, Chris Schroeder, and the Chair of Foreign Languages Paul Schroeder-Rodriguez, conducted a most fruitful search resulting in the hiring of Dr. Emily Garcia to fill the position of specialist in Latino/a and Latin American literatures. This hire helps us move forward with our department plan of creating a relevant curriculum that is responsive to student and social needs and that updates our curriculum to be more in line with disciplinary developments. Additionally, the hire not only strengthens our interdisciplinary relationship with Foreign Languages and Literatures, as Dr. Garcia will teach in the M.A. Program in Latin American Literatures and Cultures, but also enhances our ability to serve the university mission as an Hispanic Serving Institution.
- In the area of research, many of our faculty are productive scholars and writers, publishing articles, book chapters, and book reviews and presenting their research or creative writing at major conferences and literary events. Among this productive group are some stand-outs: Professor Vicki Byard published a book *Bibliographic Research in Composition*, an innovative text in its area filling a significant

disciplinary void. Also, of great moment, Professor Chielo Zona Eze published his first novel *The Trial of Robert Mugabe* and also gave an impressive public reading that attracted a substantial audience of members of the university community, alumni, students, and folks from the broader community.

- In the area of service, English Department faculty have played central roles in innovative developments and initiatives at the university. Professor Vicki Byard, Coordinator of the First-Year Writing Program, has led the department involvement in the Title V grant aimed at improving student retention by improving student writing. This year she undertook the critical task of developing our on-line curriculum by creating and teaching the first hybrid section of English 101. Additionally, Professor Scherman continued to spearhead, in conjunction with Dr. Sandra Beyda from the College of Education, the joint summits between the College of Arts and Sciences and the College of Education in an effort to align academic performance standards across colleges. This year the focus was on defining standards of proper dispositions for students pursuing a future in education. This substantial effort is trailblazing not just in the context of Northeastern but in the context of the state as a whole. Scherman's commitment to improving education is also evidenced in his serving as the faculty representative from Northeastern to the Illinois Board of Higher Education. He also serves as the chair of the University Budgetary Committee, playing a key role in representing faculty and fulfilling faculty responsibilities in our culture of shared governance. Also noteworthy is Professor Kris Over's role in coordinating the University Honors Program and cultivating and encouraging academic excellence at Northeastern and providing mentoring and opportunities for our very best students. Her work is vital to NEIU's efforts to the university's efforts to recruit top students
- Overall, English faculty are incredibly active in serving the university on a wide range of important committees and governing bodies, including the Faculty Senate, the Faculty Council on Academic Affairs, the College Academic Affairs Committee, the Global Studies Committee, the Fiscal Affairs Committee, the Honors Program, and the Strategic Planning Team, among others.

**Important Developments in Curricular Reform, Recruitment, and Outreach**  
Curricular development, recruitment, and outreach have been coordinated and mutually supportive efforts in the department, so I will discuss them together.

In response to calls from Academic Affairs to develop innovative summer courses with more convenient and compressed schedules, the English Department continued its Summer Institute program with the intent of reaching a broader range of students as well as reaching targeted populations.

- We offered two summer institutes with the intent of taking advantage of the strengths and interests of our faculty to (1) offer a wider variety of scheduling options for students during the summer, (2) help grow our graduate program and potentially our creative writing program, and (3) publicize our programs and faculty with the objective of not only recruiting students but also of developing long-term

partnerships between our graduate programs and local high schools and school districts. The Summer Institutes for 2010 were the following:

- ***The Summer Creative Writing Institute:*** Brad Greenburg and Olivia Cronk taught an intensive two-week Summer Creative Writing Institute for its second year. It met with great interest, enrolling fifteen students (with minimal publicity), and enabled us to feature a strength of our faculty who are creative writers but do not typically have the opportunity to teach creative writing. The students appreciated the different scheduling option, and the department views this summer institute as an offering that will help us recruit students, grow our creative program, and perhaps even, in the long view, lead to the development of an M.F.A. in creative writing. Given the high level of student satisfaction and interest this year, we anticipate that through word of mouth and a greater effort to publicize the institute that the enrollments in the institute will grow and our creative writing program will become a centerpiece of our English curriculum. Cronk and Greenburg also put together a slate of local authors, including Brigid Pasulka, winner of the 2010 Hemmingway/PEN Award, to guest lecture at the Institute. We see these efforts as cultivating productive relationships with our broader literary and creative communities and also publicizing our program and university.
- ***The Graduate Summer Institute: The Sonnet: Not Just a Love Song.*** This year the department continued the Graduate Summer Institute concept, which is largely an effort to develop partnerships with local high schools, given that secondary education teachers constitute a significant constituency our graduate programs serve. We hope to develop custom classes that match the expertise and research interests of our faculty with the professional development needs of faculty in local high school English Departments. This year we began meeting with some high school English Departments and plan to continue this outreach next year. Professor Debra Bruce developed our second offering in the Graduate Summer Institute Initiative with her course *The Sonnet: Not Just a Love Song*. As in the case of the Summer Creative Writing Institute, Professor Bruce offered this course as a two week intensive seminar. Early feedback indicates our graduate students and other teachers appreciate the condensed time frame in the summer, as it allows them to take more classes and move through the program more effectively without sacrificing quality or content.
- Our Graduate Program this year implemented a substantial revision and overhaul of our graduate assistantship program with an eye toward (1) creating more opportunities for our graduate students to develop pedagogical skills and (2) using our assistantships to provide additional instructional support for undergraduate students in our first-year writing classes. Professors Vicki Byard and Marcia Buell have created assistantships that are linked to specific sections of English 101 to provide tutoring and instructional support for students who need it. We believe this type of assistantship will benefit both our undergraduate and graduate populations. We hope that providing this meaningful opportunity

for professionalization for our graduate students will help us recruit and grow our program, and that it will also constitute one step toward preparing our graduate students to teach a section of 101 as part of their T.A. experience in the program. In preparing our students for this final stage in the assistantship process, Marcia Buell has also developed and piloted a pedagogies of writing course.

- Professor Tim Barnett inaugurated our English 210: Methods for English Majors as our major's writing-intensive course requirement, teaching the course in Fall 2009 and Spring 2010. The course also serves as an introduction to the major, and we hope it will make our students more successful in the major by preparing them to write specifically for our courses.
- This year the department stepped up its programming, offering a series of literary and cultural events with the hope of creating a vibrant and creative intellectual atmosphere on campus for our students, offering programming to our alumni to draw them back to campus and sustain their interest and involvement in the department and university, attracting the broader external community to campus, and publicizing our programs by highlighting the exciting events on campus and the achievements of our faculty. This programming included the following events:
  - As mentioned above, last November the department held an event to celebrate the publication of Professor Chi Eze's novel *The Trial of Robert Mugabe*. This reading and discussion drew a substantial audience of students, alumni, and members of the university and external community.
  - Last April, Professor Tim Libretti gave a public lecture titled *Imagining the End of Capitalism*, drawing on his research in working-class studies. The lecture drew an audience of alumni, members of the community, and students from a range of disciplines at the university. The event resulted in a Facebook group that intends to follow up with future programming on this topic in 2010-2011 academic year.
  - With HSI money granted from the College of Arts and Sciences, the English Department brought renowned Chicano novelist Alejandro Morales to Northeastern last April 15. He offered a creative writing workshop to students in the afternoon and gave a reading of his most recent novel *The Captain of All These Men of Death*, followed by discussion, in the evening.
  - Last April 19, Chi Eze organized the English Department Literary Bash, which featured students, faculty, alumni, and members of the community sharing their writing and art. The event was well-attended and really helped foster a positive creative environment.
  - Dr. Ryan Poll organized the event "A Conversation with Playwright Kemba Saran, Author of *A Dress with Steel Mesh*" last April 28, in conjunction with the production of her play on campus.
  - With HSI money granted by the College of Arts and Sciences, the English Department brought one of our alumni, Professor Emilio del Valle Escalante from the University of North Carolina at Chapel Hill. On Wednesday, June 15, he gave a talk titled "Literature and the De-Colonization of the Americas,"

and on Thursday, June 16, he gave a talk titled “Maya Nationalism and the Politics of De-Colonization.” These events were attended by students in classes in History, Foreign Languages and Literatures, and English as well as alumni and the broader community. Importantly, bringing Professor del Valle Escalante to campus strengthened our relationship with UNC-Chapel Hill, as he has asked us to direct our students to the doctoral program in Latin American literatures and cultures in which he teaches.

- We organized an orientation for our undergraduates curious about the prospects of attending graduate school. Several of our faculty and two of our students who had recently been admitted to prestigious M.A. programs shared their experiences selecting and applying to programs, offered guidance, and answered questions for students.
- The department undertook a fundraising campaign to raise funds for a student awards ceremony and to begin funding an endowed scholarship. The department raised \$2,300.00 from alumni and students and held a fabulous and moving ceremony honoring the outstanding work of our students. We gave \$1,100 in cash awards to students for their creative writing, critical essays, and literary analysis and for an overall outstanding student. The event honored our students as well as our alumni and also helped to shape future alumni donors. Overall, the event helped to create a stronger English community and, by recognizing excellence, to create a greater sense of the English Department’s commitment to excellence.
- Professor Tim Barnett advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students.
- Also in the area of alumni outreach, the chair has continued growing a Facebook group for English Major/MA alumni and friends. The group currently has over 160 (and growing) members, both current and former students, and has proved effective in publicizing our programs (such as our summer institutes), recruiting students, and maintaining relationships with students and alumni.

## **I. Assessment**

This year the department continued requiring that students purchase a subscription to Live Text, an on-line electronic portfolio system that is aligned with the standards of many national accreditation bodies, such as NCATE, which is the agency to which the English Department is accountable. Currently, all majors and secondary education majors are required to own a Live Text account and to upload samples of their writing so we can measure their knowledge of literary history, their effectiveness at writing literary analysis, their ability to analyze a non-literary text, their comprehension of cultural diversity, and their ability to assess research. Over time the nature and types of

assignments we ask them to upload might vary depending on which particular goals and outcomes seem most imminent for us to assess.

Migrating to this system of data collection presented unforeseen challenges, including resistance from both faculty and students in enforcing and complying with the requirement, respectively, as well as difficulties adjusting to the technology. Thus, the data collection was less successful than we had hoped, but we anticipate addressing these challenges this year and moving assessment forward.

What did come out of the department's efforts at implementing assessment were meaningful discussions and even finally revisions of our goals and outcomes for the English and Secondary Education English Majors. We also moved through the process of creating rubrics to assess student writing to determine how well we are working as a program to help students achieve our standards for each goal and outcome.

In short, while the process of assessment is slower and more arduous than one might like given the urgency of preparing for program reviews, the department is beginning to make significant strides in defining its programs and really trying to align its teaching practices in a more intentional way with more consciously articulated goals and outcomes in mind.

## **II. Program Plan**

### **A. Long term goals**

Our main long term goals involve growing our major and graduate programs by creating a vibrant and relevant curriculum and department environment for students, creating and highlighting the professional and career opportunities for which our programs prepare students, and developing more effective means of tracking and communicating with our students.

We have begun to track and communicate more effectively with students, developing comprehensive e-mail lists which allow us to inform students more effectively of deadlines, requirements, and other developments in the department or opportunities available to them.

Our work to develop our summer institutes, aimed at meeting the professional development needs of secondary education teachers in the state, is one way we are addressing work force needs in the state. Additionally, as we revise our curriculum, we are beginning to explore integrating internship experience into the major to prepare students for the professional world and to highlight the careers for which our programs prepare students. Our efforts at alumni outreach will be central to this effort, as we will gather concrete data as to what exactly our major has prepared our students to do and how effectively it has done so. Additionally, such outreach, obviously, will help us develop a network of professional relationships for our students.

Most importantly, we see the creation of a relevant curriculum that recognizes and responds to the complexities of our global society as essential to our students' success.

We look to develop our curriculum in literary studies in ways which recognize both traditional constructions of the field and more contemporary revisions and developments in English studies, particularly as these revisions have extended the scope of the field beyond the U.K., Europe, and the United States to include literatures of Africa, the Caribbean, Latin America, and Asia as well as a range of U.S. multicultural, indigenous, and working-class literatures which have been less recognized.

This plan for curricular development responds to evolutions in the field and also to the cultural composition of our student body and its needs. Additionally, this plan is designed to foster an interdisciplinary dimension to our offerings and to integrate the department more cogently into the university curriculum as a whole, solidifying the department's relationships with and service to the emerging global studies initiative, Latina/o and Latin American Studies, and African and African-American Studies.

Consequently, our hiring program will aim to define positions that integrate traditional bodies of literature which our students, especially our secondary education students, are required by the state to know with revisionary approaches that responsibly offer our students an updated curriculum, which is especially necessary for students pursuing a graduate degree. This year, our hiring of Dr. Emily Garcia to teach U.S. Latino/a and Latin American literatures does much to help us meet this commitment.

We look also to sustain and perhaps expand our creative writing offerings in the department. As the teaching of writing has long been a staple of the department and is now, through the Title V grant, a priority of the university as a whole, creative writing courses offer an important outlet for students to refine their writing skills and to explore modes of written expression beyond the academic essay, developing students' creative and imaginative faculties in ways central to a humanistic curriculum geared toward cultivating well-rounded and thoughtful people. Additionally, as the department curriculum is essentially devoted to the reading and writing of texts, the creative writing component of our curriculum serves a vital integrative function, enabling students to grapple with the same issues of poetic and narrative form that they encounter in their reading of texts in literature courses from the perspective of producing such texts.

Consequently, our future hiring program may define positions that give priority to creative writing and also call for teaching or scholarly expertise in a literary field that meets a programmatic need as defined above.

Relatedly, we look to articulate the coherence of our offerings, exploring and accentuating links between our literature offerings and our rhetoric and composition offerings. While we are unclear where this exploration might lead, possibilities might include some reconfiguration within our department, including perhaps the development of a textual studies approach that highlights the commonalities or intersections of the two fields. Additionally, the future will likely include a more forthright development in our curriculum of rhetoric and composition studies, as Professor Byard developed a 300-level course that introduces students to the field of composition studies.



### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances:**

###### **Byard, Vicki.**

- *Bibliographic Research in Composition*. West Lafayette, IN: Parlor Press, 2009.

###### **Eze, Chielo Zona.**

- *The Trial of Robert Mugabe*. Chicago, IL: Okri Books, 2009.

##### **2. Book Chapters, Regional Exhibitions or Performances**

###### **Greenburg, Bradley.**

- *The Shakespeare Encyclopedia: The Complete Guide to the Man and His Works*, edited by A.C. Cousins. Westport, CT: Firefly Books, 2009. Chapters on: *Henry IV, Part I; Henry IV, Part II; Henry V; Henry VIII; King John; The Merry Wives of Windsor*; Introduction to the History Plays.

###### **Libretti, Timothy.**

- “A Broader and Wiser Revolution’: Refiguring Chicano Nationalist Politics in Latin American Consciousness in Post-Movement Literature.” *Imagined Transnationalism: U.S. Latino/a Literature, Culture, and Identity*, eds. Kevin Concannon, Francisco A. Lomeli, and Marc Priewe. New York: Palgrave Macmillan, 2009, pp. 137-156.

###### **Schroeder, Christopher.**

- “Web authoring software and electronic expertise.” *Digital Tools in Composition Studies: Critical Dimensions and Implications*, eds. Ollie O. Oviedo, Joyce R. Walker, and Byron Hawk. Cresskill, NJ: Hampton Press, 2010, pp. 95-113.

##### **3. Articles and Abstracts, Local Exhibitions or Performances:**

###### **Barnett, Tim.**

- Review of *1977: A Cultural Moment in Composition* by Brent Henze, Jack Selzer, and Wendy Sharer. *Composition Studies* 37.2 (Fall 2009).

###### **Besemer, Jen.**

- “Franklin Rosemont: The Revolutionary Autodidact at Play.” *Rain Taxi Review of Books*, 14:4 (Winter 2009/2010), pp. 47-49.
- Review of bell hooks’ “Teaching Critical Thinking: Practical Wisdom.” *Rain Taxi Review of Books Online Edition*, 14:4 (Winter 2009/2010).
- Review of Michel Sanouillet’s *DADA in Paris*.” *Rain Taxi Review of Books Online Edition* 15.1 (Spring 2010).

**Bruce, Debra.**

- “Warm Stone Massage.” *The Cincinnati Review*, 6:2 (Winter 2010).
- “A Notable Confession,” “Ceremony.” *Mezzo Cammin: An Online Journal of Formal Poetry By Women*, 4:2 (Winter 2010).
- “Custody Haiku,” “Stumbling Block,” “The Magician.” *The Innisfree Poetry Journal*, Issue 10 (Spring 2010).

**Cronk, Olivia.**

- Review of Carrie Olivia Adams’ *Intervening Absence* and Brigitte Byrd’s *Song of Living Room*. *Bookslut.com*, March 2010
- Review of Kim Hyesoon’s *Mommy Must Be a Fountain of Feathers*. *Bookslut.com*, January 2010.
- “We’ll share a lung in the tree” and “Poplar Picnic.” *Hangman* (an online poetry journal), Spring 2010.
- “Quietest Possible.” *Jubilat*, Spring 2010.
- Two Sung Poems in *Action, Yes* (online journal), Winter 2010.
- “Rapunzel, Gothel, and The Nets of Time,” a visual art installation done in collaboration with Anne Zielenski Fleming at Arc Gallery. Chicago, February 2010.

**Greenburg, Bradley.**

- Review of *Empire and Nation in Early English Renaissance Literature* by Stewart Wottram. *Journal of British Studies*, 49: 2

**Marino, Elizabeth.**

- “The Dance Hall.” *After Hours*, v. 20-21 (Summer 2010). Oak Park, IL.

**White, Harry.**

- “Coleridge’s Uncertain Agony.” *Studies in English Literature* (Autumn 2009), pp. 807-840.

**4. Conference Presentations, Group Shows****Barnett, Timothy.**

- “Critical Literacy Narratives: Embodying Theory in the First-Year Writing Class.” Conference on College Composition and Communication, Louisville, KY, March 19, 2010.

**Besemer, Jen.**

- Spoken word performance with David London’s Sunday Circus. Dream Theater, Chicago, IL, June 13, 2010.

**Bruce, Debra.**

- Panel participant on “The Women’s Poetry Timeline Project.” West Chester Poetry Conference, West Chester, PA, June 9-13, 2010.

**Buell, Marcia.**

- “Politeness, Cuteness, and Conflict: Cultural and Philosophical Identity Clashes and Convergences for a Japanese Doctoral Student in Biophysics.” Symposium on Second Language Writing, Arizona State University, Tempe, AZ, November 5-7, 2009.
- “Revisiting Conventions: Embodying Theories of Multiplicity through Student-generated Ethnographies.” Conference on College Composition and Communication, Louisville, KY, March 19, 2010.
- “Influences of Academic Practice on the Production of Text.” Writing Across the Curriculum Conference. Bloomington Indiana, University of Indiana, May 2010.

**Davros, Michael.**

- “Orhan Pamuk’s The Museum of Innocence and the Periautographic Self.” The Image of the Hero in Literature, Media, and Society Conference of the Society for the Interdisciplinary Study of Social Imagery. Colorado Springs, CO, March 2010.
- “Greek Identities and Historical Narratives: Petrakis to Eugenides.” Modern Greek Studies Program. University of Illinois, Urbana, April 2010.

**Greenburg, Bradley.**

- “Rhetorical Engineering and its Discontents: Shakespeare, the History Plays, and John Foxe’s Polemical History.” Shakespeare Association of America. Chicago, April 13, 2010.

**Hoberg, Thomas.**

- “The Wheels of History’: Dark Ages in Walter Miller’s *Canticle for Leibowitz*.” Medieval Association of the Midwest, Dominican University, River Forest, IL, February, 2010.
- “A Choice of Monsters: Wilderness and Court in *Beowulf* and *Sir Gawain and the Green Knight*.” 45<sup>th</sup> Annual Congress of Medieval Studies, Western Michigan University, Kalamazoo, MI, May 12, 2010.

**Libretti, Tim.**

- “The Reconfiguration of Class Consciousness through Ant-Colonial Nationalist Politics in the Novels of Milton Murayama: Theorizing Working-Class Literary Studies in the Age of Cosmopolitanism.” How Class Works Conference, SUNY Stonybrook, Long Island, NY, June 3-5, 2010.

**Marino, Elizabeth.**

- Spoken word performance at the 6th Annual Chicago Calling Arts Festival. Mercury Café, Chicago, IL, September 2, 2009.
- Poetry Reading as part of the *Palabra Pura* series, sponsored by the Guild Complex. Decima Musa, Chicago, IL, February 17, 2010.

**Ogrodowski, Brian.**

- Participant in the Faculty Summer Institute on technology in education, “Collaborating at the Speed of Light.” Urbana, IL, May 17-20, 2010.

**Over, Kristen.**

- “Barbering and Barbarity in *Culwch ac Olwen*.” Medieval Association of the Midwest, Dominican University, River Forest, IL, February 19-20, 2010.
- “Rewriting the Literary Welshman in *Peredur uab Efracw*.” UC Celtic Studies Conference, UCLA, March 5-7, 2010.
- “Kingship, Grooming, and Sin in *Culwch ac Olwen*.” Celtic Studies Association of North America, Notre Dame University, April 9-10, 2010.

**Scherman, Timothy.**

- “Playing Ball: The Rhetoric of Equal Exploitation in Elizabeth Oakes Smith’s ‘The Dignity of Labor.’” 2009 International Society for the Study of American Women Writers Conference, Philadelphia, PA, October 2009.

**Scigalski, Julie.**

- Participant in the Faculty Summer Institute on technology in education, “Collaborating at the Speed of Light.” Urbana, IL, May 17-20, 2010.

**Steil, Michelle.**

“Authenticity in the Composition Classroom: Literacy and the Global Voice.” Symposium on Second Language Writing, Arizona State University, Tempe, AZ, November 5-7, 2009.

“Rekindling First-Year Writing Pedagogy: Global Conversations vis-à-vis Texts in Translation.” Conference on College Composition and Communication, Louisville, KY, March 19<sup>th</sup>, 2010.

**6. Service**

**Barnett, Tim.**

Volunteer Coordinator of a Writing Group at the Northbrook Cancer Wellness Center for Survivors of Cancer and Their Loved Ones.

**Bruce, Debra.**

- Advisory Editor, *Mezzo Cammin: An Online Journal of Formal Poetry by Women*.

**Davros Michael.**

- Member of the Lincolnwood School District #74 Board of Education.

**Libretti, Tim.**

- Editorial Board Member for the journal *JAC*.

**Marino, Elizabeth.**

- Designed and taught Community Latino Creative Non-Fiction Workshop at El Centro with funding awarded through an HSI grant.

**Over, Kristen.**

- Evaluator for *Viator: A Journal of Medieval and Renaissance Studies* published out of UCLA.

**Schroeder, Christopher.**

- Member of the Literacy Work Group as part of the Chicago Teacher Pipeline Partnership, a five-year federal Teacher Quality Partnership grant among NEIU, UIC, Loyola, and National Louis University.

**B. Student Achievements**

The department is especially proud of the students who have moved on to graduate programs and believe these student achievements reflect the quality of our faculty and programs.

This year Christopher Masse , Jessica Turrubiartes, and Elisa Karbin each were accepted to M.A. programs in English at the University of Illinois at Chicago, Illinois State University, and the University of Wisconsin-Milwaukee, respectively.

Additionally, Melinda Foote was admitted to the M.A. program in Library and Information Science at Dominican University.

The following students this year received Talent Scholarships in writing: Kristian Bowman, Roohsna Kidwai, Elisa Karbin, Nicholas Vracar, and Eugene Wagendorf III.

Laura Spencer, a student in our M.A. program in Composition, presented a paper titled “Re-examining Writing Center Pedagogy: Finding the Intersection of Theory and Practice” at the Conference on College Communication and Composition, Louisville, KY, March 2010.

# FOREIGN LANGUAGES AND LITERATURES

## **Annual Report 2009-2010**

**Submitted by Paul A. Schroeder Rodríguez**

### **Executive Summary**

2009-2010 was a year of major accomplishments and celebrations. Denise Cloonan Cortez de Andersen published what several reviewers predicted will be the new standard textbook for courses on Spanish Applied Linguistics: *Contornos del habla: fonología y fonética del español* (London and New Haven, CT: Yale UP: 2009.)

Angelina Pedroso and Dorette Klein, whose combined service to NEIU exceeded eighty years, both retired with the title of Emeritus Associate Professor, and Angelina Pedroso also had NEIU's new Center for Diversity and Intercultural Affairs named in her honor. In addition, Karin Alfaro, an Instructor of Spanish who worked with the Department for eight years, accepted a teaching position with the Evanston/Skokie School District. The Department will miss their presence and wishes them a successful transition to a new life full of possibilities for further growth. In response to these personnel changes, the Department hired two new full-time instructors in Spanish (Raúl Dorantes and Emma Rodríguez), and one part-time instructor in French (Elaine Harris).

This past year the Department submitted and received approval for Program Modifications to our undergraduate Majors and Minors in French and Spanish, the first such modifications in over twenty years. The newly revamped majors and minors will be characterized by: greater flexibility for the French program (now called French Studies), a more rigorous academic sequence for the Spanish program, and a wider variety of upper-level courses on literature and culture for both our programs in French and Spanish.

The Department received three monetary awards through the H.S.I. Initiative Grant, for the following:

- Assessment Rubrics Workshop. \$2,000 for a two-day workshop led by an ACTFL (American Council of Teachers of Foreign Languages) trainer, on designing integrated performance assessment rubrics for use in our revised programs in Spanish and French Studies.
- *Arrieros somos*. \$1000 for a performance of Spanish-language one-act plays set in Chicago and Mexico, which played to a packed audience in Recital Hall on March 4.

- Poetry Month. \$4,500 for a collaboration with *Contratiempo* to bring Latin American poets to NEIU. The event was held in Recital Hall on April 29, and included readings by Julieta León (Venezuela), Jesús Salas Elorza (Mexico), Jacqui Lazú (DePaul University) and Juanita Goergen (DePaul University). The event was broadcast on radio, and is available online at <http://www.chicagopublicradio.org/Content.aspx?audioID=41818>

The Department also organized two additional poetry readings on-campus: one by Dr. Renny Golden, Professor Emeritus, NEIU Justice Studies, on November 17, 2009; and another by Generation X poet Antonio Meza, on April 20, 2010.

The following numbers of students served by our degree programs are approximate. They are based on Cognos reports of student enrollment during Summer 2009, Fall 2009 and Spring 2010:

M.A. in Latin American Literatures and Cultures (Enrolled/Graduated): 39/3

|         | B.A.:  | Minor: | TCP: |
|---------|--------|--------|------|
| Spanish | 142/33 | 148/46 | 9/0  |
| French  | 20/5   | 20/4   | 5/0  |

The Department continues to update its website ([www.neiu.edu/languages](http://www.neiu.edu/languages)), which now includes all Department forms (Academic Course Record Forms, Major and Minor Declaration Forms, Language Back Credit Form, and Transfer Credit Evaluation Form) as fillable .pdf files.

## I. Assessment

The data we collected in Fall 2009 to assess content knowledge in Spanish and French Literatures and Cultures did not give us information we could use, so we brought in an expert to help us develop adequate rubrics. We had a two-day ACTFL workshop on Friday and Saturday, April 16 and 17, 2010, by the end of which we had developed a solid understanding of the theory and practice of rubrics as language assessment tools. In Fall 2010 we will begin collecting assessment data using the rubrics that grew out of this workshop.

## II. Program Plan

### A. Long term goals

During 2010-2011 we will begin implementing the new programs in Spanish and French Studies. We will also begin using *LiveText* to store, for assessment purposes, selected work by all Spanish and French Studies Majors at different stages of their studies. The collection of data will allow us to both evaluate the effectiveness of the new programs and to meet program requirements for a successful NCATE review.

## **B. Projected needs**

### **1. Faculty**

The Department is in dire need of a specialist on Mexican literature and culture, and submitted a request to conduct a search for an Assistant Professor with expertise in the field. This position request responds to the recent retirement of Angelina Pedroso, and to our Department's pressing need for a specialist in Mexican literature and culture.

Rationale: Even though Mexico is the largest Spanish-speaking nation in the world and the country where most of our Latina/o students' families come from, none of our Department's tenured faculty specializes in Mexican literature and culture. The hire would therefore fill a vital need within our Department at both the undergraduate and graduate levels, and would also enhance existing linkages with LLAS, Women's Studies and/or African and African-American Studies beyond the current practice of cross-listing courses, if the hire is able to teach courses in one or more of these programs.

In terms of the Strategic Plan, this hire would help us:

- Review and revise discipline-specific curricula based on national best practices and workforce needs (Goal 2, Action Step 3).
- Support and create interdisciplinary courses and programs based on best practices and institutional strengths (Goal 2, Action Step 5).
- Establish technology-enriched curricula to include hybrid and online courses (Goal 2, Action Step 8).
- Strive to make NEIU, as a designated Hispanic Serving Institution, an institution of choice for Latino students (Goal 3, Action Step 4).

### **2. Equipment**

The warranty on the 38 Dell computers in the Language Lab can only be extended for one more year, for \$2,700. Because we continually send computers for refurbishing or replacement using the warranty, keeping those computers after Summer 2011, when the warranty can no longer be extended, is unsustainable. Replacing all 38 computers will cost approximately \$72,000.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **Books**

**Cloonan Cortez de Andersen, Denise.**

- *Contornos del habla: fonología y fonética del español*. London and New Haven, CT: Yale UP: 2009.

#### **Articles/Reviews**

**Cloonan Cortez de Andersen, Denise.**



- Review of Dilin Liu. *Idioms—Description, Comprehension, Acquisition, and Pedagogy*. *Modern Language Journal* 93.2 (Summer 2009): 304-05.

**Rizzo-Vast, Patricio.**

- Selected poems. *Contratiempo* 32 (January 2010): 15-16.

**Schroeder Rodríguez, Paul A.**

- Prologue. *Jaleos y denuncias*, by Stanislaw Jaroszek. Chicago: Ediciones Vocesueltas, 2010: 11-13.
- “Cine latinoamericano en el cambio de siglo: de la nostalgia a la inmediatez,” *Contratiempo* 71 (December 2009 – January 2010): 10.
- “Hacia una poética de la identidad latina,” *Contratiempo* 70 (November 2009): 6.

**Conference Presentations**

**Cloonan Cortez de Andersen, Denise**

- “How listening strategies develop through collective scaffolding in role play.” 42nd Annual Meeting of the British Association for Applied Linguistics (BAAL): “Language, Learning, and Context,” Newcastle University, United Kingdom, September 3-5, 2009.

**McGoey, Mary Ellen**

- “Challenges and Solutions in Online Foreign Language Instruction,” Association for the Advancement of Computing in Education, E-Learn Conference, Vancouver, BC, October 30, 2009.

**Schroeder Rodríguez, Paul A.**

- “Latin American Cinema’s Transition to Sound,” Society for Cinema and Media Studies, Los Angeles, March 18, 2009.
- “La primera vanguardia del cine latinoamericano,” Coloquio Internacional de Cine Mudo en Iberoamérica: Naciones, Narraciones, Centenarios. Universidad Autónoma de México (UNAM), April 21, 2009.

**Service**

**Cloonan Cortez de Andersen, Denise**

- Editorial Review Board Member: *The Linguistics Journal*.

**B. Student Achievements**

- **Spanish National Honor Society:** Enita Abarca, Janice Aponte, Bethany Arteaga, Ray Bahamón, Mónica Calderón, Julieta Dávila, Jorge De La Cruz, Jenny Díaz, Raúl Dorantes, Emily Francke, Didier Franco, Guadalupe García, Johanna Guzmán, Alma Keco, Gilma Odak, Maribel Ortiz, Rosa Ortiz, Julio

Padilla, Ana Patiño, Iván Patiño, Miguel Pérez, Tasha Robles, and Lumarys Valentín.

- **French Outstanding Achievement Award:** Gabriella Bruno

### C. Alumni News

- **José Mario Hernández Gallardo** (Spanish '88, M.A. '02) published *Once Upon a Time in the Future* (Charleston, NC: Booksurge Publishing, 2009), a collection of short stories set in Chicago and Central America.

## FOREIGN LANGUAGES AND LITERATURES

### Assessment Report 2009-2010

Submitted by Paul A. Schroeder Rodríguez

**Course and Teaching Assessment.** Student evaluations for the past academic year show that students are very positively engaged with their professors and the content of the courses we offer.

**Program Assessment.** The State of Illinois recently adopted ACTFL as the SPA (Specialized Professional Association) for NCATE reviews of foreign language teacher candidates. In response to this change, the new undergraduate programs in Spanish and French Studies tie the objectives of courses in French and Spanish to ACTFL standards.

During 2009-2010 the Department decided which assignments we will collect to assess how we are meeting ACTFL standards. Collection and assessment of data will begin in Fall 2010. In order to facilitate storage and access to the data, Majors will be required to upload the assessed assignments to *LiveText*, a commercial portfolio software.

# GEOGRAPHY & ENVIRONMENTAL STUDIES

## **Annual Report 2009-2010**

### **Submitted by Erick Howenstine**

#### **Executive Summary**

2009-2010 was a growth year for G&ES, which experienced a 23% growth in its graduate program and the inception of two new GIS Certificate Programs which already claim more than 31 students. At present, there are more than 120 active students declaring a major in Geography or Environmental Studies (26 and 52), a master's degree in G&ES (37) and/or GIS Certificates. Faculty members were very active on committees throughout the University. Grammenos: Global Studies Task Force, Faculty Council on Academic Affairs, Faculty Senate, Honors Program, and International Studies Program; Banerjee: Environmental Science Planning Committee, Green Fee Committee; Mihir: Grade Appeals Committee, Arts & Sciences Academic Affairs Curriculum Committee; Howenstine: Science Building Liaison, Search and Screen for Director of Instructional Technology Strategy and Planning; Good: Online Task Force. Faculty produced two published papers in juried journals and made several professional conference presentations.

The Department continued its internal curriculum review with seven new courses and many minor course changes. Instructor Emily Good won the 2009 Faculty Excellence Award. The department also burned the campus prairies and continued to maintain the GIS Vegetation Database for Facilities Management.

#### **I. Assessment**

The department collects information for assessment of students and for self-assessment in a number of ways. Course evaluations are done using carefully designed protocol and include sections relating to the course and to the faculty member. Responses to the two key questions: "overall value of course," and "overall effectiveness of instructor" are tracked, weighted by enrollments, and tallied by course and instructor respectively. Enrollment of majors and graduate students are tracked each term to identify those which have not been on campus for two semesters. We will contact those who appear to have dropped out. A mailing list of alumni has been compiled and will be used for a

post-graduation satisfaction assessment in the coming year. We will also develop an exit survey.

## **II. Program Plan**

### **A. Long term goals**

The Department will continue its efforts to acquire an additional faculty member to fill a content area – environmental education and interpretation -- left by a non-retention several years ago. This position will also support the growing graduate program and generally increasing enrollments. We will continue to develop and refine on-line and hybrid courses, as well as implement new instructional technologies in the classroom.

We will enhance, refine, and coordinate courses within the GIS certificate curriculum to establish NEIU's as the best in Chicago. We will also continue to work with the two new programs: Environmental Science and Global Studies, to ensure the curriculums are complementary and well-designed, and we will continue to steward the student-funded Green Fee Committee. In late summer 2010 we will hold our third annual department picnic, and the Green Cycle Group, the G&ES club is active under the advisement of Dr. Banerjee. We will catalog GIS labs in governmental agencies, non-profit organizations, and private industry throughout Chicago to support students completing a GIS Certificate with internships and jobs.

We also may seek donations from past graduates to contribute to the G&ES Fund, which funded six students to attend professional conferences at which they were presenting.

### **B. Projected needs**

#### 1. Faculty

The department hopes to replace a non-retention position from several years back, in the area of Environmental Education/Interpretation. This person would also have experience in Physical Geography. Until then, we have a gap in our curriculum which has already existed for several years. At present, we attempt to serve 37 graduate students with just three faculty members teaching at the graduate level in addition to the chair.

We hope to be able to reduce the demand on junior faculty members for new course preparations and curriculum development, to allow them to meet required standards in areas of service and research.

#### 2. Equipment

Besides refurbishing the chairs in our classroom, our equipment needs will be minor in the coming year. We hope to solve an access problem to the group study/group project room we have created by consolidating storage.

#### 3. Other Resources

We will require continued support from Academic Computing and Student Computing, by way of software installations, upgrades, and support.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Articles and Abstracts, Local Exhibitions or Performances:**

Banerjee, A. (2010). Tourism in protected areas: Worsening prospects for tigers? *Economic & Political Weekly, XLV* (10): 27-29.

Howenstine, Erick (2011). "Segregation by Class Within Racial/Ethnic Groups in Chicago" in the Illinois Geographical Society's Bulletin. Spring.

##### **2. Conference Presentations, Group Shows**

Banerjee, Abhijit (April, 2010). "Regional Planning Without Political Authority: Prospects for Smart Growth in the Chicago Metropolitan Region." Association of American Geographers' Annual Meeting, Washington D.C..

Howenstine, Erick (June, 2010). "Retention and Tenure Review," Discussion leader, 2010 Department Leadership Workshop, Association of American Geographers, Boulder CO.

Qutub, Musa (March, April 2010). "Geography of the Middle East," addressed students at Maine West High School.

#### **B. Student Achievements**

##### **Presentations, conference papers, symposium participation, publications.**

Blair, Kim (April, 2010). "The New Green Chicago: Urban Ecotourism and an Uneven Playing Field." Association of American Geographers' Annual Meeting Washington D.C..

Claus, Anja (April, 2010). "Protecting Values of Place: Efforts to Develop Democratic Ecological Citizenship in Two North American Communities." Association of American Geographers' Annual Meeting Washington D.C..

DiBianca, Paisly (April, 2010). "Bombing Bucktown and Beyond: Graffiti Tags in Logan Square, Chicago IL" Association of American Geographers' Annual Meeting Washington D.C..

Ekman, Kate (May, 2010). "The Benefits and Challenges of Conducting Greenhouse Gas Inventories in Higher Education: Northeastern Illinois University's Experience." Illinois Geographical Society's Annual Meeting, Rockford IL.

Ilic, Lazar, 2010 (May 2010). "The Gentrification of Chicago's East Village." Illinois Geographical Society's Annual Meeting, Rockford IL.

Magrisso, Nicholas (April, 2010). "Water Sales Versus Energy and Water Conservation: Evanston Policies in Conflict," 18<sup>th</sup> Annual Student Research Symposium.

Magrisso, Nicholas (May 2010). Water Sales Versus Energy and Water Conservation: Evanston Policies in Conflict." Illinois Geographical Society's Annual Meeting, Rockford IL May 1.

Premer, Michael (May 2010). "Landscape Restoration in Northeastern Illinois: Benefits, Environmental Impacts and Public Opinion." Illinois Geographical Society's Annual Meeting, Rockford IL May 1.

Roberts, Nina (April, 2010). "The Appropriation of Indigenous Culture in Santa Fe, New Mexico: Tourism and the Production of Place in the Land of Enchantment." Association of American Geographers' Annual Meeting Washington D.C., April.

### **C. Alumni News**

Derick Anderson was hired as Director of Housing for the Edgewater Community Council in Dec. 2009.

Neil Best is Database Manager for the Computational Institute of University of Chicago and Argonne Laboratories.

Michael Buibas is GIS Intern with the Village of Mount Prospect's Public Works Facility.

Callahan, Sean (class of 2001) Natural Resources Specialist with the National marine Fisheries in Seattle, conducting Section 7 ESA Consultations for projects impacting listed salmon.

Wilfredo Matamoros published "Isolation and Characterization of Microsatellite Loci for Mountain Mullet (*Agonostomus monticola*)," In *Molecular Ecology Resources*. Also, in the *Southeast Naturalist*, "First Record of *Agonostomus monticola* (Family: Mugilidae) in Mississippi Freshwaters with Notes of its Distribution in the Southern United States." And, in *Zootaxa*, "Annotated checklist of the Freshwater Fishes of Continental and Insular Honduras."

Chivia Horton is now refuge manager for the 5,380 acre Pahrnagat National Wildlife Refuge in Nevada.

Scott Garfinkel, Nick Magrisso, and Mark Kenseth were elected to the Green Fee Committee. Garfinkel took over from G&ES's Paisly DiBianca as chair; Magrisso was named secretary.

Michael Martinez was appointed Special Assistant in the Resource Conservation Service at the U.S. Department of Agriculture in Washington D.C.

Fiana Shapiro, 2007 grad, worked spring and summer with Sea Turtle Inc. protecting endangered sea turtles on South Padre Island, Texas.

# HISTORY

## Annual Report 2009-2010

### Submitted by Patrick Miller

#### Executive Summary

The History Department continues to be an active professional department in which faculty members teach all levels of students, conduct their scholarly research, write, and participate in professional meetings. The Department also participates in diverse college and university committees/programs including:

- CASEP
- LLAS
- Writing Intensive Program
- First Year Experience
- Asian Studies
- El Centro
- AFAM
- CAS-COE Taskforce on Secondary Teacher Preparation
- CAAC
- Women's Studies
- Transfer Student Orientation
- Summer Transition Program
- Honors Program
- McNair Scholars Program
- Minority Internship Program
- International Student Exchange
- Global Studies Initiative

For the last academic year, Professor Steven Riess was presented an *Academic Excellence Award*, while Professors Joan Johnson and Richard Grossman were among the recipients of NEIU's *Instructor Excellence Awards*.

Among the instructors, as well as the tenured/tenure track faculty, there has been an impressive production of books and articles in peer-reviewed journals, as well as presentations at research conferences and participation in annual meetings of the historical societies in their respective fields. As an institutional member of the *American Historical Association*, the department follows the protocols and procedures of that organization. Altogether, in their scholarship and broad-based professional

service, History faculty members link the NEIU campus to a wide range of intellectual and academic communities beyond.

The high profile of History department faculty in broader professional and scholarly forums begins with the Newberry Seminar Series. Professor Steven Riess is the co-founder and current co-director of the *Chicago Seminar on Sport and Culture*—now completing its 15<sup>th</sup> year at the Newberry Library in Chicago; Professors Joan Marie Johnson and Francesca Morgan are the founding directors of the *Newberry Seminar on Women and Gender*. Professor Riess and Professor Patrick Miller are members of several journal editorial boards (both also edit or co-edit book series for well-recognized university presses). One-half of History department faculty members have written book reviews during the last academic year.

For the last several years, the department has maintained an informative and vibrant website that features a newsletter highlighting student accomplishments, faculty profiles, and essential contact information, just as it draws attention to upcoming academic events: [www.neiu.edu/~history](http://www.neiu.edu/~history). This has become an increasingly significant forum for updating class schedules and announcing new courses; the website stands as another important link between NEIU and more expansive academic communities.

History has completed the first stages of an expansive revision of course offerings and requirements for History majors, minors, and graduate students. The most significant addition to the department occurred with the hiring of Assistant Professor Mateo Farzaneh (Ph.D. University of California, Santa Barbara, 2010) as our specialist in the Islamic World. Professor Farzaneh will be teaching Gen. Ed. courses in World History: Islam as well as upper-division courses in the Modern Middle East. Professor Farzaneh's field of scholarly interest is the Iranian Constitutional Revolution (1905/06--1911) and the role of Shi'ite clerics in it. He also studies Iran-Iraq relations, secular and religious Iranian nationalisms, and the history of Shiism.

Further, the History department will be offering an upper-division course in *Mexican-American History*, taught by Professor Rene Alvarez (Ph.D., History, University of Pennsylvania, 2008), whose principal appointment is NEIU's department of Teacher Education, and a two course sequence in *British History*, to be taught by Dr. Christopher Dudley (Ph.D. University of Chicago, 2010). While Professor Christina Bueno worked on the committee to design the proposal for the *LLAS* major, Professor Leo Bacino has created the syllabus for "Chicago History" in the *First-Year Experience* program.

The department has also increased contacts with the NEIU Foundation to expand fund-raising efforts. It presently offers the Brommel-Lindberg Scholarship in History, presented annually at the Reception/Induction ceremony of *Phi Alpha Theta*, the History Honor Society.

According to recent NEIU records, the History Department has seen a steady increase in *Majors and Minors* since 2002. With 300 *Majors* (History and History/Secondary Ed)



and upwards of *100 Minors*, History stands among the largest departments in the university. History courses are cross-listed in AFAM, LLAS, and Women's Studies, and the department works closely with the College of Education concerning teacher preparation.

As of Fall 2009, History enrolled 1432 students (4296 Student Contact Hours) and ranked first in the College of Arts and Sciences in the average number of students enrolled per section 29.8/89.5 SCH). The department ranked second in the college with 238.7 Student Contact Hours per Instructor.

In recent semesters, the department has offered 15 sections of World History (West to 1500, West 1500 to present, East Asia, Latin America, Africa), as well as 11 sections of United States History (to 1877 and 1877 to present). These courses help students fulfill Gen. Ed. requirements in Social & Behavioral Sciences. In addition, the department offers approximately 15 upper-division courses per semester in a wide array of subjects. Ranging from Renaissance and Russian History to American Ethnic History, Central America and the Caribbean, Women's History, and the History of Japan, these courses add breadth and depth to undergraduates' study in the discipline—and link students to scholars in their specialties.

At the same time, the *Master of Arts in History* program, selective and well-structured, boasts *35 active Graduate Students and recent recipients of the M.A. degree*, and — under the guidance of Graduate Coordinator Zachary Schiffman—enrollment is projected to expand to 50+ students in the next several years. The department regularly offers three graduate courses per semester. Significantly, the department has successfully guided more than 20 grad students through the program during the last three years, from the required foundation course in Historiography and Historical Method to specialized readings courses and research seminars on a wide range of topics. While the majority of our M.A. students are secondary school teachers in Chicagoland, several others have gone on to pursue the Ph.D. in History or allied fields; several are teaching at area community colleges and a few have combined coursework with internships as they begin careers in public history. Working with faculty members in the department, several graduate students have published articles and guided workshops that attest to History's commitment to linking scholarship, teaching, and service.

## **I. Assessment**

Each year the department evaluates its current crop of graduating History Majors by reviewing the portfolios they create. The *assessment portfolio* consists of papers written in 300-level history courses. A committee of the department reviews the written work and solicits comments from all members of the department about use of sources, critical thinking skills, clarity of expression, etc. In this way we assess the effectiveness of our course preparation, particularly the upper division level courses. Graduate assessment includes an instrument occurring upon the completion of the Graduate Field Exams (see Appendix A: Undergraduate Assessment and Appendix B: Graduate Assessment).

## II. Program Plan

The History Department continues to serve the General Education program, majors, minors, and other students interested in history courses—especially those working from the platform of History toward their careers as teachers. We strive to convey information about various societies and time periods in specialized and general courses, but just as importantly, we emphasize the development of analytical skills, critical reading and writing, and effective oral communication.

With the addition of Islamic World to our catalog entries, History has taken a significant step in making our offerings more thoroughly *cross-cultural* and *interdisciplinary*. Still, the department seeks ways to serve the academic needs of our students more expansively.

The next position request will be in the field of U.S. History—to replace the retiring Professor Riess, whose contributions to the History curriculum have been impressive in their chronological and thematic range. This position will be all the more important as the department hopes to increase the number of offerings of the *capstone research seminar* (History 393) as another dimension of an enriched undergraduate major.

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Books, National/International Exhibitions or Performances:

**Johnson**, Joan Marie, Co-editor (with Marjorie Spruill and Valinda Littlefield), *South Carolina Women: Their Lives and Times*, Volume II (University of Georgia Press, 2010).

#### 2. Book Chapters, Regional Exhibitions or Performances:

**Bueno**, Christina. "Teotihuacan: Showcase for the Centennial," in *Holiday in Mexico: Critical Reflections on Tourism and Tourist Encounters*, eds., Dina Berger and Andrew Wood (Durham, NC: Duke University Press, January 2010), 54-76.

**Grossman**, Richard. "'Looks Suspicious': The US Marines' Air Campaign against the Sandino Insurgents of Nicaragua, 1927-1933." in Joel Haywood, ed. *Air Power, Insurgency and the 'War on Terror'*. Royal Air Force Centre for Air Power Studies: Cranwell, United Kingdom, 2009, p. 79-94.

**Johnson**, Joan Marie

- "Sallie Chapin, the Woman's Christian Temperance Union, and Reconciliation after the Civil War," in *South Carolina Women: Their Lives and Times*, Volume II (University of Georgia Press, 2010), 87-104.
- "Louisa B. Poppenheim and Marion B. Wilkinson: Leading South Carolina's Federated Women's Clubs into the Nation," in *South Carolina Women: Their Lives and Times*, Volume II (University of Georgia Press, 2010), 105-127.

### 3. Articles and Abstracts, Local Exhibitions or Performances:

**Bueno, Christina**

- "Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico," *Hispanic American Historical Review*, 90, no. 2 (May 2010): 215-246.
- Review of *Yucatán Through Her Eyes: Alice Dixon Le Plongeon, Writer and Expeditionary Photographer*, by Lawrence Gustave Desmond with foreword by Claire L. Lyons (Albuquerque: University of New Mexico Press, 2009). *The Americas: A Quarterly Review of Inter-American Cultural History*, 66:2 (October 2009): 290-291.

**Grossman, Richard.** "Solidarity with Sandino: The Anti-Intervention and Solidarity Movements in the United States, 1927-1933." *Latin American Perspectives*, Vol. 36 No. 6, November 2009, p. 67-79.

**Johnson, Joan Marie.** Review of *Madeline McDowell Breckinridge and the Battle for a New South*, by Melba Porter Hay, for *American Historical Review* (Dec. 2009), 1475.

**Johnson, Joan Marie,** Review of *Gender and the Sectional Conflict* by Nina Silber, for *Journal of Southern History* 76 (May 2010), 449-450.

**Morgan, Francesca.** "Lineage as Capital: Genealogy in Antebellum New England," *New England Quarterly* 83, no. 1 (June 2010): 250-282.

**Riess, Steven.** "The History of the Sport of Kings." *Chicago Life Magazine* [advertising supplement to the *New York Times*] (November 2009): 34-35.

### 4. Conference Presentations, Group Shows:

**Bueno, Christina**

- "The Place of Indian Antiquity in Mexico's Centenario," Paper presented at Rocky Mountain Council on Latin American Studies, Boulder, Colorado., April 2010.
- "Archaeology and Elite Nationalist Sentiment in Porfirian Mexico," Paper presented at Rocky Mountain Council on Latin American Studies, Boulder Colorado, April 2010.
- "Excavating Identity: Archaeology and Nation Building in Porfirian Mexico," Northern Illinois University, De Kalb, Illinois, October 2009, invited speaker.

**Johnson, Joan Marie**

- Chair of session, "Enslaved and Free African American Women and their Encounters with the Nineteenth-Century State: The Politics of Passing, Mental Institutions, and the Courts" *Eighth Southern Conference on Women's History*, Columbia, SC, June 2009.
- "Louisa B. Poppenheim and Marion B. Wilkinson: Leading South Carolina's Federated Women's Clubs into the Nation," presented at *South Carolina Women: Their Lives and Times Symposium*, Columbia, SC, June 4, 2009.

**Morgan**, Francesca. "Stone Soldiers and Shafts: Gender and Patriotism in U.S. Women's Commemorations in the Early Twentieth Century," presented at the annual meeting of the American Studies Association, Washington, D.C., November 8, 2009.

**Riess**, Steven

- "The Lead-Off Man: Harold Seymour and the Writing of Baseball History." Invited Lecture, The Inaugural Harold Seymour Lecture in Sport History. Cornell University, Ithaca, NY, April 21, 2010.
- "American Sport, Culture and Painting, 1870-1950." Paper delivered to the North American Society for Sport History. May 28, 2010.
- Commentator and Chair: "The Promises of Sport and Democracy in American Culture: Perspectives on Ethnicity, Gender, and Race in the Sporting Past." Organization of American Historians, April 7, 2010.
- Commentator: Session: "Racial Politics of Boxing in the 1920s and 1970s." North American Society for Sport History. May 28, 2010.

**Rosa**, Susan

- "The Conversion of Queen Christina of Sweden (1654) and the Rhetoric of Catholic Universalism." Invited lecture, Toronto Renaissance and Reformation Colloquium, University of Toronto, February 10, 2010.
- Review of Joseph Bergin, *Church, Society, and Religious Change in France 1580-1730*. Invited by H-France Forum (<http://www.h-france.net/forum/h-franceforumvol5.html>). The forum consists of reviews by four recognized scholars in the relevant field and a response by the author.

**Schmeller**, Mark G.

- "Corn-Pone Opinions: Transatlantic Liberalism, Political Economy, and the Higher Journalism in the Late Nineteenth Century." Paper presented at the 2<sup>nd</sup> Annual United States Intellectual History Conference. City University of New York, November 12-13, 2009.
- "Corn-Pone Opinions: Transatlantic Liberalism, Political Economy, and the Higher Journalism in the Late Nineteenth Century." Paper presented at Symposium on Public Opinion, the Press, and Journalism in the 18<sup>th</sup> Century. University of Paris-Diderot, November 27-28, 2009.
- "From Heresy to Singularity: A Brief Genealogy of 'Dissent.'" Keynote address presented to Graduate Student Symposium on Dissenting Voices. Syracuse University, March 26, 2010.
- "Twelve Hungry Men: The Reform of Juries (and Jurors) in Early America." Paper presented at *Ab Initio* Conference on Early American Legal History. University of Pennsylvania, June 16-17, 2010.

## 5. Service

**Bueno**, Christina

- Manuscript reviewer for *Radical History Review*
- Textbook reviewer for Prentice Hall

**Johnson, Joan Marie**

- Elizabeth Taylor Article Prize Committee Chair, 2009-2010, Southern Association for Women Historians
- Co-director, Newberry Library Seminar on Women and Gender, Newberry Library, Chicago, Illinois, monthly, September 2009-May 2010

**Miller, Patrick**

- Series Co-editor, The African American Intellectual Heritage, Book Series, University of Notre Dame Press (2004- )
- Editorial Board, FORECAAST (Forum for European Contributions to African American Studies) Book Series, LIT Verlag (Germany, U.K., U.S.), (1999- )
- Editorial Board, *LISA (Littératures, Histoire des Idées, Images et Sociétés du Monde Anglophone: e-journal for Literature, History of Ideas, Images and Societies of the English-Speaking World)*, University of Caen, France (2002- )
- Editorial Board, Transatlantic Aesthetics and Culture, Book Series, Peter Lang (2006- )

**Morgan, Francesca.** Co-director, Newberry Library Seminar on Women and Gender, Newberry Library, Chicago, monthly, September 2009-May 2010.

**Riess, Steven**

- Editorial Board, *Journal of Sport History*
- Co-director, *Chicago Seminar on Sport and Culture*, Newberry Library, Chicago, Illinois, monthly, September 2009-May 2010.
- Series editor, Sports and Entertainment, Syracuse University Press.

**B. Student Achievements**

**Acceptance to graduate or professional school; other honors, scholarships, or awards:**

**Bayliss, Amanda.** Accepted to the Master of Arts Program in the Social Sciences at the University of Chicago, April 2010.

**Sawicki, Matthew.** Accepted to the MA Program in History at Loyola University, April, 2010.

**Clark, Kevin.** Accepted to the Masters Program in Social Work at the University of Chicago, June, 2010.

**C. Alumni News**

**Lindberg, Richard** (BA History, 1974; MA History, 1987) Author of *The Gambler King of Clark Street: Michael C. McDonald and the Rise of the Chicago's Democratic Machine* (Carbondale: Southern Illinois University Press, 2009). Won the following awards: Society of Midland Authors 2009-2010 Biography Winner & Award of Excellence from the Illinois State Historical Society.

# HISTORY

## Undergraduate Assessment Report 2009-2010

Submitted by Michael Tuck

### Department of History Assessment of Graduating Majors

The department has had in place for many years a practice of assessing our graduating majors in key historical abilities. It works as follows: majors who are nearing the end of their program create an assessment portfolio of graded papers from history courses. The portfolio must contain at minimum one analytical paper of greater than 10 pages in length or two papers of at least 5 pages each. Book reviews are not accepted. Members of the department's Assessment Committee then rank the student's abilities as demonstrated in the papers on a scale of 1-5, as guided by an assessment rubric. The rubric lists the criteria by which the committee members assess writing ability, reading and research skills, and general historical abilities. Each of those three criteria are rated from 1-5 (highest or best) and an average for the student is produced. The Assessment Committee then meets with the department in the fall semester to report on the findings and to offer feedback about training our majors. In the latest group to be assessed, graduates from Spring 2009, the overall average was a 4.32 out of 5.0. This measure is comparable to that in past years. One trend of note was that the graduating majors scored better on disciplinary skills than they did on general writing ability. It is hoped that the introduction of the requirement of a Writing Intensive Course will help to move writing scores in alignment with research and historical abilities. Prepared by Michael W. Tuck, PhD, Associate Professor, Associate Chair and Undergraduate Coordinator

### Assessment Check sheet for Graduating History Majors

History majors must submit either a research paper of at least 10 pp., or three 3-5 pp. theme papers. The paper(s) must have been written for History courses. Each evaluator should use one Check sheet per student, noting whether a research paper or three theme papers are being assessed.

**Student's name:** \_\_\_\_\_ **Research/Theme** papers (circle one)

| <b>Writing Ability</b>      | (Yes) <b>5 4 3 2 1</b> | (No) /NA |
|-----------------------------|------------------------|----------|
| Clear thesis statement      | _____                  |          |
| Clear paragraph structure   | _____                  |          |
| Proper grammar and spelling | _____                  |          |
| Clear, cogent argumentation | _____                  |          |

**Reading and Research Ability** (Yes) **5 4 3 2 1** (No) /NA

Student understands text(s) under consideration: \_\_\_\_\_  
Student understands difference between primary and secondary sources: \_\_\_\_\_  
Student utilizes current secondary sources: \_\_\_\_\_  
Student demonstrates ability to critique primary and/or secondary sources: \_\_\_\_\_

**Historical Abilities**

(Yes) **5 4 3 2 1** (No) /NA

Student displays understanding of important figures and events: \_\_\_\_\_

Student displays understanding of chronology and historical cause and effect: \_\_\_\_\_

Student displays awareness of the contingent relationships between social, political, intellectual, and/or economic variables: \_\_\_\_\_

Student can formulate a historical interpretation of events and/or figures: \_\_\_\_\_

**Overall Evaluation**

(Strong) **5 4 3 2 1** (Weak)

Comments:

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# HISTORY

## Graduate Assessment Report 2009-2010

Submitted by Zachary Schiffman

Assessment Program for the MA in History

Before graduating, each student in the MA program must take a three-hour comprehensive exam covering the student’s two fields of graduate study. Each exam is read by two of the student’s graduate professors. These exams become part of the student’s permanent file with the Department.

As part of the assessment program, we ask the readers not only to grade the comprehensive exam but also to assess it using an instrument designed to measure writing ability and historical understanding on a 5-point scale. In the year 2008-09, we assessed the work of 6 graduates; and in the year 2009-10, we assessed 5 graduates.

Evaluation of Assessment Scores

In 2008-09, our overall assessment score was 4.69, with very high marks in writing ability (4.93) and slightly lower marks in historical understanding (4.53). In 2009-10, our overall score was 4.60, with writing ability at 4.46 and historical understanding at 4.78. In my opinion, the differences between the scores in these two years are insignificant and may simply reflect the fact that the 2008-09 pool was slightly larger than the 2009-10 pool. In any case, these scores are consistently high and reflect the steps we have taken over the past 5 years to strengthen the quality of the program. We have tightened admissions standards (by requiring applicants to submit a copy of an undergraduate paper so we can judge their writing ability), and we have increased the rigor of the program’s foundation course, Hist 401—“Historiography and Historical Methods” (which now serves as the gate-keeping course for the rest of the program). In general (as the above scores indicate), those students who complete the program emerge from it well trained.

Future Plans for the Program

27 students applied for admission for fall 2009, of whom 18 were granted full admission and 4 were granted provisional admission (conditional upon a B or better in Hist 401); of this number, 18 enrolled in Hist 401 and 15 completed the course to continue on in the program.

24 students have applied for admission for fall 2010, of whom 18 were granted full admission and 3 were granted provisional admission. At this point, we are expecting about 17 students to enroll in Hist 401.

Since it takes 4-5 years for students to complete the program, we are expecting to maintain a graduate program of about 50-60 students for the foreseeable future.

**Assessment Checksheet for Graduate Student (M.A.) Field Exams**

The two readers should complete one checksheet for each student. The Graduate Coordinator will compile a composite checksheet for the student, and keep the assessment records.

Student's name \_\_\_\_\_

Term:

Yes.....No  
5 4 3 2 1 NA

Writing Ability

- 1. Clear thesis statement \_\_\_\_\_
- 2. Clear paragraph structure \_\_\_\_\_
- 3. Proper grammar and spelling \_\_\_\_\_
- 4. Clear, cogent argumentation \_\_\_\_\_

Historical Abilities

- 1. Student displays understanding of important figures and events \_\_\_\_\_
- 2. Student displays understanding of chronology and historical cause and effect \_\_\_\_\_
- 3. Student displays awareness of the contingent relationships between social, political, intellectual, and/or economic variables \_\_\_\_\_
- 4. Student can formulate a historical interpretation of events and/or figures \_\_\_\_\_

Strong.....Weak  
5 4 3 2 1

Overall Evaluation

Comments (reverse side)



# JUSTICE STUDIES

## **Annual Report 2009-2010**

### **Submitted by Cris Toffolo**

#### **Executive Summary**

This report is arranged, where possible, using the categories of the university's strategic plan.

##### *Student Success*

The Justice Studies department currently has 465 majors, an increase from the previous year. Despite the large number of students, who are advised by only seven TP faculty, we have improved the advising of majors and minors. Following on the training all of our TP faculty on Banner and Internet Native Banner, the chair implemented intake interviews with each new major, so students now know exactly how to proceed through the major from the time they enter. Also at this intake interview new majors are added to the JUST email distribution list and thus, from the beginning, they receive regular announcements about jobs, scholarship, conferences, talks, etc.

We also implemented our Writing in the Discipline (WID) course. All WID instructors, as well as all faculty who teach Practicum (JUST 345) and Internship (JUST 350) courses, met at various times to discuss the coordination of these classes. From these efforts we are now sure that all of our majors are getting practice in writing in our discipline, as well as practice with resume writing, job interviewing, and other career search strategies. We hope these initiatives will shorten our students' time-to-degree, though we are aware that other factors in their complex lives that are beyond our control, will continue to impact this statistic.

##### *Academic Excellence and Innovation*

Several members of the department received recognition for their scholarship, excellent teaching and/or community service. Dragan Milovanovic and T.Y. Okosun were honored at this year's Recent Authors Reception for the publication of their recent books, *Revolution in Penology*, and *Social Justice and Increasing Global Destitution*, respectively. T.Y. was just elected President of the national Justice Studies Association and was invited by the African Development Bank as an expert to attend a conference in the Ivory Coast. Dragan's work was also recognized this year by being awarded a PAI. Shelley Bannister's teaching was recognized with a Faculty Excellence Award and a sabbatical leave during Spring 2010. Patricia Hill was honored with the 2009 Human Rights Award by the National Alliance Against Racist and Political Repression. Upon the unanimous recommendation of the whole department Kingsley Clark was given the status of Professor Emeritus.

The faculty continued to engage in pedagogical innovation. Extensive departmental discussion about on-line learning generated a list of issues that we have given to the university's on-line task force to consider. Five Justice Studies faculty completed the on-line teacher training course and became certified to teach on line, and June Terpstra offered our first on-line courses this year on an experimental basis.

In an elective course on Hunger and Homelessness Audrey Natcone very successfully experimented with using blogs to stimulate student learning and writing skills. For that same course students also did a service learning project that many called "transformative." In this project students spend individual time with people who are homeless and in the process learn it is often only an accident of fate or certain dynamics of race and class that cause one person to succeed and another to become homeless. Patricia Hill had students work in groups to write proposals for two new city ordinances which they presented at City Hall. The students also organized a press conference to publicize their efforts. Nancy Matthews took a group of students to Guanajuato and Leon, Mexico on a spring break study trip examining women's human rights.

Kingsley Clark deepened the work he began last year on the prison newsletter *Stateville Speaks*, which is distributed to over 3,000 people in Illinois, from inmates and their families, to state legislators and prison officials. This newsletter provides interested students with an opportunity to learn how to produce a newsletter, do investigative reporting, visit prisons, advocate for prison reform at the state capital, interview leaders of Illinois' prison system, meet families of incarcerated individuals, and organize panels of former inmates to talk about their experiences and life after prison. This spring several members of the department met with key staff of the Chicago Teachers Center to explore collaborating in order to expand this work to children who have incarcerated family members, and as a result face unique challenges, including in school. A related development is the revival of Loretta Capeheart's course that examines the constitutionality of the death penalty. For this class students advocate for a death row inmate, and in the process learn how the death penalty is applied in the United States, as well as skills related to organizing and advocacy.

In addition to pedagogical innovations, we worked on curriculum development. All of the faculty participated in transforming fifteen "topics varies courses" (JUST 315s) into regular offerings that can be printed in the next NEIU catalogue. This will allow us to advertise all of our offerings, which we have also expanded to include new courses in human rights, conflict resolution, economic justice, environmental justice, and the intersection of art and social change.

After attending a training last summer at Winona State University Shelley Bannister and Susan Stall (chair Sociology), together with Cris Toffolo and the chairs of Social Work and Psychology, worked on the development of a new Child Advocacy Studies (CAST) minor. From surveying our students we learned that over 170 majors in the four departments would sign up for such a minor if it existed. We then received funding from the HSI grant to hire an NEIU graduate to conduct in-depth interviews with various agencies in Chicagoland that serve children. In this feasibility study we sought advice

from potential employers about how to design this minor to make it as useful to them as possible. The write-up of this research will be used to draft the new minor, which Shelley Bannister will shepherd through governance bodies next fall. We also have hired an instructor to teach a pilot version of the first required course for this minor in Fall 2010.

Dragan Milovanovic began to explore the possibility of developing a legal studies minor. This could be linked to the CAS initiative to develop a joint degree program with John Marshall Law School. Exploration of this minor will continue in the coming year, as will discussion about developing a master's program. The latter is something which many of our students are requesting, as are students from other institutions. As was pointed out to us during the visit by our external reviewer Dr. Ray Michaloski, who visited our program in April, this would be a major undertaking that would require additional faculty. This issue will be considered further by the department this fall. Overall Dr. Michaloski gave a very positive review of our program.

Finally, the department has been very involved in the larger university, with faculty contributing to various campus conferences (see specific information below) and by sponsoring events. The latter included a talk by Hugo Velasquez Villa, a professor at the University of Guadalajara, Mexico, and several events with the American Red Cross of Greater Chicago. Cris Toffolo worked with their planning committee to organize a series of events to educate citizens about international humanitarian law and this resulted in NEIU's CAS and SOE jointly hosting "Exploring Humanitarian Law," training for teachers, and a talk by Jimmie Briggs, author of *Innocence Lost*, who spoke at an event entitled "Childhood Denied: International and Local Realities." This panel included a presentation by Maurice McFarlin, one of our instructors who is an expert on Chicago gangs. We also hosted a talk by two Cuban students who were part of a national speaking tour, the first such tour in over seven years.

### Urban Leadership

With the addition of Dr. De La Torre to our department last fall, we have increased our exposure in the Latino/a community. She is proceeding with her research with leaders of this community and received an internal grant to continue her research this summer.

T.Y. Okosun spearheaded NEIU's response to the Haitian earthquake, which resulted in the collection of four car loads of goods, over \$1,500 in donations, and the contribution of volunteer time to this relief effort. In this community work, the department was joined by our very active Justice Studies Club, advised by T.Y. and very ably led by Sherilyn Maddex. In addition to helping with the above events, the club also organized an NEIU bus to attend the "March for American," an immigration rally in WDC. It traveled with other buses arranged by many local Latino community groups, thus demonstrating our commitment to this community and its concerns.

Maurice McFarlin was interviewed for Chicago Public Radio's 848 show about changes in gang activity as a result of housing policy transformation.

### Fiscal Strength

One hundred percent of the Justice Studies faculty and staff have continued to donate small amounts of money to our foundation account (over \$ 650 this year), including a donation to establish the Okosun Justice Studies Scholarship. We also received a gift of \$5,000 from a family foundation to support the work of *Stateville Speaks*.

## **I. Assessment**

Assessment this year consisted mainly of work related to the external review, and to continuing to gather information from our students during an exit interview. Our 2009-2010 Assessment Report will arrive under separate cover.

## **II. Program Plan**

This year we successfully completed the external review of our program, which was conducted by Dr. Ray Michalowski of Northern Arizona State University. Also, as noted above, we did a lot of work on our curriculum, which was a major goal noted in our annual report last year. Next fall the department will discuss his recommendations and use these to articulate a new set of long term departmental goals.

### **Projected Needs**

1. Faculty: Given our growing number of majors and the retirement of one tenured faculty member we are very much in need of additional TP faculty. Thus we submitted a request for two tenure-track positions. One is in critical criminology and is needed to replace Randy Bowcott. The second is to hire someone who can teach courses that would better prepare our students for careers in the nonprofit sector (e.g., lobbying and advocacy skills, not-for-profit management skills, community organizing, etc.).
2. Equipment: Should our request for two additional TP faculty be granted, we will need computers, phones and printers for each.
3. Other Resources: We need additional space. First, we would like a designated classroom so we could decorate this space with images and information relevant to our field. Second, we need one additional office to house our growing number of adjunct instructors (currently one full time instructor shares an office with six part time instructors!). Third, we need a meeting/work room. Finally, should our request for two additional TP faculty be granted, we will need offices for each.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Books, National/International Exhibitions or Performances:**

**Capeheart**, Loretta. 2009. El Inca, creative screen play based on research in Ecuadorian Women's Prison. Selected as one of ten finalists for the July 2009 Long Island International Film Expo Screenplay Competition.

**Okosun**, T.Y. 2009. Social Justice and Increasing Global Destitution. New York: University Press of America, Inc.

## **2. Book Chapters, Regional Exhibitions or Performances**

**Toffolo**, Cris. 2010. "Beyond Leviathan? The Historical Relationship Between Peace Plans, International Law and the Early Anglo-American Peace Movement," Peace Movements Worldwide: History, Psychology, and Practices, Edited by Marc Pilisuk and Michael N. Nagler. Santa Barbara, CA: ABC-CLIO.

\_\_\_\_\_. 2010. "Education of the Heart: What Justice and Peace Studies can Learn from Moral Development Literature," Ch. 6 in Building Cultures of Peace: Transdisciplinary Voices of Hope and Action. Edited by Elavie Ndura-Ouédraogo & Randall Amster. Cambridge: Cambridge Scholars Publishing.

## **3. Articles and Abstracts, Local Exhibitions or Performances:**

**Capeheart**, Loretta. "The U.S. Supreme Court: What Have Race and Gender Got to Do With It?" Two lectures delivered as part of the Passport to the World event at Oakton Community College, March 4, 2010.

**McFarlin**, Maurice. "Chicago Gang Structure and the Dispersement of Former Chicago Housing Authority Residents," interviewed with Natalie Moore of Chicago Public Radio, May 28, 2010.

**Terpstra**, June and Husayn Al-Kurdi, 2009. "Fourth of July," (July 4) Bella Ciao, <http://bellaciao.org/en/spip.php?article18968>

\_\_\_\_\_. June, 2010. "A Moral Vest," Online Journal (March 22) [http://onlinejournal.com/artman/publish/article\\_5711.shtml](http://onlinejournal.com/artman/publish/article_5711.shtml)

\_\_\_\_\_. 2010. "Cubans Hated for their Way of Life," (March 17) Uruknet News, <http://www.uruknet.info/index.php?p=m64263&hd=&size=1&l=e>

\_\_\_\_\_. 2010. "Lessons Learned," (January 15) OpEd News <http://www.opednews.com/articles/Lessons-learned-by-June-Terpstra=100114-626.html>

\_\_\_\_\_. "Emancipatory Methodologies: Teaching Resistance," paper presented at the 6th International Conference on Teacher Education and Social Justice, University of Illinois at Chicago, December 5-6, 2009.

**Toffolo, Cris.** “Overview and History of Human Rights,” Guest Lecture given to Dr. Frohmann’s CLJ 121: Violence and Society course, University of Illinois at Chicago, February 25, 2010.

#### **4. Conference Presentations, Group Shows**

**Bannister, Shelley.** “Violence in Students’ Lives,” presentation given at the National Women’s Studies Association, Atlanta, Georgia, November, 2009.

**Bernstein, Debra,** “The Solomon Amendment,” presentation given as part of the “Resisting ROTC in Schools” panel, Peace and Justice Studies Association annual meeting, Milwaukee WI, October 9, 2009.

**Capeheart, Loretta.** “Teaching Justice,” presentation given as part of the “Building from the Bottom Up” panel, Peace and Justice Studies Association annual meeting, Milwaukee WI, October 9, 2009.

**De La Torre, Maria.** “Making Sense of Illegality: Mexican Migrants Talk About Race, Immigration and the Law,” presentation in the panel session titled, “Legal Consciousness at the Annual Meeting of the Midwest Sociological Society, Chicago, April 2, 2010.

**Matthews, Nancy.** “Violence, Memory and Student Success in College,” presentation given at the National Women’s Studies Association, November 2009, Atlanta, GA.

**McFarlin, Maurice.** “Teaching About Gangs in Chicago” presentation given as part of the “Building from the Bottom Up” panel, Peace and Justice Studies Association Conference, Marquette University, Milwaukee, Wisconsin, October 9, 2009.

\_\_\_\_\_. “Black Youth and Black Gang Violence,” Youth in the 21st Century panel presentation, Lemoyne College, Syracuse, New York, November 14, 2009.

**Terpstra, June.** “Teaching Resistance,” presentation given as part of the “Building from the Bottom Up” panel, Annual Conference of the Peace and Justice Studies Association, Marquette University, Milwaukee, October, 9, 2009,

**Toffolo, Cris.** “Reframing Vocation & Teaching Solidarity to Working Class Students,” presentation given as part of the “Building From the Bottom Up” panel, Annual conference of the Peace and Justice Studies Association, Marquette University, Milwaukee, October, 9, 2009,

\_\_\_\_\_. “Israel & US Academic Censorship” Panel Discussant, Annual conference of the Peace and Justice Studies Association, Marquette University, Milwaukee, October, 9, 2009.

#### **5. Funded grants**

**Bannister**, Shelley. Grant from Winona State to participate in a 1 week training on how to set up a Child Advocacy Studies (CAST) program. July 2009.

**Bannister**, Shelley and Cris Toffolo et al. \$5,000 HSI mini-grant to undertake a needs assessment study related to establishing a CAST minor at NEIU, Spring, 2010.

**Capeheart**, Loretta. AAUP Legal Defense Fund (LDF) grant: \$5,000 to contribute to legal representation. Awarded March 2010

## **6. Service**

### Academic Organizations

**Capeheart**, Loretta. Appointed Outside Member, Thesis Committee of Elin Kovash, College of Graduate Studies, University of Idaho.

**Matthews**, Nancy. Law and Society Association, Conference Planning Committee.

**Okosun**, T.Y. Justice Studies Association, President.

**Matthews**, Nancy. *Law & Social Inquiry*, Manuscript Referee.

**Toffolo**, Cris *Peace and Change*, Advisory Board.

### International Travel and Teaching

**Okosun**, T.Y. Invited expert to participate in the “Mobilizing the African Diaspora for Capacity Building and Development” event organized by the Fragile States Unit (OSFU) at the Annual Meeting Side Event on Mobilizing the African Diaspora for Capacity Building and Development, African Development Bank, Abidjan, Côte d’Ivoire May 25, 2010.

**Terpstra**, June. Over spring break participated in a study tour on human rights, race and gender in Cuba.

### Community Service

**Bannister**, Shelley. St Leonar’s House Adult High School, Instructor.

**Capehart**, Loretta. Prussing Elementary School Local School Council, Chicago Public Schools, Elected Community Member.

**Matthews**, Nancy. Baker Demonstration School, Diversity Committee.

**Natcone**, Audrey. Chicago Legal Advocacy for Incarcerated Mothers (CLAIM), Board of Directors.

**Terpstra**, June. Social Justice Network Group.

\_\_\_\_\_. Education Alternatives Institute, Vice President.

\_\_\_\_\_. Columbia College Chicago, Part Time Faculty Union (PFAC).

\_\_\_\_\_. Iraq and Palestine Committee of North America

\_\_\_\_\_. League of Revolutionaries for a New America, Education Committee.

**Toffolo**, Cris. Amnesty International (USA), South Asia Coordination Group, Pakistan Country Specialist.

\_\_\_\_\_. International Committee of the Red Cross of Greater Chicago, IHL Program Planning Committee, Fall 2009.

\_\_\_\_\_. Chicago Annual Human Rights Conference Planning Committee.

## **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications.

**Bronze-Sable**, Yolanda. “Stop Workplace Bullying” Illinois Association of Minorities in Government , Illinois Healthy Workplace Advocates, Workplace Bullying Institution, December 9, 2009, NEIU. Event organizer.

**Tulipano**, Gayle. “Importance of Experiential Learning – A Student’s Perspective,” presentation given as part of the “Building from the Bottom Up” panel, Peace and Justice Studies Association annual meeting, Marquette University, Milwaukee, Wisconsin October 9, 2009.

**Velez**, Angel. Invited presenter at the national Impact Conference

## **C. Alumni News**

**Arnold**, Keenan (JUST 2009) is finishing his second year at Northwestern University’s Law School.

**Atterberry**, Keith (JUST & NDP, 2008), has finished his first year of a doctoral program in Criminology, Law and Justice at UIC. He also is working on a National Police Research Platform study with two of his advisors, and he presented a paper at the American Society of Criminology meeting in San Francisco November 2009. Keith is the 2010 winner of NEIU’s Black History Month Alumni Award.

**Cruz**, Wilfredo (JUST 2009) is working for the Chicago Police Department



**Fernandini**, Charytin (JUST 2009) is working as a Information and Referral Specialists working on homelessness prevention for Catholic Charities of Chicago.

**Jaramillo**, Xochitl (JUST 2009) is working as a substance abuse Prevention Specialist at Pillars Community Services.

**Martinez**, Adeicha (JUST 2009) is starting a Masters in Public Administration at DePaul University in Fall 2010.

**Purdis**, Sabrina, (JUST 2009) is starting a masters at Depaul University.

**Taylor**, Keeanga (JUST 2007) is working on her doctorate in History and African American Studies at Northwestern University.

# LATINO AND LATIN AMERICAN STUDIES

## **Annual Report 2009-2010**

### **Submitted by Victor Ortiz**

#### **Executive Summary**

This year LLAS's efforts were focused on preparing the Program's proposal for a LLAS Major, which was submitted to the Chair of the Sociology program June 2010 to start the official review process. Aware that the approval of the proposal is a collective effort, we organized a number of activities to generate such support. We started the year with a LLAS reception for faculty and administrators related to the program to announce the commitment to submit the proposal by the end of the school year. All of the activities related to the development and promotion of the proposal were done in the same collaborative manner with the involvement of faculty members, students, administrators and members of the community. The writing of the proposal was spearheaded by a specific committee formed by Professors Christina Bueno (History), Jon Hageman (Anthropology) and Kim Sanborn (McNair Program). Drafts of the proposal were discussed at different stages by Victor Ortiz, Ann Botz, the LLAS advisory board at large, and Susan Stall. Provost Lawrence Frank was consulted periodically on specific aspects. An outline of the main points of the proposal was presented at a student organized event (Plantando Semillas) by Kim Sanborn and Victor Ortiz in order to get students' timely input. In addition, close collaboration was established with staff members of the Puerto Rican Cultural Center in redesigning the capstone course of the minor, in preparation for its review as part of the major. An existing course was also re-designed to submit for review as a required Writing Intensive course for the major. Finally, a theory and methods course was created. Proposals for both of these courses were submitted as part of the major review package.

In addition to the work on the major proposal, the program maintained its participation in university events.

#### **Fall 09**

- Participated in Fall 09 Open House
- Co-sponsor Latina/o Open House organized by UPRS
- Co-sponsor "Dirty War" presentation by Justice Studies
- Participated in 15th Annual Equity in Action Conference "Immigration and Social Justice" -- Victor Ortiz, Introduction and Ruben Murillo, Presenter
- Co-sponsor new faculty reception

- Co-sponsor of screening of “Las Libres” as part of the FMLA (student club) Reproductive Rights film series

### **Spring 10**

- Collaborative/social event hosted by LLAS for faculty and university administrators
- Co-sponsor Plantando Semillas event hosted by Que Ondee Sola Magazine. Focus was the LLAS Major proposal
- Participated in 14th Annual African, African American, Native American, Caribbean and the Americas Conference – “Rebel Soundtrack: the Zapatista Music”
- Hosted Poetry Workshop
- Co-sponsor Cuban Student Academic Exchange
- Co-sponsor Chicago Independent Film Festival

Internally, LLAS promoted the collaboration of faculty and students in all of its events and activities. The LLAS Advisory Board met eight times. The Program’s mission statement was amended to include language that is more reflective of the University’s goals of preparing a diverse community of students for leadership and service in our region and in a dynamic multicultural world.

As in previous years, LLAS continues to cultivate and grow relationships throughout the University as evidenced by the co-sponsorships and support we received from Provost Frank, Dean Njogu, Dean Fredericks, Dean Duster, Associate Dean Daniel Lopez, Sociology, Women Studies, Foreign Languages & Literatures, Proyecto Pa’Lante, and the McNair Program.

## **I. Assessment**

While slight, some yearly fluctuations are shown in terms of majors, graduates, and course enrollment. These fluctuations require careful monitoring given that this was the second year that the university requirement for a minor was no longer in existence. This year there were eight LLAS minors who completed their studies at NEIU. Last year there were six graduates and in the previous year there were ten. Currently, there are 31 minors. Last year we had 36 minors and the previous year we had 32.

This year 12 LLAS courses were offered with 182 students enrolled. In 2008-2009 we had 10 classes and 180 students. In terms of cross-listed classes, 56 were offered with 1271 students enrolled. This represents a nearly 22% increase in the number of students taking cross-listed classes considering last year there were 57 courses and 1042 students enrolled.

A total of 26 publications were authored by LLAS faculty. The faculty also presented at 34 conferences, and 1 faculty member received a grant.

## **II. Program Plan**

### **A. Long term goals:**

A long term goal is for LLAS to become closely related to the social and professional needs of the city, its Latino communities, and its multicultural environments. The Program made significant progress in that goal with its close collaboration with the Puerto Rican Cultural Center to re-design the program's capstone course (LLAS 301). The goal of this effort is to channel the talents and potential of students as multicultural leaders to foster constructive venues of collaboration in our diverse society and global world. A concerted effort among diverse City-wide university and college faculties and administrators as well as representatives of HTAs and community organizations was pursued as a result of the Summit "Latinos in Higher Education." Unfortunately, the effort was abandoned after the community organization we hoped would become the administrative base of the initiative underwent significant internal changes that prevented it from taking on such a commitment.

### **B. Program Plan Requirements/projected needs**

#### **1. Faculty**

Twenty instructors with home departments in eleven disciplines (Anthropology, Art, English, Foreign Languages & Literatures, Educational Leadership, Geography, History, Justice Studies, Philosophy, Psychology and Sociology.) This distribution reflects a substantial level of involvement of diverse units across the University. One new hire (English) has expressed a commitment to the Program.

As stated in previous reports, the Program's growth and sustainability is impaired by mild, yet potentially major, shortage of faculty support. This shortage is more serious in terms of the projected creation of the major. We already face some tension and potential problems regarding curricular priorities among units. These divergent priorities are more impactful regarding the offering of the minor's core courses. The core courses until now have been offered on a three year schedule periodically reviewed and updated with the faculty teaching the courses, the chairs of their departments, and the assistance of the Dean.

The contribution of faculty members to programs such as LLAS needs to be clarified appropriately so they can be recognized in terms performance evaluation and compensation.

#### **2. Other Resources**

The institutional standing of the Program, in spite of its great potential for the benefit of the University, is not adequately reflected in its administrative and physical infrastructure. The Program has a very limited budget.

In 2005, President Salme Steinberg approved the funding of a graduate assistantship position for LLAS with the main purpose of helping in procuring external funding. Our hope is to secure this position on a permanent basis so we can do more systematic

planning in our development strategy.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances:**

Lancy, D.F., Bock, J., and **Gaskins, S.** (Eds.) (2010). *The anthropology of learning in childhood*. Lanham, MD: Alta Mira Press.

Lancy, D.F., **Gaskins, S.**, and Bock, J. (organizers) (2009). *Re-Staging Childhood*. A multi-disciplinary, international, invitational conference funded by the Society for Psychological Anthropology (Lemelson Symposium Fund) and Utah State University. Bear Lake, Utah, August 6-10.

**Meiners, E.** and Quinn, T. (2009). *Flaunt It! Queers in the struggle for public education and justice*. New York: Peter Lang Press.

##### **2. Book Chapters, Regional Exhibitions or Performances**

**Bueno, Christina.** "Teotihuacan: Showcase for the Centennial," in *Holiday in Mexico: Critical Reflections on Tourism and Tourist Encounters*, eds., Dina Berger and Andrew Wood (Durham, NC: Duke University Press, January 2010), 54-76.

**Capeheart, Loretta.** *El Inca*, based on research in Ecuadorian Women's Prison Selected as one of the ten finalists for the 2009 Long Island International Film Expo Screenplay Competition. July 2009.

Lancy, D.F., Bock, J., and **Gaskins, S.** (2010). Putting learning in context. In D.F. Lancy, J. Bock, and S. Gaskins (Eds.) *The anthropology of learning in childhood* (pp. 3-10). Lanham, MD: Alta Mira Press.

**Gaskins, S.** and Paradise, R. (2010). Learning through observation. In D.F. Lancy, J. Bock, and S. Gaskins (Eds.) *The anthropology of learning in childhood* (pp. 85-117). Lanham, MD: Alta Mira Press.

**Gaskins, S.** & Miller, P.J. (2009). The cultural roles of emotions in pretend play. In C.D. Clark (Ed.) *Transactions at play* (pp.5-21). Lanham, MD: University Press of America (Play and Cultural Studies Series).

**Grossman, Richard.** "'Looks Suspicious': The US Marines' Air Campaign against the Sandino Insurgents of Nicaragua, 1927-1933." in Joel Haywood, ed. *Air Power, Insurgency and the 'War on Terror'*. Royal Air Force Centre for Air Power Studies: Cranwell, United Kingdom, 2009, p. 79-94.

**Meiners, E.** and Quinn, T. (2009). "Act Out: Organizing for queer rights in education." In J. Koschoreck and A. Tooms, (Ed.), *Sexuality matters: Paradigms and policies for educational leaders*. New York: Roman and Littlefield Press.

**Ortiz, Victor.** "Capital social y cambio demograficos relacionados al flujo migratorio mexicano a Estados Unidos: comparación de dos clubes de oriundos" in *Ide@s* CONCYTEG Año 4, Num. 51, 7 de septiembre de 2009.

**Ortiz, Victor.** "Contactos Transnacionales y Cambio Demografico: Tendencias E Implicaciones. In *Comunidades Mexicanas en Estados Unidos: Diaspora Intgracion y Desarrollo en Mexico*. Eds. Jerjes Aguirre & Hose Odon Garcia. Universidad Michoacana de San Nicolas de Hildalgo. Morelia, Michoacan, Mexico: April 2010 pp. 281-296.

**Ortiz, Victor.** Co-Editor of e-book "Procesos Interculturales." Celaya Guanajuato, May 2010.

**Schroeder Rodriguez, Paul.** Prologue to *Jaleos y denuncias*, by Stanislaw Jaroszek. Chicago: Ediciones Vocesueeltas, 2010: 11-13.

### **3. Articles and Abstracts, Local Exhibitions or Performances:**

**Bueno, Christina.** "Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico," *Hispanic American Historical Review*, 90, no. 2 (May 2010): 215-246.

**Bueno, Christina.** Review of: *Yucatán Through Her Eyes: Alice Dixon Le Plongeon, Writer and Expeditionary Photographer*, by Lawrence Gustave Desmond with foreword by Claire L. Lyons (Albuquerque: University of New Mexico Press, 2009). *The Americas: A Quarterly Review of Inter-American Cultural History*, 66:2 (October 2009): 290-291.

**Gaskins, S.** (2009). Work before play for Yucatec Maya children. In R.A. Shweder, R. Thomas, A.C. Bidell, S. Dailey, S.D. Dixon, P.J. Miller, and J. Modell (Eds.) *The child: An encyclopedic companion* (p. 1040). Chicago: University of Chicago Press.

Diaz, D., **Gómez, C.**, Luna-Duarte, C., **Meiners, E.**, Valentin, L. (April 2010). "Organizing tensions: From the prison to the military industrial complex." *Social Justice: Special Issue Policing, Detention, Deportation and Resistance*.

Diaz, D., **Gómez, C.**, Luna-Duarte, C., **Meiners, E.**, Valentin, L. (May/June 2010). Dreams Deferred. *Academe*.  
<http://www.aaup.org/AAUP/pubsres/academe/2010/MJ/feat/diaz.htm>

**Grossman, Richard.** "Solidarity with Sandino: The Anti-Intervention and Solidarity Movements in the United States, 1927-1933." *Latin American Perspectives*, Vol. 36 No. 6, November 2009, p. 67-79.

Goldstein, David J. and **Jon B. Hageman** (2010). "Power Plants: Paleobotanical Evidence of Rural Feasting in Late Classic Belize." In *Pre-Columbian Foodways: Interdisciplinary Approaches to Food, Culture, and Markets in Ancient Mesoamerica*, edited by John E. Staller and M. Carrasco, pp. 421-440. Springer, New York.

**Hageman, Jon B.**, and David J. Goldstein (2009). "An Integrated Assessment of Archaeobotanical Recovery methods in the Neotropical Rainforest of Northern Belize: Flotation and Dry Screening." *Journal of Archaeological Science* 36: 2841-2852.

**Meiners, E** and Quinn, T. (2010). Review Essay, "Reading histories of popular culture for man-crushes, homoromances, and other fraternal orders of love." Review of, J. Dennis. *We boys together: Teenagers in love before girl-craziness*. Vanderbilt University Press. *Journal of Lesbian, Gay, Bisexual, and Transgender Youth*. Vol. 7, No. 1.

**Meiners, E.** and Quinn, T. (2010). "Doing and Feeling Research in Public: Queer Organizing for Public Education and Justice." *International Journal of Qualitative Studies in Education* 23 (2): 147-164.

**Meiners, E.** (2009). "Resisting Civil Death: Organizing for Access to Education In Our Prison Nation." *DePaul Law School: Social Justice Journal* 3 (2) 79-95.

**Meiners, E.** (2009). "Never Innocent: Feminist Trouble with Sex Offender Registries and Protection in a Prison Nation." *Meridians: Feminisms, race, transnationalism* 9(2), 31-62.

**Nieves, Ana.** (2009). "More Than Meets the Eye: A Study of Two Nasca Symbols." *Andean Past* 9.

**Schroeder Rodriguez, Paul.** "Cine latinoamericano en el cambio de siglo: de la nostalgia a la inmediatez," *Contratiempo* 71 (December 2009 – January 2010): 10.

**Schroeder Rodriguez, Paul.** "Hacia una poética de la identidad latina," *Contratiempo* 70 (November 2009): 6.

#### **4. Conference Presentations, Group Shows**

**Bueno, Christina.** "The Place of Indian Antiquity in Mexico's Centenario," Rocky Mountain Council on Latin American Studies, Boulder, Colorado., April 2010.

**Bueno, Christina.** "Archaeology and Elite Nationalist Sentiment in Porfirian Mexico," Rocky Mountain Council on Latin American Studies, Boulder Colorado, April 2010.

**Bueno, Christina.** "Excavating Identity: Archaeology and Nation Building in Porfirian Mexico," Northern Illinois University, De Kalb, Illinois, October 2009, invited speaker.

**Bueno, Christina.** “Porfirian Constructions of Indian Antiquity in Mexico’s National Museum,” Latin American Studies Association International Congress, Rio de Janeiro, Brazil, June 2009, panel organizer and paper presenter.

**Capeheart, Loretta.** “The U.S. Supreme Court: What Have Race and Gender Got to do With it?” Passport to the World, Oakton Community College. March 4 and March 5, 2010.

**Gaskins, S.** and Paradise, R. (2009). Learning through observation. Poster presented at an invited workshop *Aprendizaje en la participación intensiva en comunidades* (Taller de Aprendizaje) sponsored by Barbara Rogoff, UCSC Foundation, July, San Pedro Atitlan, Guatemala, July.

**Gaskins, S.** (2009). Interpreting Cultural Differences by Age and Stage. Presentation at an invited conference *Restaging Childhood*, sponsored by the Society for Psychological Anthropology, August, Bear Lake, Utah, August.

**Gaskins, S.** (2010). Ways of Seeing: Open Attention and Observational Learning. Presented at the annual meetings of the Society for Cross-Cultural Research, February, Albuquerque NM.

**Gomez, Christina.** (May 14, 2010). “Keynote Address.” Student/Faculty Development Symposium, Governors State University, University Park, IL.

**Gomez, Christina.** (May 12, 2010). “Achieving your goals.” UNO – High School Power Lunch Series, Chicago, IL.

**Gomez, Christina.** (April 30, 2010). “Latino perspectives & technology.” Chicago 2010, University of Illinois at Chicago.

**Gomez, Christina.** (April 1, 2010). “Undocumented students and the DREAM Act: The price of Citizenship.” Midwest Sociological Society Meetings, Chicago, IL.

**Gomez, Christina.** (March 2, 2010). “Lines in the Sand: A Performance and Discussion on Identity, Media, and Immigration.” Governors State University, University Park, IL

**Gomez, Christina.** (February 2, 2010). Puerto Rican Student Association's Roundtable Discussion: Colored Students in Education. University of Chicago, Office of Minority Student Affairs

**Gomez, Christina.** (January 22, 2010). “Getting the Job.” Grad UCon - Graduate Student Development Conference, University of Chicago.

**Gomez, Christina.** (October 15, 2009). “The Latino College Experience.” Lambda Theta Alpha Latin Sorority, University of Chicago.



**Gomez, Christina.** (September 24, 2009). Keynote Luncheon Address, Siglo XXI: The State of Latino Studies, IUPLR, University of Illinois at Chicago.

**Leaman, David E.** 2010. "The Fate of Free Market Capitalist Norms in Latin America: Notes from the Lively Third Decade of Democratization," 51<sup>st</sup> Annual Convention of the International Studies Association, New Orleans, LA, February 20, 2010.

**Meiners, E.** Building Abolition Futures: Feminist Trouble with Protection in a Prison Nation. Simone De Beauvoir Institute, March 2010.

**Meiners, E.** Plenary, LGBTQ Lives and Education. National Louis University. March 2010

**Meiners, E.** Invited Session, Teacher Education and the Future of Democracy. Association for Teacher Education Annual National Meeting, February 2010.

**Meiners, E.** Keynote, The End of Public Education? University of Illinois at Chicago. Chicago. January 2010.

**Meiners, E.** Plenary, 6th International Conference on Teacher Education and Social Justice, December 2009.

**Meiners, E.** Keynote, Student Honor's Society. Governor's State University. October 2009.

**Meiners, E.** *The importance of being an ungrateful apprentice.* Social Justice Engaged Scholarship Lecture September 2009.

**Nieves, Ana.** *The Mythical Killer Whale in Nasca Valley Rock Art and Nasca Ceramic Iconography.* 75th Annual Meeting of the Society for American Archaeology, St. Louis. Session: Recent Research in Coastal Peru (Chair: Brian Billman), 2010.

**Nieves, Ana.** Elgin Community College, Art Department, Lecturer on May 17th, 2010: *Pre-Columbian Influences in Modern Latin American Art*, videotaped lecture to be used in their Art Appreciation courses (part of a grant to infuse multicultural information into their curriculum). 2010.

**Nieves, Ana.** George Morse Memorial lecture for the Milwaukee Chapter of the Archaeological Institute of America (UWM campus). Topic: *The Petroglyphs of the Nasca Valley and 'The Nasca Lines.'* December, 2009.

**Ortiz, Victor.** Panel presentation at IUPLR Siglo XXI Conference on Latino Research, UIC, September 2009.

**Ortiz, Victor.** Keynote speaker at conference at the Universidad de Michoacan: Migracion Y Remezas, October 2009.

**Ortiz, Victor.** Keynote speaker, “Juan Te llamas: artistas Mexicanos expatriados en la multiculturalidad fragmentada de Chicago.” Foro Internacional de Multiculturalidades, Celaya Guanajuato, May 2010.

**Schroeder Rodriguez, Paul.** “Latin American Cinema’s Transition to Sound,” Society for Cinema and Media Studies, Los Angeles, March 18, 2009.

**Schroeder Rodriguez, Paul.** “La primera vanguardia del cine latinoamericano,” Coloquio Internacional de Cine Mudo en Iberoamérica: naciones, narraciones, centenarios. Universidad Autónoma de México (UNAM), April 21, 2009.

**Stockdill, Brett.** “Sociological Factors Affecting Domestic Violence in Quetzaltenango, Guatemala.” Midwest Sociological Society Annual Meeting. Chicago April 2, 2010.

**Stockdill, Brett,** and Michelle VanNatta. “Will the Legalization of Gay Marriage Promote the Marginalization and Criminalization of Queer Sexualities?” The Human Condition Series, Eros 2010 Conference. Nipissing University, Muskoka Campus Bracebridge, Ontario, Canada. May 21, 2010.

## **5. Funded grants**

**Capeheart, Loretta.** AAUP Legal Defense Fund (LDF) grant: \$5,000 to contribute to legal representation. Awarded March 2010

## **6. Service**

### **Bueno, Christina**

- Manuscript reviewer for Radical History Review
- Textbook reviewer for Prentice Hall

### **Capeheart, Loretta**

- Elected Community Member, Prussing Elementary School Local School Counsel, Chicago Public Schools.
- Appointed Outside Member, Thesis Committee of Elin Kovash, College of Graduate Studies, University of Idaho.

### **Gomez, Christina**

- Visiting Associate Professor, Latin American, Latino & Caribbean Studies, Dartmouth College, Summer 2009.

### **Meiners, E.**

- Editorial Board Member Race, Ethnicity and Education
- Editorial Advisory Board Member Upping the Anti
- Advisory Board Member AREA Chicago,
- Founding Editorial Collective Member, Women and Prison: a site of resistance (womenandprison.org)
- Editorial Board Member, Teacher’s College Press, Social Justice Series.

- Editorial Board Member, PowerPlay

**Ortiz, Victor**

- Manuscript reviewer for Marta Menchaca's book "Mexican Legal History in Texas" University of Texas Press.
- Reviewer of article for Population Review Journal
- Co-organizer Latino College Success through Universities and Communities Synergies: the Illinois Latino Education Foundation, 18<sup>th</sup> Annual ILACHE Conference
- Co-organizer of panel "Procesos Interculturales" Foro Internacional de Multiculturalidad
- Editorial Board Member for the Universidad de Guanajuato Social Science Journal

**Sanborn, Kimberly**

- Collaborated on the creation of a Latino and Latin American Studies major at NEIU

**Stockdill, Brett.**

- Reviewer for *Culture, Health and Sexuality*

# LINGUISTICS

## **Annual Report 2009-2010**

### **Submitted by Judith Kaplan-Weinger**

#### **Executive Summary**

The Linguistics program, at both the MA and undergraduate levels, offers a unique education that is current to the field, rigorous, and comprehensive and that addresses both the academic and career interests and needs of our students. We are committed to providing students with a solid foundation in the study and understanding of human language from both theoretical and functional perspectives. An MA in linguistics or an undergraduate minor or course work in Linguistics is seen as a recognized asset for careers in curriculum development, language teaching, publishing, product branding, speech pathology, natural language processing, translation, law, education, and other professions within the social and behavioral sciences, especially those concerned with language policies and practices in multilingual settings. Students may also use the MA as a bridge to PhD programs. As the programs continue to grow, we continue to participate in program assessment and modification when necessary so we may retain our service to our students as well as our standing as one of the most highly student-populated programs in the College of Arts and Sciences. During the 2009-2010 academic year, we continued to add course offerings and revise current courses to make the both the MA Linguistics program and the Linguistics minor even more attractive choices for new students and more career-sensitive programs for continuing students.

The Linguistics program is committed to providing students with a solid foundation in the study and understanding of human language from both theoretical and functional perspectives. Over the last six years, more than twenty-five of our MA students have chosen to continue their education in graduate programs in linguistics, speech pathology, anthropology, and other fields at universities such as the University of California at Los Angeles, Northwestern University, Georgetown University, the University of Minnesota, the University of Texas, the University of Wisconsin, the University of Arizona, the University of Illinois Urbana-Champaign, and the University of Illinois at Chicago. Additionally, a number of our undergraduate minors have chosen to enroll in our MA Linguistics program or at other MA programs in Linguistics or other social/behavioral sciences at other universities. Many of our graduates are employed as teachers throughout the Chicago Public School system as well as in school districts throughout the Illinois suburbs. Other graduates are applying their knowledge of and skills in Linguistics to fields within business, computer science, technology, and language teaching at the higher education and adult education levels both in the US and abroad.

In line with these significant achievements are our assessment activities, which engage us in comprehensive recruitment and retention programs. These programs focus on maintaining and building MA and undergraduate and minor programs and courses in Linguistics that are academically current, challenging, relevant to students needs, and interdisciplinary. MA students have the opportunity to engage in an alternative authentic capstone component as their degree–ending assessment as well as continued opportunities to research and write a MA thesis. The Linguistics faculty accomplish our educational standards through significant, meaningful formative course and program assessment; new course creation; active advising and mentoring; production and distribution of updated program materials and career information; incorporation of a linguistic colloquium series that brings linguistic scholars to the university; institution of the Linguistics Research Group which meets twice monthly to offer students the opportunity to discuss their research interests and projects with one another and with Linguistics faculty; opportunities for interaction between linguistics alumni and active students; weekly department meetings; faculty service to the department, college, and university; commitment to clear, honest, transparent, active communication with our students and among ourselves; active research agendas leading to publications and presentations; and participation in professional activity through service to NEIU committees and professional organizations. All of these activities serve to inform our students about the role of linguistics in education and the work force and stimulate them to become active. The results of these actions, many of which have been a significant part of the working plan of the Linguistics faculty throughout their tenure at NEIU, are evident in the active academic and professional engagement of our students (details of which are included below in the Section III B. Student Achievements). Each of the actions in which the Linguistics faculty has been involved and each of the activities they have initiated and promoted for their students complement NEIU’s Strategic Plan, NEIU priorities, and the Illinois Higher Education Commitment Plan. Further information relating to the results of our assessment, recruitment, and retention activities during the 2009-2010 academic year is found in the information that follows below in our Program Plan and Accomplishments.

As noted above, the Linguistics program maintains the most-populated MA program in the College of Arts and Sciences (<http://www.neiu.edu/~isp/data/2009FallDataCatalogue.pdf>). Of the seventy-five ‘majors enrolled’ in the MA Linguistics program, sixty-seven enrolled in linguistics MA courses in the Fall 2009 semester. As of Spring 2010, department records identify eighty-eight students enrolled in the Linguistics MA. The program has, therefore, realized a twenty-five percent increase within the academic year. Since then, we have admitted twenty-eight additional MA students who have begun taking MA Linguistics courses in Summer 2010 or will begin in Fall 2010. As we continue to not only have the highest enrollment rate of graduate programs in CAS, we also continue to have the highest graduation rate for MA programs in CAS – twenty-eight students (<http://www.neiu.edu/~isp/data/2009FallDataCatalogue.pdf>).

Additionally, as of Fall 2009, Institutional Research data identify an increase to twenty-three the number of undergraduate students pursuing a minor in Linguistics. Our internal department records show thirty-nine students currently enrolled in the

Linguistic minor. Along with our MA and undergraduate programs, the Linguistics program also offers 14-16 sections total of two General Education courses per semester (LING 110 and LING 120) and 3 sections of LING 109 for the First Year Experience program. In addition to Gen Ed and FYE courses, several of our Minor and MA courses meet the EEC (Elementary and Early Childhood education), MAT, MSI and State of Illinois TESL endorsement requirements and serve as identified electives for students in numerous programs including the English MA and BA, the Reading MA, and the Minor in Interdisciplinary English Studies.

In sum, according to the College of Arts & Sciences Fall 2009 - Course Data (<http://www.neiu.edu/~isp/data/2009FallDataCatalogue.pdf>), the Linguistics program offered thirty-two class sections and generated 2,286 credit hours.

The statistics contained in the Institutional Studies Report of Fall 2009 reflect program growth and program strength as Linguistics faculty and students continue to dedicate ourselves to NEIU students, the NEIU community, and the field.

### MA Linguistics

<http://www.neiu.edu/~isp/data/5yrFallEnrollmentsCatalogue09.pdf>

|                          | 2005 | 2006 | 2007 | 2008 | 2009 | Spring 2010 |
|--------------------------|------|------|------|------|------|-------------|
| <b>Graduate Students</b> | 78   | 67   | 70   | 81   | *67  | **88        |
| <b>Degrees Conferred</b> | 24   | 31   | 33   | 21   | *28  |             |
| <b>Sections SCH</b>      | 48   | 43   | 45   | 40   | *32  |             |

\*2009 data reflect enrollment following the reorganization of the MA Linguistics into two distinct programs – the MA Linguistics and the MA TESL.

\*\* Active students according to Department records.

### Minor in Linguistics

<http://www.neiu.edu/~isp/data/5yrFallEnrollmentsCatalogue09.pdf>

| Department Minor Program | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|--------------------------|------|------|------|------|------|------|
| <b>Linguistics</b>       | 39   | 36   | 32   | 18   | *23  | *39  |

\*2009 data reflect enrollment following the reassignment of the minor in Linguistics- TESL from the undergraduate Linguistics program to the TESL MA program.

\*\* Enrolled in Linguistics Minor as of Spring 2010.

## **I. Assessment**

The 2009-2010 academic year saw the four Linguistics faculty fully dedicated to program refinement as we continued to initiate and maintain a revised and updated curriculum that addresses currency in the field of Linguistics, excellence in teaching,

involvement in research and grant writing by ourselves and our students, and participation in service at the departmental, college, university, and community levels. As we continue to integrate meaningful courses and tasks into the Linguistics curriculum, we continue to offer a unique education that addresses both the academic and career interests and needs of our students. Continued program refinement in the past academic year realized

- the addition to the MA of new electives reflecting current trends in the field;
- the addition to the undergraduate curriculum of new electives reflecting current trends in the field and addressing the interdisciplinary concerns of the social and behavioral sciences;
- continued mentoring of our graduate and undergraduate students through in- and out-of-class research leading them to realize and share through their publications and presentations the meaningfulness of the field and their education.

As the Linguistics faculty continued our dedicated focus on teaching and mentoring our students and providing service to the university community, we also involved ourselves in numerous research activities. Dr. Hallett spent the academic year on a Fulbright in India gathering data for a text he is under contract to publish and, along the way, sharing his most recent research with academic audiences throughout the nation and surrounding region. Dr. Hallett and Dr. Kaplan-Weinger also completed the final editing of their text during Fall 2009 and welcomed its publication in March 2010. Dr. Mahootian spent the Spring 2010 semester at The Babylon Institute on Multilingualism in Tilburg, The Netherlands on a sabbatical at Tilburg University at the invitation of their renown linguistics faculty who requested her participation in their research on codeswitching (one of her areas of internationally-recognized expertise). Dr. Mahootian also co-authored and published an article with a recent MA Linguistics graduate. Dr. Boyle, in addition to teaching and mentoring his students and participating in numerous professional conferences, hosted and organized the 30th Annual Siouan and Caddoan Languages Conference at NEIU, bringing scholars from throughout the world to our campus. Dr. Boyle's students – graduate and undergraduate – also presented their research at the conference (for the second year) and received praise for their contributions to the field. Dr. Boyle was also engaged in his Committee on Organized Research (COR) Grant project throughout the year as he continued his defining work in documenting and preserving Native American languages. Dr. Kaplan-Weinger also dedicated her research efforts during the academic year to her COR Grant project gathering and analyzing the narrative testimonies of survivors of genocide as she continues to examine, through a critical discourse analytic perspective, the construction and presentation of identity in those who grieve and mourn. Additionally, she teamed with Dr. Hallett in the publication of their text and with Dr. Boyle in researching and devising classroom teaching practice in the education of language minority students. Our efforts were complemented by the contributions of Dr. Lewis Gebhardt who served as an instructor for us and mentored many of our students in their research and conference presentations. In total, Linguistics faculty student mentoring led to our graduate and undergraduate students and alumnae publishing four book chapters, two journal articles, a working paper, an online Native American dictionary, two book

notices in two online linguistics journal, and presented a total of forty-seven research papers at conferences.

In the 2010-2011 academic year, the Linguistics faculty looks forward to inaugurating the Psycholinguistics Lab, to be run by Dr. Mahootian – a project stimulated by her research in codeswitching and cognition and supported by the program's receipt of an Hispanic-Serving Institute grant from NEIU. This lab will involve NEIU students in the research and analysis of bilingualism and codeswitching among the Hispanic population at NEIU and in the surrounding community. Dr. Kaplan-Weinger will undertake a project funded by her receipt of an NEIU Applied Learning grant, involving her students in the collection and analysis of survivor testimonies.

## **II. Program Plan**

### **A. Long Term Goals**

The Linguistics faculty looks forward to continuing to maintain and grow both the undergraduate program and an MA program that is unique in the Chicago area through the further development and offering of courses that exhibit currency, rigor, meaningfulness and that serve to inspire as well as inform our students. With the program and course revisions we have made, we expect enrollment to continue to increase as issues of language and culture come to have even greater salience in the world. As faculty who are dedicated to excellence in our teaching, we will continue to actively undertake research, pursue grants, and participate in service activities that inform our minds as well as increase our ability to motivate and educate our students. We will continue to devote ourselves to keeping current in the field as we also continue to apply linguistics to other disciplines, including working with other NEIU programs and faculty, with the goal in all cases of sharing our knowledge and skills with our undergraduate and graduate student populations as we prepare them for academia, the job market, and global society. We trust that these student-centered efforts will continue to engender interest by our students in research, further educational pursuits, and careers of relevance to linguistics. We will address and fulfill our goals for ourselves, our students, and our department by attending to the many components of our retention and recruitment plan (previously summarized and, again, attached to this document as the appendix). Our students are truly remarkable in their knowledge, dedication, diversity, and abilities; our primary goal is to continue to serve and motivate them as educators, mentors, advisors, and, ultimately, as colleagues.

In the 2010-2011 academic year, our goals will be directed at addressing NEIU Strategic Goals Two (Academic Excellence and Innovation) and Four (Exemplary Faculty and Staff) as we continue to integrate NEIU's mission and values. In particular, we will focus on evaluating our General Education courses and content and prepare to submit a new course to the General Education curriculum that focuses on the role of language in a globalized world; continue to integrate courses and content reflective of current international best practices in linguistics that are directly relevant to the education and preparation of our students for the academic and professional workforces; involve students in professional development opportunities through the HSI Psycholinguistic Lab and the Applied Learning Grants; continue interdisciplinary program development with faculty throughout the university; participate, through Dr. Mahootian's role, in



NEIU's Global Studies initiative; integrate the research and field experience of our faculty (gained through sabbatical research, Fulbright scholarship, and grant-supported research) into our teaching and student mentoring so our programs continue to exhibit currency in the field, vigor in teaching toward and encouraging our students' involvement in a meaningful educational and research agenda; and maintain the Linguistics program's position in and contribution to the growth of NEIU as an acknowledged center of learning, achievement, and community involvement.

## **B. Projected Needs**

Faculty – At this time, the Linguistics program houses four full-time tenure-track faculty. In order to best serve the programmatic needs of the department, that of

1. currency in curriculum as developed and delivered by knowledgeable expert faculty, trained and actively involved in core subfields of linguistics,
2. maintenance of our healthy enrollment and graduation figures through development of innovative relevant courses and active advising,
3. promotion and maintenance of student recruitment, and
4. timely graduation,

and with its goal of serving its graduate MA population, undergraduate minor population, General Education population, and students in the graduate and undergraduate MSI and MAT programs in the College of Education, the Linguistics Program realizes the need to hire two full-time tenure-track faculty. The first position will require 1.) teaching expertise and currency in at least two of the core required areas of formal linguistics (syntax, semantics, syntax-semantic interface, morphology, and morphology-syntax interface, phonology) as evidenced by graduate course work, research, and teaching experience; and 2.) teaching expertise and currency in at least one additional area of linguistics such as historical linguistics, language acquisition, psycholinguistics, field methods, computational linguistics, or another core area as listed above. The second position will require 1.) teaching expertise and currency in one of the core required areas of formal linguistics (syntax, semantic, syntax-semantic interface, morphology, and morphology-syntax interface, phonology) as evidenced by graduate course work, research, and teaching experience; and 2.) teaching expertise and currency in at least two additional areas of linguistics such as computational linguistics, forensic linguistics, historical linguistics, language acquisition, psycholinguistics, field methods, and language contact.

Equipment – To continue serving our students as well as to promote our program and recruit new students, the Linguistics program requests funding to develop a dedicated research space and student academic library in which the equipment and materials received through the HSI Grant can be housed. Complimented by a library of linguistics texts and journals, this space will serve as a research center and study space in which students can participate in HSI project, and interact with one another and with faculty. It will also provide a permanent dedicated space for meetings of the Linguistics Research Group and Linguistics Colloquia.

Other Resources – To continue serving our students as well as to promote our program and recruit new students, the Linguistics program requests funding for Graduate Assistantships and Merit Tuition Waivers. As the number of students in both our MA

and undergraduate minor programs continues to increase and as more students undertake research for the purpose of presentation and publication, we require funding to help our students progress to timely graduation and prepare themselves for a variety of career opportunities. This funding will reward students on need-based and merit-based criteria and help to ensure their opportunities to enroll at and graduate from NEIU.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Book**

**Hallett, R. W. & Kaplan-Weinger, J.** (2010). *Official tourism websites: A discourse analysis perspective*. Bristol: Channel View.

##### **2. Articles and Book Notices**

**Hallett, R.W.** (2010, March 30). [Book notice for *Travelling in a palimpsest: Finnish nineteenth-century painters' encounters with Spanish art and culture*] *eLanguage*. Retrieved from <http://elanguage.net/blogs/booknotices/?cat=154>.

**Hallett, R.W.** (2010, March 30). [Book notice for *Ultimate attainment in second language acquisition: A case study*] *eLanguage*. Retrieved from <http://elanguage.net/blogs/booknotices/?p=349>.

**Hallett, R.W.** (2010, June 14). [Book notice for *Key terms in semiotics*] *eLanguage*. Retrieved from <http://elanguage.net/blogs/booknotices/?cat=154>.

**Hallett, R.W.** (2010, June 16). [Book notice for *The spiral of 'anti-Other rhetoric': Discourse of identity and the international media echo*] *eLanguage*. Retrieved from <http://elanguage.net/blogs/booknotices>.

**Mahootian, S., & Cole, D.** (2009). Cultural Transgression at the Border. *International Journal of the Arts in Society*, 4 (3), 181-192.

##### **3. Conference Presentations**

**Boyle, J.P.** (2010) *Incorporation in Mandan: A preliminary investigation*. Paper presented at the 30<sup>th</sup> annual Siouan and Caddoan Languages Conference, Chicago, IL.

**Boyle, J.P., & Gebhardt, L.** (2010) *An analysis of the structure of DP and nominal compounding in Siouan*. Paper presented at the annual meeting of Society for the Studies of Indigenous Languages of the Americas at the Linguistic Society of America annual meeting, Baltimore, MD.

**Boyle, J.P., & Gwin, A.** (2010) *Hidatsa inquiry: Some recent answers and progress*. Invited paper presented at the Endangered Language Fund Symposium at the Linguistic Society of America annual meeting, Baltimore, MD.

**Boyle, J.P., & Kaplan-Weinger, J.** (2010) *Addressing composition with minority language students: Sociolinguistic and psycholinguistic approaches*. Paper presented at the annual meeting of the Illinois Teachers of Bilingual Education, Naperville, IL.

Cole, D. and **Mahootian, S.** (2009). *Cultural Transgression at the Border: "Art is about Misunderstandings at the Borderzone"*. Paper presented at the 3rd Annual Arts in Society Conference, Venice, Italy.

**Hallett, R.W.** (2009). *The intertextuality of porn titles*. Paper presented at the Sex and Language Verbal Workshop, Austrian Linguistics Conference/Österreichischen Linguistiktagung (ÖLT), Salzburg, Austria.

**Hallett, R.W.** (2009). *"The vividness of the country": A multimodal discourse analysis of an Indian Ministry of Tourism website*. Paper presented at the Thirty-first Annual All-India Conference of Linguists (AICL-2009), Hyderabad, India.

**Hallett, R.W.** (2009, September 1). *(Socio)Linguistic research methodology: A focus on tourism websites*. Invited presentation at Delhi University, New Delhi, India.

Hallett, J., & **Hallett, R.W.** (2010). *Political identity gone viral: Indian and international H1N1 cartoons*. Paper presented at the International Seminar on Language, Culture and Identity: Issues and Challenges, Aligarh, India.

**Hallett, R.W.** (2010). *Constructing an incredible Indian identity*. Paper presented at the Fulbright Conference, Udaipur, India.

**Hallett, R.W.** (2010, February 12). *Current English language sociolinguistic trends*. Invited presentation at the National Conference on Research: New Concepts and Trends, Jalgaon, India.

**Hallett, R.W.** (2010, February 22). *Current trends in discourse analysis*. Invited presentation at Aligarh Muslim University, Aligarh, India.

**Hallett, R.W.** (2010, February 23). *Current trends in ELT*. Invited presentation at Aligarh Muslim University, Aligarh, India.

**Hallett, R.W.** (2010, February 24). *Theories of second language acquisition*. Invited presentation at Aligarh Muslim University, Aligarh, India.

**Hallett, R.W.** (2010, February 26). *Text, context, and tourism*. Invited presentation at Aligarh Muslim University, Aligarh, India.

**Hallett, R.W.** (2010, March 20). *From “home in a nest” to the “concrete jungle”:* Analyzing the Incredible India tourism campaign. Invited presentation at Visva Bharati University, Shantiniketan, India.

**Kaplan-Weinger, J.** (2010). *The testimonies of Jewish Holocaust survivors: Characterizing the narratives of resistance and resilience by Self and Other.* Paper presented at the 30<sup>th</sup> Annual Conference on the Holocaust and Genocide, Millersville, PA.

**Kaplan-Weinger, J.** (2010). *Addressing Composition with Minority Language Students: Sociolinguistic and Psycholinguistic Approaches.* Paper presented at the 36<sup>th</sup> Annual Illinois TESOL/BE Convention.

**Mahootian, S.** (2010, May 27). *Functions of language mixing in written language: Evidence from Spanish-English mixing.* Invited Paper presented at the Language and Culture Studies Seminar Series, Tilburg, the Netherlands.

**Mahootian, S., & Cole, D.** (2009). *Cultural Transgression at the Border: “Art is about Misunderstandings at the Borderzone”.* Paper presented at the 3rd Annual Arts in Society Conference, Venice, Italy.

## **5. Funded grants**

**Hallett, R.W.** (2009-2010). The linguistic construction of India’s identity in tourism discourse. Fulbright-Nehru Senior Scholar Research Grant, Fulbright, \$36,000.

## **6. Service**

### **Boyle, John P.**

Organizer and Chair. 30<sup>th</sup> Annual Siouan and Caddoan Languages Conference (June 2-5, 2010)

Co-Organizer and Chair. Workshop on Comparative Siouan Syntax (June 2-5, 2010)

### **Hallett, Richard W.**

Fulbright National Screening Committee for Foreign Language Teaching Assistant  
National Screening Committee (Fall 2009)

### **Kaplan-Weinger, Judith**

Applicant Interviewer. Alumni Admission Program. Georgetown University.

Docent. Illinois Holocaust Museum and Education Center.

### **Mahootian, Shahrzad**

Blackwell Publishing. Language and Linguistics Sociolinguistics Editorial Board.

Research Sabbatical. Spring 2010. Center for Multilingualism at the University of Tilburg.

## C. Alumni News

### M.A. Linguistics Student Achievements

#### 1. Publications (10)

**Butkevich, G.** (John P. **Boyle**, Research Supervisor) Baxoje Jiwere Language Project for the Ioway-Oto Nation.

**Gorman -Jamrozik, D.** (2010, June 16). [Book notice for *Telephone interpreting*]. *eLanguage*, Retrieved from <http://elanguage.net/blogs/booknotices/?p=726>.

**Gurvis, A.** (2010, June 16). [Book notice for *Dimensions of forensic linguistics*]. *eLanguage*, Retrieved from <http://elanguage.net/blogs/booknotices/?cat=196>.

**Hallett, Jill.** (in press). Codeswitching in Diasporic Indian and Jewish English-Language Media. In Facchinetti, Roberta, David Crystal and Barbara Seidlhofer (eds.), *Global English. Theoretical Aspects and Cross-Linguistic/Cultural Case Studies*. Frankfurt: Peter Lang.

**Hallett, Jill.** 2009. Packaging social worlds: Micro- and macro-social replication in massmediated discourse. *Studies in the Linguistic Sciences: Illinois Working Papers* 2009: 58-80. Available online at <http://hdl.handle.net/2142/13860>.

**Hallett, Jill.** 2009. New voices in the canon: The case for including world Englishes in literature. In Lucia Siebers & Thomas Hoffman (eds.) *World Englishes: Problems, properties, prospects*. Amsterdam/ Philadelphia: John Benjamins

Mahootian, S., & **Cole, D.** (2009). Cultural Transgression at the Border. *International Journal of the Arts in Society*, 4 (3), 181-192.

**McElmurry, S.E.** (2009). Elvira Arellano: No Rosa Parks: Creation of "us" versus "them" in an opinion column. *Hispanic Journal of Behavioral Sciences* 31, 182-203.

#### 2. Presentations (47)

**Bielinska, Izabella.** (2010) *Mass-count nouns*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Bonfatti Sabbioni, Maria Teresa.** (2010) *Italian BS: Silvio Berlusconi on discourse analysis of metaphors used by the Italian Prime Minister*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Carter, Ashley B.** (2010) *Sit, stand, lie: tense/aspect modality in Mandan*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Carter**, Ashley B. (2010) *Mandan positional verbs: sit, stand, lie*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Cole**, Dana & Shahrzad Mahootian. (2009) *Cultural and transcultural transgression at the border: Art is about misunderstandings that happen at the border zone*. Paper presented at the Arts in Society Conference. July 2009, Venice, Italy.

**Conry**, Beth. (2010) *Analysis of motion verbs in Mandan*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Conry**, Beth. (2010) *Mandan motion verbs and narrative structure*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Cunningham**, Jacqueline M. (2010) *Mandan modality*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Cunningham**, Jacqueline. (2010) *Modality affixes and adverbials in Mandan*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Cunningham**, Jacqueline M. (2009) *Modality and realis /irrealis in Biloxi*. Paper presented at the 29<sup>th</sup> Annual Siouan and Caddoan Languages conference. Lincoln, NB.

**Cunningham**, Jacqueline M. (2009) *Grammar and English for academic purposes*. Illinois Paper presented at the TESOL/BE.

**De Bernardi**, Barbara. (2010) *The power of language: Insights into first language acquisition theories*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Fischer**, Monyca. (2010). *Language and gender in the classroom: Established perceptions of dominance*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Forster**, Abby. (2010) *Sarcasm and the F-bomb: Construction a teen feminist community online*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Gurvis**, Amy (2009). *Sealing the deal: A critical analysis of how closing arguments create identities in criminal cases*. Paper presented at the Seventeenth Annual NEIU Student Research and Creative Activities Symposium.

**Jamrozik**, Diana. (2010) *Language use in sign language theater*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Jankowski, Michael J.** (2010) *Mandan reduplication*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Jankowski, Michael.** (2010) *Open-syllable reduplication in Mandan*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Javed, Amber** (2009) *Utilization of Social Identity, Language Choice and Codeswitching in Pakistani Music and Religious Programs*. Paper presented at the International Symposium on Bilingualism 7. Holland.

**Kabulski, Liz and Erica Sosa.** (2010) *A cross-linguistic study of basic color terms*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Krupa-Ryan, Basia.** (2010) *B-Boy worldview - shared and individual values and ideology through the keywords of American and South Korean dancers. North American and South Korean perspectives hidden values of B-boying*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Lacivita, Eve Bills.** (2010) *Human Language and Technology: Linguistics Principles and Text Messaging*. Paper presented at the Minnesota Student Workshop on Linguistics, May 7-8, University of Minneapolis, MN.

**Lacivita, Eve Bills.** (2009) *At the Intersection of Human Language and Technology: An Application of Linguistic Principles in Text Messaging* Society for Text & Discourse Annual Meeting, August 16-18, Chicago, IL.

**Maurera, Ana Karina.** (2010) *Descriptive analysis of the morpho-phonological features of plural markers among Mexican, Venezuelan, and Colombian Spanish dialects*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Maurera, Ana Karina.** (2010) *Hispanics parent's attitudes towards bilingualism*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Ngo, Binh.** (2010) *Numeral classifiers in Vietnamese*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Rheinstron, Deborah.** (2010) *Ladino - A dying language?* Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Roddy, Heather G.** (2010) *Mandan: Aspects and the verbal template*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Roddy**, Heather. (2010). *An analysis of Mandan's verbal template*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Roddy**, Heather. (2009) *Internally headed relative clauses in Biloxi*. Paper presented at the 29<sup>th</sup> Annual Siouan and Caddoan Languages conference. Lincoln, NB.

**Scruggs**, Kevin. (2009) *What a vacation to Somalia could tell us: a discourse analysis of a Somali tourism website*. Illinois Language and Linguistics Society 1: Language Online (ILLS1:LOL) Conference. Urbana, IL.

**Sosa**, Erica. (2010) The structure of the determiner phrase in Mandan. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Sosa**, Erica. (2010) *The Mandan nominal template: A minimalist analysis of functional layers in the determiner phrase*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Torres**, Silvana. (2010) *Distribution of Causatives in Mandan*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Torres**, Silvana. (2010). *Mandan causatives*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Torres**, Silvana K. (2009). *Switch-reference in Biloxi*. Paper presented at the 29<sup>th</sup> Annual Siouan and Caddoan Languages conference. Lincoln, NB.

**Turner**, Ian. (2010). *Contact zones: The classroom and composition theory as social text*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Urgo**, Jessica L. (2010) Possessive constructions in Mandan. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Urgo**, Jessica. (2010) *Mandan possessive constructions*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Wells**, Megan (2009). *Codeswitching in the comedy of George Lopez*. Paper presented at UIC Bilingualism Forum. Chicago.

**Wilmes**, George. (2009). *Developing a verbal template in Biloxi*. Paper presented at the 29<sup>th</sup> Annual Siouan and Caddoan Languages conference. Lincoln, NB.



**Wilmes, George.** (2010) *Further investigations of frequent frames using corpus analysis*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Wilmes, George.** (2010) A corpus linguistics approach to analysis of Mandan texts. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Wilmes, George.** (2010) *Resurrecting the Siouan Languages Archive: A case study using Mandan texts*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

**Worrick, Amber.** (2010). *Easing transition*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Zenes, Bozena S.** (2010) *Language of positioning and manipulation: A critical discourse analysis of the official Soviet statement concerning the Katyn massacre*. Paper presented at the Eighteenth Annual NEIU Student Research and Creative Activities Symposium.

**Zenes, Bozena S,** (2010) *DP coordination in Biloxi*. Paper presented at the 30th Annual Siouan and Caddoan Languages Conference and the Workshop on Comparative Siouan Syntax.

2. Acceptance to graduate or professional school

**Cole, Dana.** University of Illinois, PhD program in Education.

**Fisher, Julia.** University of Chicago. MA Program in Social Science

3. Service

Hallett, Jill. Assistant Editor. World Englishes Journal.

# MATHEMATICS

## Annual Report 2009-2010

### Submitted by Paul O'Hara

#### Executive Summary

The 2009-2010 academic year has been very productive for the Department of Mathematics in terms of teaching, research and service, as we continue to collaborate and work together to build the department. I am particularly pleased with the amount of recognition that our faculty members have received throughout the past year for their research efforts and service to the university. A special recognition has to be given to Prof. Marian Gidea for being one of the finalists for this year's Brommel Award and his extraordinary number of invited talks, to Prof. Filus on her many publications and for receiving the Polish Heritage Award in Education from City Bank in December 2009, to Prof. Tanya Cofer for receiving tenure and for being promoted to Associate Professor, to Prof. Wrinkle for her outstanding work as a Presidential Intern, to Prof. Zeng for a very productive sabbatical, to Prof. Gwanyama for the publication of his book. Indeed, a cursory glance at the entire publication list, conference presentations, grants received this year, and service to the community shows that the faculty members from the Department of Mathematics are people of stature dedicated to their work, who are recognized nationally and internationally. I am proud of each and every one of them.

In total this year the faculty published or had accepted for publication 11 journal articles (Filus 5, O'Hara 1, Gidea 3, Zeng 2), one book chapter (O'Hara) and one book (Gwanyama). There are two books in preparation (Cofer, O'Hara) and four submitted articles (Filus 3, Gwanyama 1). Also, five faculty members were invited and/or contributed presentations in a total of 26 national and international conferences (Filus 6, Gidea 8, O'Hara 1, Zeng 8), and organized two conferences and/or workshops (Cofer 2, Gidea 1). In addition, as part of student learning, Prof. Gidea organized a weekly Math Club which saw a large participation by faculty and students. Six faculty members gave presentations to the club. Also Profs. Cofer, Gidea and O'Hara had a *Research Community Proposal* approved by the university to help foster student participation in research from upper-division math courses, and Prof Cofer is also a collaborator on the grant awarded to COE. All of this has contributed to an increased recognition of NEIU as a promoter of academic excellence and we believe with time it should attract increased enrollment to the university.

This past year (Summer excluded) the Dept. has provided 92 courses at the 100 level (2564 students), 32 sections at the 200 level (365 students), 25 sections at 300 level (350 students, majors and minors), 16 sections at 400 (graduate) level (130 students), which gives a grand total of 165 sections serving 3409 students. We are also happy with

the online course that we have developed. Math 185 (Pre-calculus) and Math 187 (Calculus I) are now fully functional courses. In addition we have begun teaching online courses in Math 165 (Finite Math for Business) and Business Calculus (Math 167) and have plans to expand these courses in the coming year. We also have a thriving PLTL program of which we are very proud, and continue to serve the MSTQE program.

Finally, I would like to thank Prof. Anna Mitina for her work on the class schedule, Prof Marina Polyashuk for her commitment to the Service Course Committee, Prof. Wagala Gwanyama for his excellent work on assessment, and add a special “thank you” to all the members of the Search and Screen committee for their hard work and for successfully concluding the hiring process. We are delighted to welcome Dr. Sarah Cordell into the department as a new Assistant Professor. In addition, I would like to thank all the instructors for being dedicated teachers and extend my heartfelt congratulations to our student Christopher Toni (BA-Math-2010) on being accepted into the Ph.D. program in Mathematics at UC-Santa Cruz and on being awarded a fellowship.

Last but not least, I would like to thank Penny Sawczak and Ann Sleeva for all their work in maintaining the smooth running of the department each day. Without them it would not be possible to function.

## **I. Assessment**

The Faculty in the Mathematics Department has continued to work collaboratively to ensure that the Department fulfills its mission and meets its set goals. This is exemplified by

- (1) Faculty involvement in the construction of course goals and the assessment of students - mathematics learning outcomes .
- (2) An assessment report for the MA program prepared by Prof. Gwanyama (attached).
- (3) A ‘snapshot’ assessment of Math Learning Outcomes for Fall 2009 and Spring 2010 prepared by Prof. Gwanyama (attached).
- (4) Numerous meetings between Elliott Lessing from the COE and Profs. Cofer and O’Hara to help them with their NCATE accreditation. Assessment is a major component of this accreditation.

## **II. Program Plan**

### **A. Departments Goals and Objectives.**

The current vision of the Mathematics Department includes:

(1) Striving for: excellence in teaching, student access to faculty, the scholarly and professional development of its faculty;

(2) Nurturing strong collaborative bonds between departments and colleges: This is exemplified by our recent development and revision of many lower division undergraduate courses undertaken by our Service Course Committee. It is also exemplified by the contribution of the department to facilitate cooperation with COE with their NCATE evaluation, and the ongoing integration of MSTQE program into the department by catering for students who are applying for Math endorsements and certification. We hope to continue supporting these efforts. Improving enrollment in our undergraduate major and graduate programs;

(3) Improving time-to-graduation for students in our undergraduate and graduate programs.

(4) A closer collaboration with El Centro.

#### Mission/Goals for the Department of Mathematics

(1) Promote the study of mathematics at Northeastern;

(2) Provide an environment that encourages learning of mathematics and related fields;

(3) Help train teachers of mathematics for elementary and secondary schools;

(4) Prepare students for jobs and further studies;

(5) Serve the mathematical needs of students in other majors;

(6) Serve the University and the outside community;

(7) Foster the development of the mathematics curricula in the context of HSI.

The department also furthers its mission by offering courses that satisfy the mathematics competency requirement, service courses required by other departments and colleges, as well as programs for graduate and undergraduate mathematics majors and minors.

#### **B. Program Plan Requirements/projected needs**

1. Faculty: Although we are very happy to have hired Sarah Cordell as a new tenure track faculty member, we still need to hire at least one more faculty member to offset the retirement of Prof. Hemmer and Koo last year, and Prof. Lise Jensen a few years ago (who has never been replaced) and with the moving of Prof. Rutschman to the Dean's office. We badly need someone in the area of Probability and Statistics, who can help teach classes and also help develop the program. We also need someone who is comfortable working with information technology and integrating the mathematics courses into a smart classroom setting. Finally, it is important that these individuals be competent researchers (as well as teachers) in their subject, who can contribute to NEIU's recognition within the scientific community. Without this it will be difficult to attract students in STEM fields in this competitive environment.

2. Equipment: More computer equipment and software for the faculty.

3. Other Resources: A student aide to assist the office staff. Also increased funding to attend more conferences and workshops.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances:**

**Gwanyama, Wagala.** *Fundamental computations for magic squares.* 1st Printing 2010 by K & M Printing Co. USA. ISBN-13 978-0-615-30098-6 (paperback), ISBN-10 0615-30098-7 (paperback)

## 2. Book Chapters, Regional Exhibitions or Performances

**O'Hara**, Paul. *Minkowski Space and Quantum Mechanics*, in volume *Space, Time and Spacetime*, Springer, 2010. ISBN 978-3-642-13537-8.

## 3. Articles and Abstracts, Local Exhibitions or Performances:

**Filus**, Lidia, J. Filus & Milan Stehlik: Pseudoexponential modelling of cancer diagnostic testing. *Biometrie und Medizinische Informatik Greifswalder Seminarberichte*, ISBN 978-3-8322-8245-5, Heft 15, pages 41 – 54, 2009

----- Pseudoexponential modelling of cancer diagnostic: testing, estimation and design (with J. Filus and Milan Stehlik) in *Proceedings of ICCRA 3*, eds. C. P. Kitsos, C. Caroni, pp 1-16, 2009

----- 'Microshocks-Microdamages' type of system component interaction; failure models (with J. Filus), *Proceedings of the 15th ISSAT International Conference on Reliability and Quality in Design*- ISBN: 978-0-9763486-5-8, pages 24-29, 2009

----- Families of multivariate distributions involving "triangular" transformations (with Jerzy K. Filus and Barry C. Arnold), *Communications in Statistics - Theory and Methods*, Volume 39, Issue 1, pages 107-116, 2010

**Gidea**. Marian, "Symmetric planar central configurations of five bodies: Euler plus two" (co-author J. Llibre), *Celestial Mechanics and Dynamical Astronomy*, Vol. 106, 2010.

**O'Hara**, Paul. *Some Remarks on Rings* (co-author Lidia Obojska). *Commentationes Mathematicae*, June 2010.

**Zeng**, Zhonggang. *The approximate irreducible factorization of a univariate polynomial. Revisited*, *Proceedings of International Symposium on Symbolic and Algebraic Computation (ISSAC '09)*, pp 367-374, 2009.

## 4. Conference Presentations, Group Shows

### Chaired Sessions:

**Filus**, Lidia. Third International Conference on Cancer Risk Assessment (ICCRA 3). Mathematical, Statistical, Medical and Computational Methods, Porto Heli, Greece, July 2009

---- 15th ISSAT International Conference on Reliability and Quality in Design, San Francisco, CA, August, 2009

**O'Hara**, Paul. IARD 2010 at Hualian University, Taiwan, May 30-June 1, 2010.

### Invited Talks:

**Filus, Lidia.** *On Some Modeling Technique for Stochastic Dependences* (with J. Filus), Stochastic Modeling Techniques and Data Analysis (SMTDA) International Conference, Chania, Crete, Greece, June 8-11, 2010.

---- *Weak Stochastic Dependence and Semi-pseudonormal Probability Distributions*, International Conference on Statistical Methodologies and Related Topics in conjunction with NZSA Annual Conference, Massey University, Palmerston North, New Zealand, June 29- July 1, 2010.

**Gidea, Marian.** 2010, "Weak Stability Boundary and Invariant Manifolds", 8-th AIMS Conference of Dynamical Systems and Differential Equations, Dresden, Germany.

---- 2010, "Shadowing and Diffusion in Hamiltonian Systems", 8-th AIMS Conference of Dynamical Systems and Differential Equations, Dresden, Germany.

---- 2009, "The Arnold mechanism of instability and application to the three-body problem", VIII Americas Conference on Differential Equations, Veracruz, Mexico.

---- 2009, "Arnold's mechanism of diffusion in the spatial circular restricted three-body problem", The Fifth International Meeting on Celestial Mechanics, Viterbo, Italy.

---- 2010, "Shadowing and Diffusion in Hamiltonian Systems", Dynamical Systems Seminar of Universitat de Barcelona - Universitat Politecnica de Catalunya.

---- 2010, "Shadowing and Diffusion in Hamiltonian Systems", Analysis Seminar, De Paul University.

---- 2010, "Shadowing and Diffusion in Hamiltonian Systems", Dynamical Systems Seminar, Northwestern University.

---- 2009, "Topological Methods in the Arnold Diffusion Problem", Workshop on Topology: Identifying Order in Complex Systems, Rutgers University.

---- 2009, "How to Change the Inclination of a Libration-Point Satellite?", Applied Mathematics Colloquium, Illinois Institute of Technology, Chicago.

---- 2009, "Weak Stability Boundary and Invariant Manifolds", Mathematics Colloquium, UAM-Iztapalapa, Mexico City, Mexico.

**O'Hara, Paul.** 2010 "*Relativistic Dynamics and Thermodynamics*," 7<sup>th</sup> Biennial Conference on Classical and Quantum Relativistic Dynamics of Particles and Fields, Hualien, Taiwan.

**Wrinkle, Nancy.** 2009, "Ribbon Knots." Undergraduate Knot Theory Conference., Dennison University, OH.

----- 2009, "Ropes and ribbons in  $R^3$  and  $R^2$ ." Smith College

**Zeng, Zhonggang.** 2010, *Solving Ill-posed Algebraic Problems --- A Geometric Perspective*. Banff International Research Station (BIRS) Workshop on Randomization, Relaxation and Complexity, Banff, Canada.

----- 2010, Numerical Solution of Ill-posed Problems --- A Geometric Perspective. Invited talk at Michigan State University, East Lansing, MI.

---- 2010, Numerical Solution of Ill-posed Problems --- A Geometric Perspective. Colloquium talk at University of Wisconsin-Milwaukee, Dept of Math Sci, Milwaukee, WI.

---- 2010, Numerical Solution of Ill-posed Problems --- A Geometric Perspective. Invited talk at Purdue University Computational and Applied Mathematics Seminar, West Lafayette, IN.

---- 2009, Matrix Computation in Numerical Polynomial Algebra and Algebraic Geometry. Invited talk at Linear and Numerical Linear Algebra Theory, Methods, and Applications, De Kalb, IL.

---- 2009, Geometry of Ill-posed Algebraic Problems Invited talk at Key Lab of Mathematics Mechanization, Chinese Academy of Science, Beijing, China.

---- 2009, Matrix Computation in Numerical Polynomial Algebra and Algebraic Geometry Invited talk at International Workshop of Scientific Computing and its Applications, Shanghai, China.

### **Contributed Talks:**

**Filus, Lidia.** *Stochastic Models for Reliability of Parallel System with Physical Interactions of its Components*, XIIIth International Conference on Applied Stochastic Models and Data Analysis, ASMDA-2009, Vilnius, Lithuania, June 30- July 3, 2009.

---- “*Micro-Damages versus Micro-Probability Changes*” Phenomena as Pattern Generating Stochastic Dependences with Reliability and Bio-Medical Applications, Third International Conference on Cancer Risk Assessment, Mathematical, Statistical and Computational Methods, ICCRA 3, Porto Heli, Greece, July, 16-18, 2009.

---- ‘*Microshocks-Microdamages*’ Type of System Component Interaction; Failure Models, 15th ISSAT International Conference on Reliability and Quality in Design, San Francisco, August 6-8, 2009.

---- *Decision Processes in Universities and Colleges in the United States* (with Janet Fredericks), International Conference: Human, Work, Organization-Humanization of Work and Modern Tendencies in Management, Czestochowa Univ. of Technology, Poland, June 17-18, 2010.

**Zeng, Zhonggang.** 2009, *The Approximate Irreducible Factorization of a Univariate Polynomial Revisited*. Contributed talk at International Symposium on Symbolic and Algebraic Computation (ISSAC'09), Seoul, South Korea.

## 5. Funded grants

**Zeng, Zhonggang.** NSF grant DMS 0715127, Robust Numerical Methods in Polynomial Algebra with Approximate Data, third year (total: \$125,000).

## 6. Service

**Cofer, Tanya.** Member of the Chicago Teacher Partnership Program Math Work Group. CTPP is a Teacher Quality Partnership grant from the U.S. Department of Education awarded to NEIU, UIC, National Louis and Loyola whose goal is to improve the preservice preparation of elementary teachers in the Chicago area.

**Filus, Lidia.** Member of the International Organizing Committee of the Third International Conference on Cancer Risk Assessment (ICCRA 3), Mathematical, Statistical, Medical and Computational Methods, which took place on July 16-18, 2009, Porto Heli, Greece

---- Member of the Scientific Committee of the International Conference: Human, Work Human, Work, Organization-Humanization of Work and Modern Tendencies in Management, Czestochowa Univ. of Technology, Poland, June 17-18, 2010

--- President of the Chicago Chapter of Kosciuszko Foundation and member of its National Council

---- Represented the Kosciuszko Foundation (KF) at K'Ozzie Fest" that took place at the Mt. Kosciuszko in Australia, March 19-22, 2010

**Gwanyama, Wagala.** Developed a proposal for a collaboration between the MA-Mathematics program and the Chicago Mathematics and Science Initiative (CMSI-NEIU Math endorsement).

----- Prepared the NCATE-NCTM-Accreditation documentation relevant for our BA – Mathematics secondary program that the COE would need for its accreditation initiative.

----- Prepared the Illinois state board of education (ISBE) Annual Report [data, analysis and action plans] for our BA – Mathematics secondary program.

**O'Hara, Paul.** Standing Committee Member of International Association of Relativistic Dynamics

----- Refereed two articles, one for Foundations of Physics, another for Physics Letters.

----- Reviewed a book proposal for Springer.



**Polyashuk**, Marina. Editorial Board Member of International Journal of Multicriteria Decision Making.

## **B. Student Achievements**

**Barkley**, Donald, William Byrd, Mayra Bravo-Gonzales and Kelly Hirschbeck. Presented “A Computational Approach to Classifying Tight Contract Structures on Solid Tori” at Student Research Symposium sponsored by SCSE and at the Illinois Sectional meeting of the Mathematical Association of America annual meeting 2010. (Research directed by Tanya Cofer)

----- *RBPBH<sub>2</sub> and RBPBHP<sub>3</sub> from Rhodopseudomonas Palutriis* at Student Research Symposium sponsored by SCSE.

**Byrd**, Bill. *Giant Squids and the Electrocardiogram*. NEIU Mathematics Club.

**Hirschbeck**, Kelly and Christopher Toni. Presented “Improving an Existing Algorithm that Checks for Tight Contact Structures on the Solid Torus.” at Student Research Symposium sponsored by SCSE and at the Illinois Sectional meeting of the Mathematical Association of America annual meeting 2010. . (Research directed by Tanya Cofer)

**Jerome**, Steven. *Charge Model 5M for Population Analysis*. NEIU Mathematics Club

## **C. Alumni News**

**Heiss**, James (Alumni) BA – Math – 2003  
Received the **M.Div.** from Princeton Theological Seminary in May 2008

**Oehler**, James BA – Sec. Ed – Math 1965  
Retired from the Chicago Public Schools after 38 years. He is now supervising student teachers at Northeastern Illinois University.

**Toni**, Christopher. BA-Math-2010.  
Accepted into Ph.D. program in mathematics at UC-Santa Cruz and was awarded a fellowship.

# MUSIC AND DANCE

## **Annual Report 2009–2010**

### **Submitted by R. Shayne Cofer**

#### **Executive Summary**

The crowning achievement for the Department of Music in 2009-2010 was earning first-time accreditation from the National Association of Schools of Music (NASM). The department submitted a self-study in October 2008 and hosted the NASM Evaluation Team in November 2008. The Visitor's Report was received in January 2009 and the department revised all 6 curricula to meet NASM standards. Twenty-seven curricular proposals were passed through faculty governance in Spring 2009 with the new programs taking effect in Fall 2009. Achieving accreditation was one of the most important accomplishments in the history of the Department of Music.

The Department of Music and Dance Program continues its high profile position as a vital part of the cultural life of the university and the community. Working closely with The Office of Cultural Events, the department sponsored over 150 concerts, workshops, and master classes last year. The Chicago Brass Festival, Ensemble Espanol Spanish Dance Theater, Ruth Page Dance Series, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing quality performances and positive media attention to Northeastern Illinois University.

With recruitment as a primary goal, the department continued student recruitment activities by distributing materials to local high schools, including a department brochure, the annual concert calendar, and an audition poster. The department participated in exhibitions at the Illinois Music Education Association Conference (IMEA) in Peoria, IL and faculty conducted several clinics at local high schools.

Department faculty continued to be highly visible at international, national, and local levels. Major artistic performances included: Dr. Travis Heath's Brass Roots Trio performance for President Obama at The White House and additional performances throughout the country; Mr. Collin Anderson's performances as bassoonist in the Attacca Woodwind Quintet; Mr. Joseph Glymph's performances as conductor with the Classical Symphony Orchestra and Protégé Phiharmonic; Dr. Inna Falik's numerous national and international solo piano performances; Dame Libby Komaiko's productions with the Ensemble Espanol Spanish Dance Theater throughout the Chicagoland area; Mr. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago, and the Chicago Opera Theater; Dr. Rose Sperrazza's performances as clarinetist with the Madison Symphony Orchestra and the newly formed Chicago Clarinet Ensemble; and Dr. Venetia Stifler's

choreography for Concert Dance, Inc., with performances at The Ravinia Festival and an international tour in China.

The Chicago Brass Festival in March 2010, under the direction of Dr. Travis Heath, was a particular highlight for the department. There were many outstanding performances including those by B3+, trombonist Bill Reichenbach with Mayo Tiana and the NEIU Varsity Big Band, and a rousing performance by Mnozil Brass. Excellent performances by the Chicago Clarinet Ensemble, under the direction of Dr. Sperrazza, also provided regional, national, and international recognition for NEIU.

Large and small music ensembles continued to grow in size and quality over the past year. The NEIU Wind Ensemble hosted Mr. Greg Wojcik and the Glenbrook South Symphonic Winds in March 2010, jazz bands, string orchestra, guitar ensembles, chorus, chamber singers, opera workshop, and percussion ensemble gave fine performances in and around the NEIU campus. The Opera Workshop production of *La Boheme* by Puccini in April 2010 was a success and the University Chorus/Chamber Singers collaboration with Jones College Prep High School was a highlight. The Brass Ensemble, Jazz combos, guitar ensembles and other ensembles continued to provide music for important NEIU events such as the College of Arts and Sciences Dean's Reception for new faculty, the NEIU Civil Service awards, the College of Business and Management Senior Dinner, and the NEIU Faculty Authors Event.

## **I. Assessment**

All 6 music programs were revised to meet NASM accreditation standards. Curricular changes were developed and approved by faculty governance in spring 2009 and took effect in fall 2009.

## **II. Program Plan**

The chief departmental programmatic goal for the future was met: to be accredited by the National Association of Schools of Music (NASM).

### **Departmental Short Term Goals:**

Recruit new students.

Begin exploring a summer music program for area students

### **Departmental Long Term Goals:**

1. Hire one full-time tenure-track faculty member in each area of piano, choral music education, strings, percussion, and guitar.
2. Develop a Junior Standing Examination for all music education majors, which will serve as an assessment tool for entry into 300 level courses.
3. Continue to recruit advanced level student musicians.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, regional/national/international performances**

###### **Cowan, Kathy**

- Voice Teacher. (2009) Guanzhou City and Panyu City in Guanzhou province, China
- Vocalist. (2010) Irish Songs for Schools, Chicago, IL; Burlington, VT

###### **Faliks, Inna**

- October 12 2009: Solo all Beethoven recital, WFMT radio, Chicago
- October 17-30 2009: Guest Artist, guest lecturer and guest juror, Liszt-Garrison Festival, Baltimore
- October 26 2009: Instituto Cervantes, NY, performance, live broadcast on WQXR radio
- October 28 2009: recital, Lenox, MA
- November 2 2009: Music/ Words second season opening, Le Poisson Rouge, NYC
- November 3 2009: all-Chopin, Weill Hall/Carnegie Hall, NYC
- December 2-12 2009: performances in Bonn, Germany
- January 10 2010: Solo recital, Live broadcast, LACMA, Los Angeles
- January 24 2010: Beethoven Concerto #3, Northwest Symphony
- February 5 2010: Bechstein Pianos, NY, Music/ Words season II, with Wendy Warner, cello and Susan Miller, poetry
- February 17 2010: Chopin Fest at Carnegie Hall/ Weill Hall - Chopin's 2nd sonata
- February 20 2010: Chopin Recital, Ringwood Friends of Music, NJ
- February 26 2010: Fazioli Salon Series, 12:15 at Columbia College, Chicago, live broadcast on WFMT
- February 27 2010: PianoForte Chicago, Chopin celebration - solo, cello sonata, trio, with Ilya Kaler, violin and Wendy Warner, cello
- March 12 2010: recital, Embassy Series, Ukranian Embassy, Washington DC
- March 21 2010: recital, Trailmix Series, Woodstock, NY
- March 28 2010: recital, Washington College Concert Series, MD
- April 5-8 2010: Artist Residency, Lectures and Recital, Haverford College, PA
- April 18 2010: recital, Norton Building Concert Series, Chicago
- April 7, 14, 21, 28 2010, 3PM: Music/ Words featured on WFMT radio with live performances, Chicago
- May 2 2010: solo recital, Wayne Concerts, IL; for ticket reservations call 630-513-0303
- May 23 2010, 6 PM: Music/Words second season final performance, Cornelia St. Cafe, NY

- June 3 solo recital Yamaha Artist Services, NYC
- June 4th solo recital, Fazioli Festival, NJ

## **Heath, Travis**

### Trumpeter, Brass Roots Trio – National Performances:

- Dec. 8, 2009, The White House, Washington, DC
- Sept. 25, 2009, St. Patrick's Concert Series - St. Patrick Catholic Church, 2844 Village Dr., Fayetteville, NC
- Sept. 26, 2009, 1st United Methodist Church Music Series - 1001 5th Ave. Conway, SC
- Oct. 10, 2009, St. Vincent's College Concert Series, Student Center Performing Arts Auditorium, Latrobe, PA
- Oct. 11, 2009, Fairmont Chamber Music Society - St. Peter the Fisherman Church, 407 Jackson St., Fairmont, WV
- Oct. 25, 2009, Warner Robins Community Concert Association - 1st United Methodist Church, 205 N. Davis Dr., Warner Robins, GA
- Nov. 12, 2009, Maple Leaf Community Concert Series - Monmouth Community College Performance Hall, Monmouth, IL
- Nov. 13, 2009, Master Class - Monmouth Community College, Monmouth, IL
- Nov. 14, 2009, St. Christopher's Arts Series - St. Christopher's Episcopal Church, 1402 W. Main St., Carmel, IN
- Nov. 15, 2009, Silver Lake College Concert Series - College Chapel, Manitowoc, WI
- Dec. 5, 2009, Oak Ridge Music Association Chamber Music Series - Pollard Auditorium, Knoxville, TN
- Feb. 19, 2010, Union Congregational Vespers Concert - 5088 Summit Blvd., West Palm Beach, FL
- Feb. 20, 2010, Christ the King Lutheran Church Vespers Concert - 11295 SW 57th Ave., Miami, FL
- Feb. 21, 2010, St. James Vespers Concert - 1365 Viscaya Dr., Port Charlotte, FL
- Feb. 21, 2010, Pass-A-Grill Community Church Vespers Concert - 107 Sixteenth Ave., St. Pete Beach, FL
- March 12, 2010, Quick Center for the Arts - St. Bonaventure University, St. Bonaventure, NY
- March 13, 2010, Christ the King Lutheran Church, Vestal, NY
- April 9, 2010, Community College of Baltimore County, Essex, MD
- April 10, 2010, St. Luke's Friend of Music - St. Luke's Episcopal Church, 8009 Fox Hunt Road, Alexandria, VA
- April 11, 2010, Christ Church Sunday Afternoon Concert Series - Christ Episcopal Church, 309 Belvedere Ave., Cambridge, MD

### **Heitzinger, Robert**

- Vocalist. (2009). Bass soloist for “Messiah” by G. F. Handel; Waukegan Symphony, conducted by Stephen Blackwelder. Waukegan, IL
- Vocalist. (2010). Baritone/bass soloist for a “Liederabend”; Sandra Van Valtier and William Proskow, producers. Waucona, IL

### **Mach, Elyse**

- Contemporary Class Piano, Seventh Edition. New York: Oxford University Press 2011
- Great Contemporary Pianists Speak for themselves, Korean translation. Seoul: Dongmoonsun Publishers, 2009

### **Marchi, Lucia**

- “Marcantonio Ingegneri, Il primo libro de’ madrigali a quattro voci, Introduction and Critical Edition”, ed. by Lucia Marchi, in *Marcantonio Ingegneri: Opera Omnia*, ser. II/i, Lucca, LIM, 2009

### **Myintoo, Sylvia**

- Bellagio Las Vegas, NV New Years Eve performance with the Ken Arlen Orchestra, 12/31/09
- Churchill Downs, Kentucky Derby performance with the Ken Arlen Orchestra, 4/24/09
- Hy -Vee Hall, Des Moines, IA, Bravo Art Gala performance with the Ken Arlen Orchestra, 2/6/10

### **Sperrazza, Rose**

- Featured Soloist. (2009). Iowa Clarinet Day. Iowa State University, Ames, IA

### **Torosian, Brian**

- Author and editor for the distinguished German publishing firm Chanterelle Verlag, based in Heidelberg. Torosian is serving as series editor and author of a new expanded edition of the *Collected Works Of J. K. Mertz*. Two volumes have been prepared thus far, an edition of guitar duos and Mertz’s masterful cycle of tone poems *Bardenklänge, Op. 13*. The latter edition was published Fall 2009

## **2. ARTICLES AND ABSTRACTS, LOCAL EXHIBITIONS AND PERFORMANCES**

### **Chang, Peter**

- “A Path to East-West Musical Synthesis: Introduction to Bright Sheng’s Compositional Style and Works,” *Renmin Yinyue* [People’s Music], Vol. 1/2009, 31-37

### **Cofer, R. Shayne.**

- Conductor. (March, 2010). NEIU Wind Ensemble Concert with Mr. Greg Wojcik and the Glenbrook South High School Symphonic Winds, Northeastern Illinois University, Chicago, IL
- Clinician. (February, 2010). Lane Technical High School

### **Cowan, Kathy**

- Acting for the Musical Stage. (2009) Victory Gardens Theater, Chicago, IL
- Voice/ Women’s Choir/ Irish Songs. (2009-10) Old Town School of Folk Music, Chicago, IL
- Vocalist. (2009) Jewish High Holidays, Temple Shalom, Chicago, IL
- Vocalist w/ a cappella trio. (2009). Music in the Park, Wheaton, IL
- Vocalist. (2009) Ruth Page Dance Foundation, Ravinia Festival
- Conductor. (2009) Women’s Choir featured in the National Tap Day Concert at the Old Town School of Folk Music, Chicago, IL
- Conductor. (2009) Women’s Choir featured in The Nut Tapper at the Athaneum Theater, Chicago, IL
- Conductor. (2009) Women’s Choir Christmas Concert, OTS, Chicago, IL
- Conductor (2010) Women’s Choir, Gaelic Mass. Irish American Heritage Center, St. Mary of Gostyn, Celtic Arts, St. Tarcususs, Chicagoland

### **Glymph, Joe**

- Conducted The Classical Symphony Orchestra and The Protégé Philharmonic in their FALL SHOWCASE JOINT CONCERT in the Grand Ballroom at Navy Pier, November, 2009
- Conducted The Protégé Philharmonic in its Holiday Concert in Preston Bradley Hall at The Chicago Cultural Center, December, 2009
- Conducted The Classical Symphony Orchestra in a “Sunday Salon Series” concert in Preston Bradley Hall at The Chicago Cultural Center, February, 2010
- Performed chamber music as violin soloist in Classical Chamber Players concert at Classical Symphony Hall, February, 2010
- Conducted The Protégé Philharmonic in a “Sunday Salon Series” concert in Preston Bradley Hall at The Chicago Cultural Center, March, 2010
- Conducted The Classical Symphony Orchestra in a “Sunday Salon Series” concert in Preston Bradley Hall at The Chicago Cultural Center, March, 2010
- Conducted The Classical Symphony Orchestra in a “Sunday Salon Series” concert in Preston Bradley Hall at The Chicago Cultural Center, April, 2010

- Performed chamber music as violin soloist in Classical Chamber Players concert at Classical Symphony Hall, April, 2010
- Conducted The Classical Symphony Orchestra and The Protégé Philharmonic in their SPRING SHOWCASE JOINT CONCERT in the Grand Ballroom at Navy Pier, May, 2010

### **Heath, Travis**

- Article. *Rediscovering the Cornet* (January, 2010). *The Instrumentalist*, ISSN-0020-4331, published monthly
- Article. Sean Jones on the Joy and Discovery of Jazz Trumpet. *International Trumpet Guild Journal* (Jan 2010/43)
- Trumpet. (2010). Soloist with Chicago Clarinet Ensemble. Live From Gottlieb at The [Merit School Of Music](#) 38 South Peoria Street, Chicago, IL 60607

### **Heitzinger, Robert**

- Lyric Opera of Chicago, “The Merry Widow” by Franz Lehar; understudy roles of Bogdanovitch, Pritchitch, and Kromov. Chicago, IL
- Vocalist. (2009). Ensemble member: “O Magnum Mysterium” recording released by Queen of Angels. Chicago IL
- Master of Ceremonies. (2009). Passavant Cotillion, Northwestern Memorial Hospital Women’s Board. Chicago, IL
- Vocalist. (2010). Featured soloist: Annual New Year’s Luncheon; The Chicago Club. Chicago, IL
- Vocal judge. (2010) Judge for the Society of American Musicians annual competition. Winnetka, IL
- Vocalist. (2010). Featured soloist: record commercial for McDonald’s. Chicago, IL
- Clinician. (2009 and 2010). Master teacher at four master classes presented at Northside College Preparatory High School, Nythia Rivera, music director. Chicago IL
- Clinician. (2010). Master teacher at a master class presented at the Chicago Academy for the Arts, Patricia Rusk, music director. Chicago, IL
- Clinician. (2010). Master teacher at a master class presented at Jones Commercial High School, Gaye Klopach, music director. Chicago, IL
- Vocalist. (2010). Featured soloist: Starry Starry Night; A Celebration of Music Theatre and Dominic Missimi. Northwestern University, Evanston, IL

### **Kenas-Heller, Jane**

- Organist. Edgewater Presbyterian Church, Chicago
- Accompanist. Park Ridge Chorale
- Accompanist. (2008 & 2009). Karen Wicklund Vocal Studio Recitals
- Accompanist. (2008). Music Of The Baroque Choral Auditions
- Pianist. (2008). Concert Dance, Inc. performance at the Ravinia Festival



- Pianist. (2008). Protege Philharmonic concert
- Accompanist. (2008). Classical Symphony Concerto Competition
- Accompanist. (2009). NEIU Clarinet Studio recruitment visit to Glenbrook South
- Accompanist. (2009). Maine Township Solo-Ensemble Contest
- Accompanist. (2009). Union League of Chicago Vocal Competition
- Accompanist. (2009). Maine Township Honors Vocal Recital

### **Komaiko, Libby**

- Founder, Artistic Director, and Presenter of the American Spanish Dance Festival. (June 17 – 27, 2009).
- Castanet Soloist. (June 17 – 27, 2009). American Spanish Dance Festival. Gala performances with musicians Brian Torosian, Lyon Leifer and Sylvia Myintoo, 'Sevilla' by Isaac Albeniz and 'La Vida Breve Danza #1' by Manuel de Falla.
- Founder and Artistic Director. (November 2009). Ensemble Español presentation at the McDonald's Thanksgiving Day Parade (Chicago, Illinois), which was televised by WGN on local and cable outlets.
- Guest Choreographer. (December 5 – 6 2009). Chamber Opera Chicago's *Amahl and the Night Visitors*, composed by Gian Carlo Menotti and directed by Francis Menotti. Athenaeum Theatre (Chicago, Illinois).
- Artistic Consultant. (December 13, 2009). South Shore Opera Company. 'Carmen,' selections choreographed by Irma Suarez Ruiz, Associate Artistic Director of Ensemble Español. Chicago Cultural Center.
- Presenter, Choreographer and Performer. (December 16-17, 2009). 'Concierto Familiar/Family Holiday Concert,' including 'Tales of Spain' works. Participants included Ensemble Español, Ensemble Español's Youth Company, and guest musicians.
- Artistic and Educational Evaluator. (March 2010). Month-long residency at Linne School (Chicago), which was developed by Ensemble Español as part of the grant sponsored by the Hispanic Serving Institute. This on-site project included concerts and presentations for the students, faculty, district and the broader community of the school.
- Guest Choreographer. (April 7, 2010). Southwest Symphony Orchestra. Presented Ensemble Español in Dame Libby Komaiko's work 'Pinturas del Parque' to Intermedio 'Goyescas' Enrique Granados and 'Ecos de España,' Capprichio Español, with music by Rimsky-Korsakov. Dame Libby Komaiko performed with orchestra as castanet soloist 'Danza #1 La Vida Breve' by Manuel de Falla. Trinity Christian College (Deerfield, Illinois).
- Founder and Artistic Director. (April 7-9, 2010) Ensemble Español conducted an on-site residency that included lecture/demonstrations, workshops, and an evening dance concert at Immaculata University (Immaculata, Pennsylvania).
- Choreographer & Lecture/Demonstration. (May 10, 2010). A collaboration between Natya Dance Theatre and Ensemble Español in a joint performance at the Chicago Cultural Center.
- Guest Artist and Choreographer. (April 17, 2010 & May 15, 2010). A first-time partnership between Ensemble Español and the Anima Children's Choir,

resulting in workshops, and a joint performance at the Elmhurst Christian Reformed Church (Elmhurst, Illinois).

- Castanet Master Class Instructor. (May 26, 2010). Castanet workshop at Galter Life Center, in honor of National Senior Health and Fitness Day. (Chicago, Illinois).
- Founder and Artistic Director. (May 28, 2010). Ensemble Español performed at ‘Spring to Dance St. Louis. Touhill Performing Arts Center (St. Louis, Missouri).
- Artistic and Educational Evaluator. (2009-2010). In-school Residencies, for elementary and high school students. 4 Residencies - Linne Elementary, Association House, Cleveland Elementary, Erie Charter School.
- Artistic Director. (2009-2010). Zelda Kolber Senior Program, a new city-wide initiative that services senior citizens, was launched at Casa Central and Concordia Place.
- Founder, Artistic Consultant and Evaluator. (2009 - 2010). ‘Spain’s Dancing Rhythms’ presented by Ensemble Español in collaboration with Urban Gateways. 43 lectures and performances took place in Chicago, Naperville, Northfield, Highland Park, Northbrook, Deerfield, Lake Zurich, Melrose Park, Bellwood, Aurora, and Harvey, Illinois.
- Founder, Artistic Director and Choreographer. (2009 -2010). Ensemble Español Spanish Dance Youth Company Performances, Chicago. Fiesta Latina, BuckTown Arts Festival, Lupus Foundation, North Side Prep High School, Skokie Festival of Cultures, St. Scholastica School.
- Featured in numerous articles, Reviews & Stories / Chicago & International Media / Print, Internet, Radio, Television.
- Performer and Producer. (June 2009). Performed on and produced CD recording, *Dame Libby and Friends*, which featured solo castanets with guest musicians. This recording is designed to support the Ensemble Español’s ‘Heritage Circle,’ which gives company scholarships to aspiring dancers in the youth company.

## **Leifer, Lyon**

- Principal Flutist, Ars Viva Orchestra, performing repertory by Brahms, Sibelius, Respighi, Mendelssohn, Walton, Grieg, Nielsen and others
- Participant, Chicago Flute Club Festival, November 2009, performing music of CPE Bach on baroque flute
- Composed original 35-minute suite for *bansuri* (N. Indian bamboo flute), *tabla* and jazz quartet “Gandhian Growth.” Composition premiered on December 10, 2009 at the City of Chicago Cultural Center, along with performances of classical N. Indian *bansuri* and *tabla*. Concert sponsored by the City of Chicago Department of Cultural Affairs and the Chicago Chapter of the Fulbright Alumni Association
- Duo Recital with pianist Brian Lee, performed at Moody Bible Institute in January, 2010 and repeated at NEIU in February. Music of CPE Bach, Schubert, Liszt, Messiaen, and Poulenc

- Participation in annual concert of student film scores at Columbia College (focus on multi-cultural approaches), May, 2010

**Linsner, Arthur**

- Eight performances on bass trombone with the Cadillac Palace Theatre orchestra for a production of *Cats*, (10/13/09 - 10/18/09)
- Seventy performances on tenor trombone and bass trombone with the Drury Lane Theatre orchestra for a production of *Thoroughly Modern Millie*, (10/22/09 - 12/20/09).
- Seventy Eight performances on tenor trombone and bass trombone for a production of *Funny Girl*, (12/31/09 - 3/7/10)
- Performance on bass trombone with an orchestra for a television commercial recording for *Silk Pure Almond*, (3/2/10)
- Seventy Eight performances on tenor trombone, bass trombone and euphonium, Drury Lane Theatre orchestra for a production of *Ragtime*, (3/18/10 – 5/23/10)

**Mach, Elyse**

- “Liszt-Demon of the Keyboard- And his advice for developing a fantastic technique,” [reprint] *The Liszt Society Journal*, London, Volume 34, (Fall, 2009), 66-83

**Mandrell, Nelson**

- Sound Design and Audio Engineering for Bluegrass Legends Concert Series Evanston IL
- Songwriter Showcase Performance, Nashville Tenn. With many top tier writers in the field
- Local performances with various musicians at private events and weddings
- Attended International Bluegrass Music Association Conference, Sept 2008, Nashville Tenn
- Co-direct Bluegrass Ensemble at Old Town School of Folk Music

**Marchi, Lucia**

- “Music, devotion and civic life in early Quattrocento Orvieto. A paired Gloria – Credo for the cathedral of Santa Maria della Stella” in K. Kügle/ L.Welker (eds.) *Borderline Areas in Fourteenth and Fifteenth-Century Music*, American Institute of Musicology 2010: 157-93

**Melton, Michael**

- Choral master classes at North Side College Prep and Roosevelt High Schools, Chicago (December 2009)

- Ravinia Festival (Summer 2009). Score reader for the complete Chicago Symphony Orchestra season – Video live to audience screens

### **Myintoo, Sylvia**

- Allstate Arena, Rosemont IL, appeared in orchestra accompanying Andre Bocelli, June 12, 2009
- Skokie Theater, Skokie, IL, performance with Ensemble Espanol, June 26,27,28,2009
- Harpo Studios, Chicago IL, taping and airing of performance on OPRAH show of Mary J. Blige and Andrea Bocelli, 11/18/09
- Preston Bradley Hall, Chicago Cultural Center, performance with Chicago Chamber Orchestra, January 10, 2009
- North Central College, Naperville, IL performance with Ensemble Espanol, March 2010

### **Sarchet, Greg**

- September 2009-March 2010 Lyric Opera of Chicago orchestra member
- June 2009-May 2010 Chicago Philharmonic orchestra member (Co-Principal)
- July-August 2009 Grant Park Music Festival substitute member
- May 2010 Chicago Symphony Orchestra, substitute
- April 2010 Chicago Opera Theater orchestra member (Principal)
- August 2009-May 2010 Vienna Waltz Ensemble historical informances, founding member
- August 2009-April 2010 Commercial recordings, studio musician

### **Sharlow, David**

- Conductor, (December, 2008) G.F. Handel's *Messiah* – Chancel Choir and Orchestra at First Presbyterian Church, Evanston Illinois
- Clinician, (June, 2008) Workshop: Advanced Choral Pedagogy: A Practical Approach to Conducting in Elementary and Secondary Teaching

### **Sperrazza, Rose**

- Interview and Performance. (2010). Impromptu Radio Show. WFMT Studios, Chicago IL

### **Stifler, Venetia**

- Dance Chance Redux, October 30 and 31, 2010
- The China Project featuring performers from Nanjing Normal University, China, April 2010
- Concert Dance, Inc. performance at Ravinia, June 2010

## **Torosian, Brian**

- Performed half of Robert Beaser's song cycle *Mountain Songs* for guitar and flute at DePaul University, May 2010
- Various services as an officer of the Board of Directors of the Chicago Classical Guitar Society, Summer 2009-Spring 2010

## **4. CONFERENCE PRESENTATIONS**

### **Mach, Elyse**

- Speaker, "Great Pianists – Onstage and Off," Illinois Music Teachers Conference, June 12, 2010
- Lectures, Private Lessons and Master Class Sessions, Summer Piano Institute, Konjiu Arts Communication University, Konjiu, South Korea, August 12-21, 2009

### **Marchi, Lucia**

- "The cacce of Niccolò da Perugia," International conference "The work of Niccolò da Perugia", Collazzone (Italy), June 2009

## **5. FUNDED GRANTS**

### **Komaiko, Libby**

- Illinois Arts Council International Governor's Exchange Program. \$30,000
- Illinois Arts Council General Grant. \$12,000
- Consul of Spain/ Embassy of Spain. \$5,400
- Albany Bank \$250
- Aronson Philanthropic Fund \$1,000
- The Saints \$2,000
- Farny R. Wurlitzer Foundation \$2,500
- Fifth Third Bank \$4,750
- Chicago Department of Cultural Affairs City Arts Program. \$3,000
- Program Cultural Cooperation between Spain's Ministry of Education, Culture & United States Universities \$2,000
- The Cherry Family Foundation \$3,000
- NIB Foundation \$1,000
- In Kind Services
- WTTW
- WGBO-TV Univision
- Wal-Mart Good Works \$1,000
- After School Matters \$5,400
- Arts Work Fund \$8,400

- Individual Contributors \$19,000

**Stifler, Venetia**

- The Ruth Page Foundation (\$25, 000)
- Illinois Arts Council (\$4,780)
- Venetia Stifler and Concert Dance, Inc. (\$5,000)
- John D. and Catherine T. MacArthur Foundation, ( \$15,000.)

**6. SERVICE TO ACADEMIC ORGANIZATIONS AND EDITORIAL BOARDS**

**Cofer, R. Shayne**

- Member, Editorial Board for online journal: Research and Issues in Music Education
- Adjudicator for Lane Tech High School

**Heitzinger, Robert**

- President, Chicago Singing Teachers Guild

**Mandrell, Nelson**

- Co-Director Bluegrass Ensemble 1, Old Town School of Folk Music

**Mach, Elyse**

- Board of Directors, American Liszt Society. Twenty-six chapters of the American Liszt Society are based internationally
- Consulting Editor, Clavier Magazine, Northfield, Illinois

**Sarchet, Greg**

- June 2009- present AST (American String Teacher), journal of the American String Teachers' Association, editorial committee
- June 2009-May 2010 various notices in IL ASTA "Scroll", CFM "Intermezzo", "Bass World" and "Double Bassist" magazine, and Doublebassblog.org regarding teaching/performing activities

**Stifler, Venetia**

- Sponsor with the Ruth Page Foundation; Ruth Page Awards given annually
- Director, The Ruth Page Foundation
- Created an exchange program between Nanjing Normal University and NEIU. Mac Arthur and the Illinois Arts council funded the project

## **Torosian, Brian**

- Arranging, scheduling, and directing an Evaluated Recital sponsored by the Chicago Classical Guitar Society, May 16 2010, Evanston Public Library
- Attended, participated, accompanied NEIU students, and served on the planning committee at the three-day Mid-America Guitar Ensemble Festival, Grand Rapids Community College (Grand Rapids, MI), March 2010
- Adjudicated the guitar juries held at Sherwood Conservatory and Columbia College, December 2009
- Met with the Harper College guitar ensemble and discussed pursuing NEIU music degrees at William Rainey Harper College (Palatine), April 20, 2010
- Music Education Lecturer at DePaul University School Of Music.
- Performed a full solo classical guitar recital for the Second Sunday Concert Series at McHenry County College, November 2009.
- Presented a free Summer guitar master class available for NEIU guitar/music majors and the general public. The classes take place at NEIU and students' participation is optional. This provides an opportunity for past and present NEIU students as well as students preparing auditions for NEIU to play for Dr. Torosian and each other over the summer months

## **B. STUDENT ACHIEVEMENTS**

- Aravena-Strange, Leticia. (Spanish Major and Dance Minor). Recipient of Dance Talent Tuition Waiver, and Brommel/Komaiko/Perez Scholarship (2009-2010)
- Altergott, Jeffrey. (2009) album, released
- Bordoshuk, Matthew. (2009). Talent Scholarship Winner. NEIU Department of Music "Vincent Oddo" Talent Scholarship. Northeastern Illinois University, Chicago, IL
- Dawson, Steve. (2010) album released
- Ferraro, Nina. (2009) First Prize, Taste of Chicago
- Foerster, Beth. (2010) won Berlinger Scholarship
- Hernandez, Miguel (2010). Competition Winner. Evanston Music Club Talent Competition, Evanston, IL. \$800
- Hernandez, Miguel (2010). Performance in Master class with Anthony McGill of the Metropolitan Opera Orchestra. Northeastern Illinois University, Chicago, IL
- Hollingsworth, Conner. Achieved Associate status with Chicago Civic Orchestra
- Latchman, Glenda. (2010) featured soloist on album
- Makkawy, Alex. (2010) Ensemble member: "Yeomen of the Guard" by Gilbert and Sullivan. Light Opera Works. Evanston, IL
- Pawelek, Konrad. (2009). Performance in Master class with Ricardo Morales of the Philadelphia Orchestra
- Saucedo, Monica. (Secondary Education/Math Major and Dance Minor). Honors Scholar. Received Brommel Scholarship (2009-2010). Recipient of Dance Talent Tuition Waiver

- Thomson, Jason (2009). Competition Winner. NEIU Department of Music Concerto Competition. Northeastern Illinois University, Chicago, IL
- NEIU Guitar Ensemble members attended and participated in the three-day Mid-America Guitar Ensemble Festival, Grand Rapids Community College (Grand Rapids, MI), March 2010. They participated in the premiere performance of James McGuire's *Festival Suite*, and performed Brian Torosian's arrangement of the Violin Concerto in E Major by J. S. Bach, on the composer's 215<sup>th</sup> birthday anniversary. A quartet of NEIU guitar students were accepted to perform in the master class held at the festival by the Grammy award winning Los Angeles Guitar Quartet

### C. ALUMNI RECOGNITION

- Conroy, Brad joins Classical Guitar Magazine as classical guitar journalist
- Hinojosa, Julia. (English '04). Arts Education Program Coordinator for Ensemble Español. Recipient of Follett Fellowship. Current Graduate Student at Columbia College Chicago. Performed in critically-acclaimed, *Dance For Life* annual concert in 2009. Arana, Sean. (Spanish Education '10). Brommel/Komaiko/Perez Scholarship Recipient (2009-2010). Member of Sigma Delta Pi. (2009) Dean's List citation (2010)
- Miles, Michael students from the Walter Reed School and Murphy School in Chicago will be featured in a special concert at the Ravinia Festival, May 2010. At the invitation of the U.S. State Department in Morocco, NEIU alumnus Michael Miles lead a 7-city concert tour of Morocco, collaborating with American & Moroccan musicians
- Sanchez, Israel. (Speech and Performing Arts '93). International Communications Specialist for Ensemble Español. Received Donate Life Illinois Outstanding Volunteerism Award in May 2010, and the Outstanding Volunteerism Award for the Gift of Hope Latino Chapter in November 2009. Artistic achievements include performances with Chamber Opera Chicago, T. Daniels Productions, Dance for Life, Hispanic Serving Institute, Kilmer Elementary School – Illinois Arts Council, Donor's National Recognition Ceremony in Washington, DC for the National Kidney Foundation in July 2009
- Suarez Ruiz, Irma. (Foreign Language and Literature '83). Associate Artistic Director and Director of Educational and Community Outreach for Ensemble Español. Conducts Community Workshops, 1<sup>st</sup> Dancer, Choreographer, and Costume Designer. Through her role with Ensemble Español she oversees the outreach projects sponsored by the Hispanic Serving Institute and Urban Gateways. Instructor for Northeastern Illinois University. Conducted lecture/demonstration for the Mexican Fine Arts Center Museum (May 2009). Performed in Summer Dance – Grant Park. Guest choreographer for St. Scholastica school's production of *The Nutcracker*, piece titled "Chocolate;" South Shore Opera Company's production of *Carmen*, contributed Gypsy Dance; Ensemble Español's *Spain's Dancing Rhythms*; conducted on-going community workshops; and contributed to collaboration with Natya Dance Theatre at the Chicago Cultural Center



- Perez, Jorge. (Speech and performing Arts '89). Administrative Director for Ensemble Español, 1<sup>st</sup> Dancer, Choreographer, Teacher, Rehearsal Master. Developed multiple arts partnerships for NEIU and Ensemble Español, including Columbia College of Chicago and the Chicago Symphony Orchestra. Mentor and Advisor for Graduate Student through Arts in Youth and Community Development program of Columbia College of Chicago. Performed in critically-acclaimed *Dance For Life* annual concert in 2009 at the Harris Theatre – Millennium Park. Performed in Hispanic Serving Institution residencies in 2009 – 2010. Managed residency program for Kilmer Elementary School, sponsored by the Illinois Arts Council. Listed in *Who's Who in Dance*, 2009

# OFFICE OF CULTURAL EVENTS

## **Annual Report 2009-2010**

### **Submitted by Christie Miller**

#### **Executive Summary**

The Office of Cultural Events produced over twenty-five concerts, lectures, dinners or master classes in 2009-2010. The department produced a brochure that highlighted these activities and also included the Music Department, Stage Center Theatre, the Art Gallery and Dance programs at NEIU. Nine Jewel Box Series concerts were broadcast live over WFMT 98.7 FM giving Northeastern a strong presence in the Chicago arts community. Working with the College of Business, we were extremely proud of the February 2010 event that featured speaker Vijay Mahajan. Dr. Mahajan attracted a standing room only crowd in NEIU's auditorium and donated his fee back to the University allowing us to give 5 students a \$1,000 award.

#### **I. Assessment**

Special emphasis in 2009-2010 was placed on collaborating with faculty to make events more successful in terms of attendance and student interaction.

#### **II. Program Plan**

##### **A. Long term goals**

- 1) Continued collaboration with faculty and students and to reach more audience members in the surrounding community.
- 2) Enrich the educational experience of music department students by providing interaction with professional guest artists.

##### **B. Projected needs**

1. Integrated Box Office – we need a box office that understands the importance of capturing patron information (emails, addresses, preferences), that communicates, and that provides our patrons with easy access to information and ticket sales, especially online sales.
2. Continued Marketing Support
3. Printing/Graphic Design Budget for Season Brochure

# OFFICE OF CULTURAL EVENTS

## Assessment Report 2009-2010

Submitted by Christie Miller

The Office of Cultural Events has two employees: Director Christie Miller (full-time) and Publicity & Promotions Specialist Jade Maze (part-time, civil service).

The Department produces the annual talent show for NEIU students, faculty and staff and programs concerts and lectures with guest artists.

In 2009-10 the Office of Cultural Events collaborated with the Sociology Department and faculty member Susan Stall for the lecture, dinner, and student session with renowned author Frances Moore Lappe.

The Office of Cultural Events collaborated with music faculty members Rose Sperrazza and Travis Heath in producing the Chicago Brass Festival and concerts and master classes with the Chicago Clarinet Ensemble. The concert featuring the Mnozil Brass of Austria (part of the Chicago Brass Festival) brought in over 400 patrons and in attendance were many important leaders in the community including the Consul General of Austria who hosted a reception at his home after the concert.

In February 2010 we worked with Hamid Akbari and the College of Business on an event that featured author Vijay Mahajan. This author wrote *Africa Rising* which was the book the entire College of Business read as part of their One Book, One Semester program.

These events mentioned above engaged donors through attendance at the event and the dinner or reception that went with the event.

Some issues have improved this year in terms of our relationship with the Box Office and ticket sales and reporting. However, there is still a big question in my mind as to whether or not the University Events staff has the time to dedicate to making the box office a professionally-run operation. Their time and energy is needed in planning commencement ceremonies and student awards, facilitating rentals by outside groups, and other major events. Box Office needs are often the last to be considered due to their time constraints. Our online ticketing process needs a major overhaul and I am concerned that it won't be given the attention that it needs. Many patrons have expressed concern over the online ticketing process in 2009-2010.

# PHILOSOPHY

## **Annual Report 2009-2010**

### **Submitted by Daniel Milsky**

#### **Executive Summary**

The Philosophy department is proud of the accomplishments of its faculty and students over the last year. We have continued to foster an extremely student-friendly culture in our department by encouraging discourse beyond the classroom and by ensuring that all of our faculty are accessible both inside and outside of the classroom. We believe that the environment of intellectual engagement accounts, at least partially, for our tremendous growth as a department. Over the last eight years, our growth is estimated at 425%. We have gone from 12 to 63 majors, and the most recent university report indicates that we now have over 25 minors and we are sure the number will climb even higher. Over the Summer, Fall, and Spring semesters 22 majors graduated from our department—a new record for us.

We are proud to announce that Dr. Milsky was granted tenure and a promotion to Associate Professor this year. He continues to engage in a research agenda dedicated to the promotion of a new understanding of ecosystem health and the philosophical value of biodiversity. Furthermore, he will continue to take a leadership role in shared governance. Last year he chaired the Curriculum Committee on the Faculty Council for Academic Affairs. Dr. Casey continues to strengthen the philosophy core by teaching our entire history of philosophy sequence as well as our logic and critical thinking courses. Dr. Hoagland has continued her strong research as a Bernard Brommel Distinguished Research Faculty member.

Our faculty commitment to excellence has been acknowledged this year with three faculty excellence awards and a Professional Advancement Increase. Drs. Milsky and Casey were each awarded Excellence awards in the category of teaching and Dr. Mihic was awarded an excellence award in the category of research. Dr. Hoagland, our full Professor, was awarded a PAI in acknowledgement of her continued strong work in research and teaching.

We continued into the fifth year of Ethics Bowl competition by hosting the 4<sup>th</sup> Annual APPE Upper Midwest Ethics Bowl here at NEIU. Fourteen teams from across the upper Midwest competed and NEIU was well-represented by the competition as the bowl went off without a hitch. Our team this year put enormous effort into preparing for the competition but came up a hair short of qualifying for the Nationals. We are proud of our students' efforts and we had a wonderful showing and continue our team's tradition of offering novel and critical approaches to case based ethical assessment. The

competition continues to be a great social and pedagogical exercise for the department and the students. Although only five members are selected to compete in the actual bowl, 20 students participated and most attended the twice weekly practices.

The department continues to develop new courses and curriculum. In the last two years we introduced a seminar on God, a course in Post-colonialism, one in Latin American Philosophy, and a seminar on Nietzsche. We also developed new courses that will be offered in the fall including the department's new Writing in the Discipline course, Phil 210---Arguing Philosophically. Dr. Casey has worked hard to develop this course and ushered it through full governance over the past year. We are committed to continuing our course and curriculum development over the coming years.

The department is experimenting with web based course enhancement. John Casey, for example, runs a blog "thenonsequitur.com" which analyzes the logic of arguments from the news, op-ed pieces and television. He then utilizes the site in his critical thinking and logic courses. Many of our students participate in these on-line conversations.

## **Mission Statement**

Philosophy, broadly defined, is the systematic inquiry into some of the problems of human existence. These problems are ones which cannot be dealt with by the methods of the sciences, and ones whose structures are based strictly on rational argument. In this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential, perhaps the most essential, ingredient of a liberal education.

Development of the abilities to reflect, analyze and think critically, which result from the study of philosophy, enables the student to understand and correlate all the insights garnered from other disciplines. The varied perspectives that philosophy provides, from the fields of religion, ethics, politics and art, guide the student in her or his search for a sound sense of values. At the same time, philosophy adds a distinctive emphasis on questions of meaning, from linguistic expressions to life itself, and calls for justification of claims to knowledge from any source.

The primary goals of the program are to contribute significantly to the liberal education of university students, to prepare majors for advanced studies in their chosen field, and to help students in their various future professional activities by acquainting them with applied philosophy.

## **I. Assessment**

The results of our teaching evaluations were spectacular across the board. Our grade norming exercises showed that we have similar responses to student work and that our standards are quite similar. Alumni reviews of the program are positive and draw special attention to our teaching skill. We have begun using critical thinking and argumentative writing rubrics in our courses to further norm our departmental standards. Faculty began using entrance and exit essays to assess the ability of students

to integrate the methods of philosophy into their writing. This has been a useful way to both assess student development and to help the student's self-assessment.

## **II. Program Plan**

### **A. Long term goals**

We would like to reshape our curriculum--and the research and teaching of most of our faculty--in two complementary ways in order to more effectively contribute to fulfilling the university mission of creating citizens well-prepared for life in a multicultural society and a cosmopolitan world.

The two-pronged curricular focus we propose for our teaching and research for the sake of student learning is:

- a) Applied Ethics and Critical Social Analysis; and
- b) Comparative Philosophy and Religion.

Each of these tracks of study would have the larger goal of discovering how to honor both similarities and differences among people(s) in the ways they think and feel, the ways they value things and express themselves.

This general purpose and strategic focus, along with additional personnel, would not only enable us to recruit and retain a greater diversity of philosophy majors and minors. It would also allow us to contribute to the education of non-philosophy majors and minors in two ways, by offering

- a) Applied ethics, critical controversies, reflective methodologies, and cross cultural studies for upper-division majors in other disciplines; and
- b) Critical and creative thinking skills, as well as basic philosophical concepts, issues, and perspectives for lower-division students in the general education program.

The creative appreciation abilities and critical evaluation skills developed at both of these levels of philosophical study are useful to students throughout the University: they widen perspective and deepen understandings of a range of practices and ideas.

### **B. Program Plan Requirements/Projected Needs**

Thanks to our two recent hires things are looking good for the department. However, we are also looking down the road in anticipation of Dr. Hoagland's scheduled retirement in three years and hope to be able to hire in feminism, post colonialism and African/African American philosophy. We are committed to meeting the ever evolving needs of our student body and serving the mission of NEIU.

## **III. Accomplishments**

### **A. Faculty Research**

## 1. Book Chapters and Articles

**Hoagland**, Sarah Lucia. "Denying Relationality: Epistemology and Ethics and Ignorance." 2007. *Race and Epistemologies of Ignorance*, Ed. Nancy Tuana and Shannon Sullivan. NY: Suny Press.

**Hoagland**, Sarah Lucia. "Oaths" in *Handbook of Public Pedagogy: Education and Learning Beyond Schooling*, edited by Jennifer Sandlin, Brian D. Schultz and Jake Burdick. Routledge.

**Hoagland**, Sarah Lucia. "Colonial Practices/Colonial Identities: All the Women Are Still White," *The Center must Not Hold: White Women on the Whiteness of Philosophy*, edited by George Yancy. Rowman and Littlefield.

**Hoagland**, Sarah Lucia. "Epistemic Shifts: Feminist Advocacy Research and the Coloniality of Knowledge," in *Feminist Epistemology and Philosophy of Science: Power in Knowledge*, part of a 5 volume series on Feminist Philosophy. Springer.

**Milsky**, Daniel Jay. "The Narrative Disruptions of Model Eight," in *Battlestar Galactica and Philosophy*, Ed. Josef Steiff and Tristan D. Tamplin. Chicago: Open Court Press.

**Milsky**, Daniel Jay. "Taking the Sting Out of Environmental Virtue Ethics," in *Radiohead and Philosophy: Fitter Happier More Deductive*, edited by Brandon Forbes and George Reisch. Open Court Press.

## 2. Reviews

**Milsky**, Daniel. "On Being Truly Ecological," A review of Jeremy Bendik-Keymer's *The Ecological Life: Discovering Citizenship and a Sense of Humanity*, in *Capitalism Nature Socialism*, V20 #2 June 2009. Routledge.

## 3. Conference Presentations, Group Shows

**Ben-Levi**, Josef. "Ancient Egypt and Kush" Environmental Protection Agency. Metcalf Federal Building, Chicago. February 25<sup>th</sup>, 2009.

**Casey**, John. "Evil and Ignorance in Plantinga's Free Will Defence," Mid-South Philosophy Conference, March 2-3, Memphis Tennessee.

**Hoagland**, Sarah Lucia. "Oaths." Paper presented at the 19<sup>th</sup> Annual Philosophy, Interpretation, and Culture Conference: Resistances: Technologies and Relationalities. April 17<sup>th</sup>, 2009. SUNY, Binghamton.

**Hoagland**, Sarah Lucia. "Commensurability, The Coloniality of Knowledge, and Feminist Deployment of Gender," *The Association for Feminist Epistemologies, Methodologies, Metaphysics, and Science Studies*. University of South Carolina, March 20, 2009. Plenary session by invitation.

**Hoagland**, Sarah Lucia. "Colonial Practices/ Colonial Identities: White Academic Feminist Deployment of Gender," The 5<sup>th</sup> California Roundtable on Philosophy and Race, UC/Berkeley. Oct 4, 2008.

**Milsky**, Daniel. "Identity Fracture," Women and Children First. Book signing and talk.

**Milsky**, Daniel. "Identity Disruptions in Model 8," Session on Battlestar Galactica and Philosophy, for series on philosophy in film and television. Columbia College.

**Milsky**, Daniel. "Everglades Restoration: A Critique of Nostalgist Motivations," Invited paper at Palm Beach Community College Conference on Everglades Restoration.

**Mohaghegh**, Jason. "Outsider Post-Modernism: Avant-Garde Movements of the Islamic World," Mirror Images: The Challenges of Arab and Islamic Cultural Studies Conference. Villanova University, Feb. 2009.

**Mohaghegh**, Jason. "Shadow-Becomings: Chaos, Consciousness, and the Phantom Spatiality of Post-Humanist Thought," American Association of Geographers Summit. Aerographies Conference. Las Vegas. March 2009.

**Mohaghegh**, Jason. "Shadow-Poetics: Relationalities of Infliction, Secrecy, and Deception," Resistances: Technologies and Relationalities Conference, SUNY/Binghamton. April 17<sup>th</sup>, 2009.

#### **4. Service to Academic Organizations, Editorial Boards.**

**Casey**, John

Co-host and organizer of the 4<sup>th</sup> Annual APPE Upper Midwest Ethics Bowl

**Hoagland**, Sarah

Research Associate, Philosophy, Interpretation, and Culture Center, SUNY-Binghamton  
Conference Organizer and Host: The Institute of Lesbian Studies Summer Retreat

**Milsky**, Daniel

Co-Creator and organizer, 4<sup>th</sup> Annual Appe Upper Midwest Regional Ethics Bowl

#### **B. Some Recent Student Achievements**

Aguilar, Rosa

Philosophy in an Inclusive Key Summer Institute  
(PIKSI) Program Participant

Baroody, Michelle

Attending the Ph. D. program at the University of Minnesota in Comparative Literature.

Dolan, Jeremy

McNair Scholar



Completed first year of his Ph.D. in philosophy at NYU. (#1 ranked program in the world).

Recipient of the 2009 Undergraduate Philosophy Prize

Hilton, Jem

Completed the Masters Program in Philosophy at University of Wisconsin/Milwaukee.

Jagmohan, Desmond

Pursuing his Ph.D. in Political Theory at Cornell University.

Kreuz, Erin

Accepted to Ph.D at Marquette University in Philosophy

Lawando, Atoor

Accepted into the University of Chicago to pursue Ph.D. in Middle Eastern Studies.

Mayo, Phil

Accepted in the Philosophy Ph.D. program at the University of Oregon.

Moskovits, Izzy

Graduated Loyola Law School. Spring 2010.

O’Kane, Nevyn

Attending the MA Program in Philosophy at Northern Illinois University.

Owen, Nic

Attending the Ph.D. Program in Philosophy at University of Wisconsin/Madison.

## PHILOSOPHY

### Assessment Report 2009-2010

Submitted by Daniel Milsky

#### The Plan

The mission of the Program in Philosophy is to help fulfill the University mission of offering an excellent liberal education opportunity to the whole spectrum of students at NEIU, in their diversity of race, religion, class, gender, and ethnicity.

Our mission includes furthering the University goals of teaching the skills of inquiry and evaluation, as well as introducing students to the broad base of knowledge necessary to preparing themselves to be citizens of a multicultural society and a cosmopolitan world.

To this end, the program in Philosophy offers courses that teach (1) analytic, conceptual, and logical skills, (2) normative, comparative, and evaluative skills, and (3) knowledge of the history of ideas (both east and west).

Our Assessment Plan distinguishes between Program Assessment and Teaching Assessment measured by student learning outcomes.

For Course and Teaching Assessment we use several tools:

1. Course and Teaching Evaluations are conducted each semester using a departmental standard set of questions similar to those asked by other departments at NEIU.
2. Norming of Faculty Grading Practices. Every three years we gather sample term papers from upper division courses, white-out the student author's name and teacher identifying information, copy the papers and distribute to all instructors for grading according to a departmental paper grading rubric.
3. Alumni Survey. Every five years we solicit answers to questions concerning the course offerings and teaching of our faculty.

For Program Assessment

4. We will use results of recently introduced ETS standardized tests of Critical Thinking and Argumentative Writing as part of the General Education Program administered to students in 300 level classes after completing 90 hours of course work (ie., after completion of the Gen Ed program of study); these results are compared to ACT entrance exam scores for the same skills. We will compare these scores for the University as a whole with the final grades of students in the Critical Thinking courses offered by our department.
5. Alumni Survey. Every five years we solicit student perceptions concerning advising, graduation requirements, teaching, course offerings, career paths, etc.
6. We use departmentally-produced common Critical Thinking Rubric for teaching and grading; it articulates components of critical thinking and sets a common standard for all our students; we also use the rubric against itself in order to further explore the nature of critical thinking.

7. We also will use a departmentally produced common Argumentative Writing Rubric. This is a project under development.

## The Results

1. The results of faculty and course evaluations over recent years have been consistently high (“excellent” for everyone in almost every category, except for one professor who just retired a few months ago). We are proud that (with the one past exception) our teachers are known on campus as among the very best: supportive of students yet having high expectations of them -- friendly mentors and tough graders.
2. We are gratified that the results of our norming exercise show that we have similar responses to student work. The fact that we have similar standards gives us confidence that our feedback is careful and fair.
3. Our most recent survey of our alumni shows that students regard our teaching as highly satisfactory. Phillip Shon, now a teacher himself, says: “I would say that my study of philosophy at NEIU has been integral to cultivating my ability to think, write, and relate critically. In fact, I’d say it was THE most important part of my college career. Being able to question and challenge the presuppositions of others, in text and speech, has been absolutely THE best thing I learned from philosophy. As I am fond of saying, if you can read critically through *The Critique of Pure Reason*, then any social science (or any other) work is like reading the menu at dinner. ....The teachers made the difference being accessible and open to students; that was what I liked. Let the world, and even the university, perish, but let there be philosophy!”
4. At this moment we are waiting for the Center for Teaching and Learning to supply us with the first data on student performance on the ETS tests of Critical Thinking and Effective Writing and the comparison of these results with ACT entrance scores. Then we will compare these to our final course grades in our General Education course on Critical Thinking.
5. As mentioned earlier, surveys of our alumni show that students feel that our program is effective and satisfying. It was rated good or excellent by 98% of the respondents (82% excellent). The scholarly expertise, friendly advising,

classroom discussions, and transferable skills were mentioned as strengths of the program.

Graduates of our Program have been admitted to a variety of graduate programs – at Rutgers, NYU, Wisconsin/Madison, Princeton, Yale, Cornell, UCLA, Milwaukee, University of Oregon, Western Michigan, Minnesota, Marquette, Illinois, Johns Hopkins, Chicago, Northern, Tulane and Wisconsin; and at law schools such as Berkeley, Michigan, DePaul, Loyola, Southern Illinois, Kent, and John Marshall.

# PHYSICS

## **Annual Report 2009-2010**

### **Submitted by Gregory Anderson**

#### **Executive Summary**

Based on last year's program review, the physics program undertook an extensive review and revision of our curriculum. We have created three new courses: Modern Physics I, Modern Physics II, and Modern Physics Laboratory to bridge the gap between our introductory sequence and our advanced physics courses. Our new curriculum will bring us in line with national best practices and should lead to increased retention and graduation rates. The results of this work will be submitted for full governance in the fall.

Dr. Srinivas worked (as P.I. with Dr. Acioli and other STEM faculty as co-P.I.s) on managing an externally-funded National Science Foundation scholarship project. This program mentors, advises and engages a cohort of scholars in the STEM disciplines of Chemistry, Earth Science, Mathematics, and Physics. Fall 2009 was the first active year of the program, which began with 6 NSF scholars and added 3 more scholars in Spring 2010. These scholars are being advised and closely mentored by the participating faculty. At the end of year 1 of the program 100% of the scholars have cumulative GPAs of 3.25 or above, while the majority (5 out of 9 students) have GPAs of 3.9 and above. During this time, 2 papers that had been submitted for publication in peer-reviewed journals appeared in print. One of these papers included NEIU undergraduate student authors. In addition, Dr. Srinivas served as chair of the Committee on Membership, American Physical Society, the national professional society for physicists in the United States. Sudha Srinivas also served as reviewer for proposals submitted to the Materials Theory section of the division of Mathematical and Physical Sciences of the National Science Foundation (NSF) and as external panel reviewer for the Science Graduate Fellowship (SGF) program of the Department of Energy(DOE). Dr. Srinivas also served as external reviewer for proposals submitted to the Board of Regents of the State of Louisiana.

P. H Acioli (Physics) and Sudha Srinivas (Physics) were awarded a NEIU-SCSE grant to perform Molecular Dynamics/Monte Carlo Simulations of Physical Systems. Northeastern Illinois University, 2009. \$ 18,760.

P. H Acioli (Physics) and Sudha Srinivas (Physics) were awarded a NEIU-COR grant to perform Computational Modeling of the Interaction of Ligands to Gold Clusters. Northeastern Illinois University, 2009. \$ 3,000.

## I. Assessment

The physics program implemented a new SALG for our Peer Led Team Learning Seminars which accompany our introductory physics sequence.

## II. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Books, National/International Exhibitions or Performances:

Acioli, P.H., N. Ratanavade, M. R. Cline, and S. Srinivas. *Density functional Theory study Of Ag-Cluster/CO Interactions*. Lecture Notes in Computer Science, Springer Verlag (Heidelberg), Vol. 5545, 203 (2009).

Srinivas, S., M. Yang, K. Jackson, and J. Jellinek. *Atomistic Description of Electric Dipole Polarizability in  $Si_nH_m$* . Comp. Meth. Sci. and Eng. 1108, 71 (2009).

#### 2. Articles and Abstracts, Local Exhibitions or Performances:

Angelo M. Maniero, Paulo H. Acioli, Geraldo Magela e Silva, Ricardo Gargano, Theoretical calculations of a new potential energy surface for the H + Li<sub>2</sub> reaction. Chem Phys. Lett. 490(4-6), 123 (2010).

#### 3. Conference Presentations, Group Shows

Anderson, Gregory, *Northeastern Illinois University's Environmental Science Program*, Poster accepted for the SENCER Summer Institute 2009 Poster Session and presented at SSI 2009, The Palmer-Hilton House and Harold Washington College, Aug. 2009.

Dolan, Jr., Paul J.. *Intermediate Lab at NEIU*. Topical Conference on Advanced Laboratories. Ann Arbor, MI, July 23-25, 2009, Session II.

Dolan, Jr., Paul J.. *To Be or Not To Be Ohmic: A Warm-Up Exercise for Advanced Labs*. Topical Conference on Advanced Laboratories. Ann Arbor, MI, July 23-25, 2009, Session IX.

Dolan, Jr., Paul J.. *Pass On Those Electrons: An interactive exercise for understanding the qualitative aspects of parallel & series circuits involving resistors & capacitors*. CSAAPT Fall Meeting. Lewis University, October 24, 2009.

Smith, Charles W., & Paul J. Dolan, Jr.. *A Model For Point Contacts Between A Normal Metal And A Superconductor In An Applied Magnetic Field*. American Physics Society March Meeting. Portland, OR, March, 2010.

Gulkarov, Ilia and Paul J. Dolan, Jr.. *The Change in Temperature of the Universe*. CSAAPT Spring Meeting. Chicago State University, Chicago, Ill, April 24, 2010.

Dolan, Jr., Paul J., “NANODAYS 2010”, CSAAPT Spring Meeting, CSU, April 24, 2010.

Dolan, Jr., Paul J.. Exhibitor, CTC iMATHination, May 22, 2010 (Nanodays Interactive Exhibit).

Dolan, Jr., Paul J., Panelist: Crackerbarrel on Apparatus, AAPT Winter Meeting, Feb 2010.

#### **4. Funded grants**

A Mathematics and Physical Sciences (MaPS) Cohort of Scholars Program, National Science Foundation S-STEM Program, August 2008-July 2013, \$598,003

Interaction of Metal Clusters and DNA Nucleotides, National Institutes of Health Pilot Program to Foster Research (through NEIU), July 2010 – June 2011, \$19,914

#### **5. Service**

Acioli, Paulo, Referee for Physical Review A, Physical Review B, Physical Review Letters and THEOCHEM (Journal of Molecular Structure) Planning Committee, Topical Conference on Advanced Labs (Ann Arbor, MI, July, 2010)

Dolan, Jr., Paul J., Coordinator, ISPP (Illinois State Physics Project)

Dolan, Jr., Paul J., Facilitator, CPS Area 1 & Area 19 Science Fairs

Dolan, Jr., Paul J., Member, Executive Board, CPS-SSF (Chicago Public Schools Student Science Fair, Inc.)

Dolan, Jr., Paul J., Member, Executive Board, ALPhA (Advanced Laboratory Physics Association)

Dolan, Jr., Paul J., Member, Committee on Pre-High School Education, AAPT (Vice Chair 2010-11 – will become Chair in 2011)

Dolan, Jr., Paul J., Secretary/Webmaster, Chair of Nominating Committee, Chicago Section AAPT

Dolan, Jr., Paul J., Elected to Council of SCST (Society of College Science Teachers)

Dolan, Jr., Paul J., Elected to Section Council, PSAPS (Prairie Section, American Physical Society)

Dolan, Jr., Paul J., NEIU ‘partner link’ for Science Chicago

Dolan, Jr., Paul J., Peer reviewer, American Journal of Physics

Srinivas, Sudha, Chair, Committee on Membership, American Physical Society (APS).

## **B. Student Achievements**

Bambur, Indira, Sudha Srinivas And Paulo Acioli. *The Study of the Interaction of Silver Atom and Dimer with Oxygen*. Student Center for Science Engagement (SCSE) Summer Research Symposium, NEIU, October 2009.

Burkland, Steven G., Paulo Acioli, and Sudha Srinivas. *Bonding Characteristics of Seven Atom Silver Cluster with Carbon Monoxide Molecules – A Computational Study*. 20<sup>th</sup> Annual Argonne Symposium for Undergraduates in Science, Engineering and Mathematics. Argonne National Laboratory, Argonne, IL. November 13, 2009.

Burkland, Steven G., Paulo Acioli, Sudha Srinivas. *Characteristics of Seven Atom Silver Clusters with Carbon Monoxide Molecules – A Computational Study*. Northeastern Illinois University. Student Center for Science Engagement (SCSE) Summer Research Symposium. Northeastern Illinois University, October 2009.

Burkland, Steven G., Paulo Acioli, Sudha Srinivas. *Characteristics of Seven Atom Silver Clusters with Carbon Monoxide Molecules – A Computational Study*. SACNAS National Conference. Dallas, TX, October 2009.

Burkland, Steven G., Paulo Acioli, and Sudha Srinivas. *Computational Study of the Bonding Mechanism of the Seven Atom Silver Cluster with Carbon Monoxide*. 42<sup>nd</sup> Midwest Theoretical Chemistry Conference (MWTCC). Purdue University, West Lafayette, IN, May 20-22, 2010.

Burkland, Steven G., Paulo Acioli, and Sudha Srinivas. *Computational Study of the Structure and Bonding of the Seven Atom Silver Cluster with Carbon Monoxide Molecules*. SACNAS Conference. Dallas, TX, October 15-18, 2009.

Burkland, Steven G., Greg Freimark, Indira Bambur. *Computational Modeling of the Interaction of Ligands to Gold Clusters*.

Burkland, Steven G., Paulo Acioli, and Sudha Srinivas. *The Interaction of the Seven Atom Silver Cluster with Carbon Monoxide Molecules – A Computational Study*. Presentation at the 20<sup>th</sup> Annual Argonne Symposium For Undergraduates In Science, Engineering And Mathematics. Argonne National Laboratory, Argonne, IL, November, 2009.

Burkland, Steven G., Sean Jensen, Maksym Dziz, Matt Pembroke, Jaiaty Gohel *Molecular Dynamics/Monte Carlo Simulations of Physical Systems*. .



Russell, Scott, Steve Burkland, Paul Dolan. *The Effects Of An Electric Field On Water Ice Formation*. 21<sup>st</sup> Annual Illinois Student Research Conference. Chicago State University, Chicago, Ill, April 10, 2010.

Velazquez, Yazmin, Ilia Gulkarov. *How Life Arose on Earth from Inanimate Matter to the First Life.*" 18<sup>th</sup> Student Research & Creative Activities Symposium. Northeastern Illinois University, Chicago, Ill, April 16, 2010.

# POLITICAL SCIENCE

## Annual Report 2009-2010

### Submitted by Dr. David Leaman, Chair

#### Executive Summary

December 2009 was the 45<sup>th</sup> anniversary of the graduation of the first student to earn a bachelor's degree in Political Science at NEIU. Since December 1964, Political Science has had about 1000 B.A. graduates and nearly 400 M.A. graduates. In 2008-2009, the official number of Political Science B.A. graduates – reported in October 2009 – was 45. Forty-five Political Science B.A. graduates is the highest single year number in the entire 45 year history of the program! In fact, this was the first time since the late 1970s that the program surpassed more than 30 B.A. graduates in a single year. The Political Science increase in B.A. graduates corresponds to rises throughout the College of Arts and Sciences. But while the overall number of CAS bachelor's graduates in 2008-2009 was a 32.7% increase over the annual average of the previous four years, the number of Political Science B.A. graduates in 2008-2009 represents a 65.1% increase over the solid annual average of the previous four years. The all-time high number of baccalaureate graduates in 2008-2009 was not the only good news for the department. In fall 2009, the official numbers of enrolled undergraduate Political Science majors (163!) and enrolled Political Science graduate students (40!) were both the highest in at least three decades (with the number of enrolled undergrads almost certainly representing an all-time department high). The number of enrolled M.A. students (40) is especially significant as that number is precisely the goal that the Department set for itself last year. Finally, the Department is delighted that during 2009-2010, Political Science students and alums were accepted into at least fifteen different graduate programs, including five doctoral programs and five law schools. While celebrating these inspiring numbers, the department continues to address challenges including sustaining these numbers, recruiting more female students, and improving undergraduate advising.

Political Science faculty continued to advance themselves and to be productive in their scholarship in 2009-2010. In February 2010, the Department celebrated the publication of Dr. Russell Benjamin's co-edited book, *Eternal Colonialism*. During 2009-2010, department faculty members published eight book chapters and scholarly articles and presented more than one dozen conference papers. Three Political Science faculty members – Dr. Jeffrey Hill, Dr. Sophia Mihic, and Dr. Ellen Cannon – earned Faculty Excellence Awards in 2010 for their 2007-2008 accomplishments; Dr. Sangmin Bae was awarded tenure and promoted to Associate Professor; and Dr. Hill was promoted to full Professor. Dr. Bae was also awarded a prestigious Abe Fellowship from the Social Science Research Council (SSRC) and Japan Foundation Center for Global Partnership (CGP), valued at more than \$60,000, for research in Japan in 2010-2011.

In the spring of 2010, with the support of NEIU COR grants, Dr. Marshall Thompson traveled to South Africa for research; Dr. Martyn de Bruyn traveled to France, Italy, and the Netherlands for research; and Dr. Bae traveled to France (UNESCO) for research.

Political Science faculty members also continued to make major service contributions to the university and beyond. This included the involvement of four department faculty members on major university searches for Dean of the College of Business and Management (Dr. Thompson), Dean of the College of Arts and Sciences (Dr. Mihic), Director of Alumni Relations (Dr. David Leaman), and Vice-President of Student Affairs (Dr. Cannon). Dr. Gregory Neddenriep was one of the university organizers of the Campus Free Speech Forum in spring 2010; Dr. Mihic is co-chairing the current university Taskforce on General Education Review and Revision; and Dr. Cannon is a member of the University Behavioral Concerns Team. Department faculty members participated in the Immigration and Social Justice conference in October 2009 (Dr. Leaman); the 14<sup>th</sup> Annual African, African American, Native American, Caribbean, and Americas Heritage Conference in January 2010 (Dr. Leaman); the annual Asian American Heritage Conference in March 2010 (Dr. Bae), and Women's History Month (Professor Ellen Larrimore). The Political Science Department also supported major campus events including the visit of two Cuban medical students on March 21, 2010. Department faculty members also continued their involvements in the wider community including serving in several different professional and religious bodies. One department member appeared on ABC Channel 7 promoting the cause of public higher education.

The Department continued to upgrade its curriculum in 2009-2010. These revisions included two 300-level courses taught by Dr. Hill and Dr. Mihic that were officially designated as Writing Intensive courses. Dr. de Bruyn continues to guide the Department's Writing Intensive Program that now includes three different courses taught by four different professors. Curricular improvements also included five undergraduate courses and two graduate courses that were converted to catalog courses and the offering of two new courses in the fast-growing area of disaster and terrorist management that were developed and are being taught by Dr. Cannon.

Efforts to enhance communication and advising within the NEIU Political Science community continued in 2009-2010. This included a Graduate Orientation and Dr. Kusol Varophas Award for Outstanding Political Science Graduate Student ceremony in January 2010 (organized by Dr. Bae) and an Undergraduate Orientation in February 2010 (organized by Dr. Cannon and Dr. Mihic). The Undergraduate Orientation was the first in eight years. In fall 2009, Dr. Mihic and Dr. Cannon organized a moving memorial event for the late Political Science M.A. student Cordell Pierce which also included the second awarding of the Robin Archia Prize for Service. Political Science Department communication was also enhanced with the establishment in December 2009 of a Northeastern Illinois University Department of Political Science Facebook fan page that has already attracted 200 members. This Facebook fan page supplements the Political Science NEIUport Groups that have steadily grown in membership over the last three years and that are the primary conduit for Department communications.

The Department continued its commitment to student-centered career development and co-curricular activities in 2009-2010. Political Science students interned in the offices of state Senator Heather Steans, Cook County Treasurer Maria Pappas, Democratic Senate candidate Alexi Giannoulis, and Cook County Commissioner Edwin Reyes. One graduate student participated in a United Nations internship in New York in fall 2009 during which she helped draft a speech delivered by UN Secretary General Ban Ki Moon. Dr. Cannon arranged for six NEIU students to attend a conference on global affairs at the Saban Institute of the Brookings Institution and the national AIPAC Policy Conference. For her efforts on behalf of U.S.-Israel relations on campus, Dr. Cannon received the AIPAC "Ally of the Year" Award at its annual Campus Award Lunch on March 23, 2010, in Washington, D.C. For the third year in a row, Dr. Neddenriep coached the NEIU Moot Court team, made up mostly of political science students, which competed in Springfield, Illinois in February 2010. Dr. Thompson accompanied the NEIU Model United Nations team, including three political science students, to its New York City competition in April 2010. Dr. Leaman accompanied ten members of the NEIU Political Science community to the Annual Conference of the Illinois Political Science Association at UIC on November 7, 2009. Two lucky political science classes were visited by Sen. Richard Durbin on January 12, 2010. An undergraduate female student was selected as a participant in the NEW Leadership Program in April 2010. Finally, plans are already underway for the third Political Science Career Day, co-organized by Dr. Cannon and Dr. Neddenriep, in fall 2010.

The two Political Science student organizations were both extraordinarily active in 2009-2010. Pi Sigma Alpha (PSA), the Political Science honor society advised by Dr. Neddenriep, added 19 new members with initiation ceremonies in December 2009 and April 2010. PSA secured a national grant and on April 12, 2010 organized a well-attended academic roundtable, "An Assessment of President Obama's First Year in Office," that involved six Department faculty members. This event also included a student essay contest on President Obama's first year (with three winners) and a reception. Other PSA highlights included two raffles that raised \$400 for the Pi Sigma Alpha Undergraduate Scholarship Fund and PSA member John Dubeansky's publication of an article in *The Pi Sigma Alpha Undergraduate Journal of Politics* in fall 2009. Not to be outdone, the Politics Club planned numerous events in 2009-2010 including four Book-of-the-Month discussions with Drs. Benjamin, Cannon, Leaman, and Mihic; a discussion of political party systems led by Drs. de Bruyn and Hill; a health care documentary viewing and discussion; a speech by author Theresa Amato; and presentations on South Korea and Poland by two NEIU exchange students. The Politics Club also collaborated with Pi Sigma Alpha to organize the hugely successful Book Presentation and Book Signing by Dr. Benjamin on February 9, 2010 that included a very sumptuous dinner. Finally, Political Science student Timothy Liberty is president of the NEIU Veterans Club which organized the Veteran's Day event in the Peace Garden on November 11, 2009.

The exciting successes of Political Science students and alumni in 2009-2010, detailed in later sections, included three article publications; four academic presentations at the NEIU Student Research Symposium; two graduate student scholarly presentations at the 2010 Annual Meeting of the Indiana Political Science Association in Fort Wayne,

Indiana; and three student presentations in other conference venues. M.A. students Robin Wagner and Daniel Bailey received, respectively, the Robin Archia Prize for Service and the Dr. Kusol Varophas Award for Outstanding Political Science Student. Finally, in addition to NEIU Political Science students and alums being accepted into more than fifteen different graduate programs in 2009-2010, the Department received happy word during the year of ten alumni who completed various advanced degrees.

## **I. Assessment**

The Department's assessment activities in 2009-2010 included an evaluation of our General Education courses, PSCI 216: American National Government and PSCI 210: Introduction to Political Science; an analysis of the behaviors and attitudes of Political Science General Education students; and a historical review of our enrollment and graduate numbers. The latter element is summarized in the Executive Summary. The first two elements, based on pre-test/post-test results, are presented in the Assessment attachment to the Annual Report and underline the critical importance of Political Science General Education courses in NEIU's evolving General Education program.

## **II. Program Plan**

### **A. Long term goals**

In keeping with the University Strategic Plan goals/action steps of building NEIU's program at the University Center of Lake County (1.2); fostering strong relationships with community colleges and other colleges and universities (2.6); and focusing on academic programs that are linked to regional workforce development (2.9), the Department plans to move forward in 2010-2011 with its formal proposal to establish a Political Science major at the University Center in Lake County in 2011-2012. This would include a search in 2011-2012 for a Title V-funded tenure-line faculty member in the area of Public Policy/Public Administration to support University Center expansion. In 2010-2011, the Department also plans to develop – in conjunction with Philosophy and Justice Studies – a 3/3 pre-law program with John Marshall Law School.

At a more local level and in keeping with goals the Department set for itself during its Program Review in 2006-2007, the Department is organizing its 3<sup>rd</sup> Political Science Career Day for fall 2010. The Department also plans to offer its First Year Experience course on the Bryn Mawr campus by 2011-2012. Finally, with help from the NEIU Development Office, the Department plans to launch the Dr. Shirley Castelnuovo Fund for Political Science with a major celebration event on November 17, 2010.

### **B. Projected needs**

As noted above, in 2011-2012, the Department plans to search for a Title V-funded tenure-line faculty member in the area of Public Policy/Public Administration to support Department and University expansion at the University Center in Lake County. As for other support needs in 2010-2011, the Department will likely make requests for two new office computers and continue to ask for support for the faculty members who accompany NEIU student teams to the Model UN and Moot Court conferences.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances:**

Benjamin, Russell and Gregory O. Hall, eds. *Eternal Colonialism*. Lanham, Maryland: University Press of America. 2010.

##### **2. Book Chapters, Regional Exhibitions or Performances**

Benjamin, Russell. 2010. "The Fifteenth Amendment" and "Frederick Douglass and Grover Cleveland," in Julius Thompson and James Conyers, editors, *Frederick Douglass Encyclopedia*. Santa Barbara, California: Greenwood Press.

de Bruyn, Martyn. 2009. "From Laeken to Lisbon: Europe's Experiment with Constitutional Federalism." In Lee and Ann Ward, editors, *Ashgate Research Companion to Federalism*. London: Ashgate Publishing.

Hill, Jeffrey S. and Charles R. Pastors. 2009. "Who Will Be the Assessment Champion? And Other Conditions for a Culture of Assessment." In Michelle D. Deardorff, editor, *Assessment in Political Science*. Washington, DC: American Political Science Association, State of the Profession Series.

##### **3. Articles and Abstracts, Local Exhibitions or Performances:**

Bae, Sangmin. 2009. "South Korea's De Facto Abolition of the Death Penalty." *Pacific Affairs* 82(3): 407-425.

Hill, Jeffrey S., Elaine Rodriguez, and Amanda E. Wooden. 2010. "Stump Speeches and Road Trips: The Impact of State Campaign Visits in Presidential Election." *PS: Political Science & Politics*, 43 (2), April 2010 (with Elaine Rodriguez and Amanda Wooden).

Neddenriep, Gregory. 2009. "Conflict, Cooperation, or a Colorblind Environment? An Exploratory Study of the Black Legislative Experience on City Councils." *State and Local Government Review* 41(3): 147-165.

Thompson, Marshall Weldon. 2009. "Parties, Presidents, and State Consolidation: Cross-National Evidence with Illustrations from Kenya." *African and Asian Studies* 8(4): 345-374.

##### **4. Conference Presentations, Group Shows**

Bae, Sangmin. 2010. "Death Penalty Moratorium in South Korea: Norms, Institutions and Leadership." The Oslo International Symposium on Capital Punishment in Asia. Universitetet i Oslo. Oslo, Norway, March 17-19, 2010.

Bae, Sangmin. 2010. "Norms, States, and Human Security: Who Promotes the Human Security Norm and Why?" 51<sup>st</sup> Annual Convention of the International Studies Association, New Orleans, LA, February 17-20, 2010.

Benjamin, Russell. 2010. "African American Responsible Tourism in the Caribbean?", 2010 Annual Conference of the Caribbean Studies Association, St. Peter, Barbados, May 24-28, 2010.

Cannon, Ellen (and Arnold Herskovic). 2010. "The Role of State Medical Societies in Promoting Physician Preparedness to Terrorist Attacks and Disasters," Fourth Annual Homeland Defense and Security Education Summit, Georgetown University, Washington, D.C., February 24, 2010.

Cannon, Ellen (and Arnold Herskovic). 2010. "Physician Preparedness: Curriculum Development for Responding to Attacks and Disasters in Metropolitan Areas," Homeland Security: Global and Domestic Perspectives, Institute of Criminal Justice and International Studies, University of Central Missouri, March 30, 2010.

de Bruyn, Martyn. 2010. "An Institutional Approach for Unification: Towards a Korean Fishery Community, 51<sup>st</sup> Annual Convention of the International Studies Association, New Orleans, LA, February 18, 2010.

Larrimore, Ellen. 2010. "Women's Movements and Green Parties: A Comparison of Women's Political Activism in the U.S. and Germany." 2010 Annual Meeting of the Indiana Political Science Association, Fort Wayne, IN, April 16, 2010.

Leaman, David E. 2010. "The Fate of Free Market Capitalist Norms in Latin America: Notes from the Lively Third Decade of Democratization," 51<sup>st</sup> Annual Convention of the International Studies Association, New Orleans, LA, February 20, 2010.

Leaman, David E. 2009. "Latinos and American Politics," Presentation to Delegation from the Academy of Chinese Culture, Northeastern Illinois University, July 21, 2009.

Mihic, Sophia J. 2009. "Penumbra of Publicity: A Distinction Between Liberalism and Neoliberalism," KURRENTS Conference, What Is the Common? Göteborg University, Göteborg, Sweden, October 2009.

Mihic, Sophia J. 2009. "21<sup>st</sup> Century Arendt: Neoliberalism and the Categories 'Labor' and 'Work,'" Midwest Faculty Seminar, University of Chicago, Chicago Illinois, November 2009.

Neddenriep, Gregory. 2010. "An Experimental Investigation of the Effects of Interest Group Endorsements on Poorly-Aligned Partisans in the 2008 Presidential Election." Paper presented at the annual meeting of the Southern Political Science Association, Atlanta, Georgia, January 2010 (with Anthony J. Nownes).

Thompson, Marshall. 2009. "Research, Identities, and Praxis." Presentation at the 2009 annual research symposium of the Center for New Institutional Social Sciences, Washington University in St. Louis, November 4, 2009.

## **5. Funded grants**

Bae, Sangmin. 2009-2010. Abe Fellowship, Social Science Research Council (SSRC) and Japan Foundation Center for Global Partnership (CGP), \$60,956.

## **6. Service**

Benjamin, Russell. Member of the American Political Science Association (APSA) Committee on the Status of Blacks in the Profession.

Cannon, Ellen. Member of the Board of Trustees of the Chicago Jewish Day School and member of the Faculty Advisory Board of the Chicago Jewish Federation.

Hill, Jeffrey. Elected trustee of the Corporation of Bishop and Trustees of the Episcopal Diocese of Chicago.

Leaman, David. Member of Pastoral Care Team and Membership Committee of Second Unitarian Church of Chicago.

## **B. Student Achievements**

### **1. Presentations, conference papers, symposium participation, publications.**

Dubeansky, John. 2009. "Media Savvy Governors: An Analysis of How Governors Use their Web Sites to Court Journalists." *Pi Sigma Alpha Undergraduate Journal of Politics* 9: 132-155.

Fulgencio, José (Faculty Sponsor: Dr. David Leaman). "Plan Colombia: The Transformation of a Counternarcotics Policy," 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, April 16, 2010.

Fulgencio, José. "Plan Colombia: The Transformation of a Counternarcotics Policy," African American and Latino Dialogue and Research Forum, University of Illinois at Chicago, April 9, 2010.

Fulgencio, José. "Plan Colombia: The Transformation of a Counternarcotics Policy," 12<sup>th</sup> Annual Texas National McNair Scholars Research Conference, North Texas University, Denton, Texas, February 19-21, 2010.

Groth, Michael A. (Faculty Sponsor: Dr. David Leaman). "Lobbying in Three States: A Comparison of Indiana, Wisconsin, and Illinois," 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, April 16, 2010.



Hernandez, Jeanette. 2009. "Experiences in Palestine" talk, St. Francis Catholic Worker House Roundtable, September 20, 2009.

Liberty, Timothy. "Notable Presidents." Voice of the People, *Chicago Tribune*, March 20, 2010.

Qandil, Alicja A. (Faculty Sponsor: Dr. David Leaman). "How *Maras* Brought the Honduran Democracy Down: The Reasons Behind the Coup in Honduras in June 2009," 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, April 16, 2010.

Rincón, Roberto. "Melville, Politics and Political Theory." 2010 Annual Meeting of the Indiana Political Science Association, Fort Wayne, IN, April 16, 2010.

Tassigne, Romuald (Faculty Sponsor: Dr. Marshall Thompson). "Darfur's Crisis: Eternal Suffering or Hope for Survival," 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, April 16, 2010.

## **2. Acceptance to graduate or professional school; other honors, scholarships, and awards**

Bailey, Daniel. Awarded Dr. Kusol Varophas Award for Outstanding Political Science Graduate Student, spring 2010.

Dix, Brian. Interned on campaign of Senate candidate Alexi Giannoulias, spring 2010.

Dubeansky, John. Accepted to and will attend the Ph.D. program in Political Science at the University of Connecticut where he has received a full tuition waiver and stipend.

Fulgencio, José. Accepted to and will attend the M.A. program in Political Science at Oklahoma State University where he has been awarded a teaching assistantship and a full tuition waiver. In summer 2009, Mr. Fulgencio participated in the Junior Summer Institute of Public Policy and International Affairs (PPIA) at Princeton University.

Gross, Joshua. Interned with state Senator Heather Steans, fall 2009.

Groth, Michael. Interned with state Senator Heather Steans, spring 2010.

Gutierrez, Jaime. Interned with County Commissioner Edwin Reyes, summer 2010.

Henning, Marie. Accepted to and will attend Chicago-Kent College of Law, fall 2010.

Judge, Steven. Accepted to and will attend the John Marshall School of Law, 2010.

Kinyui, Regina. Selected as participant in the NEW Leadership Illinois ("a non-partisan, week-long residential program for college women designed to increase women's representation in all elements of public life, including elected office"), April 2010.

Lezaic, Boris. Appointed Political Science Graduate Assistant/Tutor, 2009-2010.

Liberty, Timothy. Interned with County Commissioner Edwin Reyes, summer 2010.

McCormick, Eron. Accepted to and will attend the Thomas Cooley School of Law in Lansing, Michigan, 2010.

Morland, Brita. Awarded Pi Sigma Alpha Theta Lambda Chapter Scholarship, 2010.

Nimerencu, Ion. Accepted into Ph.D. program in Political Science at University of Illinois at Chicago where he will begin his studies in January 2011. In 2009, Mr. Nimerencu worked as an Illinois Regional Archives Depository (IRAD) Intern.

O'Hern, Thomas. Accepted to and will attend the William H. Bowen School of Law at the University of Arkansas at Little Rock, 2010.

Rincón, Roberto. Worked as an Illinois Regional Archives Depository (IRAD) Intern, 2009-2010.

Saxon, Elma. Accepted into the Paralegal Studies program at Loyola University and started her studies there in March 2010.

Shelton, Ryan. Accepted to and is attending the Graduate Program in Special Education at University of Illinois at Chicago, fall 2009.

Tatum, David. Accepted to and will attend the M.A. program in Political Science at Northeastern Illinois University, 2010.

Taylor, Kamara. Accepted to and will attend the M.A. program in Political Science at Northeastern Illinois University, 2010.

Wagner, Robin. Awarded Robin Archia Prize for Service, fall 2009.

Vega, Ryan. Accepted to and will attend Marquette University Law School in Milwaukee, Wisconsin, 2010.

Yafai, Wafa. Interned for Treasurer Maria Pappas, spring 2010. Accepted into the M.A. program in Political Science at Northeastern Illinois University, 2010.

### **C. Alumni News**

Adeleye, Aina (Political Science 2005). Earned her M.B.A. degree from NEIU in 2009. Currently studying law in LLB program at Buckingham University in Great Britain.

Alcott, Kelli-Ann (Political Science 2009). Planned and Major Gifts Assistant, The Rotary Foundation of Rotary International.

Ali, Idris A. (Political Science M.A. 2008). Works for Local Education Authority as Learning Mentor and Consultant on minority attainment policy, London, England.

Arabu, Eduardo (Public Administration minor, 2009). Fellow, Office of the U.S. Representative, Global Leaders Internship and Fellowship Program, Congressional Hispanic Leadership Institute.

Arendt (Friedman), Theresa (Political Science 1996). Risk Management and Community Development, Northern Trust. Earned MBA from Roosevelt University.

Arnold, Keenan (Political Science 2008). Current student at Northwestern University School of Law.

Baxley, Casey (Political Science minor, 2006). Manager of Training and GEARUP/Teen Reach, Christopher House, 2008-present.

Belser, Elizabeth (Political Science 2008). Project Coordinator and Data Analyst at the National Opinion Research Center as she continues her joint master's degree programs at the Harris School of Public Policy and the School of Social Service Administration at the University of Chicago.

Brennan, Bernard (Political Science 2009). Sergeant, United States Marine Corps.

Castro, Veronica (Political Science 2004). Training and Volunteer Coordinator, Illinois Coalition for Immigrant and Refugee Rights.

Clare, Roderick (Political Science 2008). Working as a kindergarten teacher in Seoul, South Korea. Applied to M.A. program in Linguistics at NEIU for 2010-2011.

Conley, Trisha (Political Science 2009). Served as Chief of Staff for Nancy Micek's campaign for the Illinois House of Representatives seat in the 20<sup>th</sup> district.

Croegaert, Jacob (Political Science 2007). Legal externship with the California Air Resources Board in 2009-2010. Graduated from UC-Davis Law School in spring 2010 and sitting for California Bar exam in July 2010.

Dancea, Marius (Political Science 2002). Earned A.M. in Social Service Administration at the School of Social Service Administration at the University of Chicago in 2004. Social Work instructor at NEIU in 2009-2010.

D'Anna Gorriti, Carla (Political Science M.A. 2006). "Political Exclusion and Ethnic Identification: The Case of Bolivian Social Movements," *Indiana Journal of Political Science*, Winter 2008-2009.

Diaz-Mendoza, Maria (Political Science 2004). Environmental Health Specialist, Illinois Department of Public Health, 2005, 2007-2010. Human Rights Department

Investigator, 2006. Starting August 1, 2010, Consumer Safety Officer, Food and Drug Administration, U.S. Department of Health and Human Services.

Doyle (Shelke), Kerry (Political Science 2004). Earned M.S. in Education with bilingual and ESL endorsements, Northern Illinois University, 2010. Currently working as bilingual teacher for grades K-5, Farnsworth Elementary School.

Dragusha, Lulezim (Political Science M.A. 2003). Served as first advisor and chief of staff to government minister in Kosovo that who deals with local administration. Also, helped his political party win an important municipality in Kosovo.

Ensor, Kristine (Political Science 2009). Marketing Director and Co-owner, High Road Inc. (an event location/planning company). January 2010-present.

Gonzalez Rosa, Adalberto (Political Science B.A. 1977; Political Science M.A. 1979). Earned Ph.D. in 2004 at the Advanced Center for Caribbean and Puerto Rican Studies and is currently Assistant Professor of Political Science at the University of Puerto Rico.

Guelepse, Diana (Political Science M.A. 2003). Graduate Fellow at the Center for Urban Research and Learning as she continues her Ph.D. program in Sociology at Loyola University Chicago.

Harkins, Gina (Political Science 2009). Accepted to and current student at the Medill School of Journalism at Northwestern University.

Heroff, John (Political Science 2008). Earned Master's in Public Administration from UIC in 2010. Currently, Outreach Policy Specialist, Department of College Access and Outreach, Illinois Student Assistance Commission.

Jackson, Gregory (Political Science 1999). City Manager for Highwood, Illinois and adjunct instructor at Illinois Institute of Technology in the Graduate Program for Public Administration and at Northeastern Illinois University Department of Political Science.

Jankovski, Aleksandar (Political Science B.A. 2000; Political Science M.A.2004). Passed his comprehensive exams in International Relations and International and Comparative Political Economy in the Ph.D. program in International Studies at the University of Miami.

Larrimore, Ellen (Political Science 2009). "Women's Movements and Green Parties: A Comparison of Women's Political Activism in the U.S. and Germany." 2010 Annual Meeting of the Indiana Political Science Association, Fort Wayne, IN, April 16, 2010.

Latuszek, Matthew (Political Science 2009). Budget analyst for the National Park Service in Washington, D.C.

Lupo, Antonino (Political Science M.A. 2004). Social studies teacher, Academy of Scholastic Achievement (ASA), a high school on west side of Chicago.

Lwanga, Luwalira “Sam” (Political Science M.A. 2009). Employment Service Program Representative, Illinois Department of Employment Security, Evanston, Illinois.

Madhi, Khalid (Political Science B.A. 2003; Political Science M.A. 2007). Accepted to and current student in Ph.D. program in Political Science at University of Illinois at Chicago where he received tuition waiver and partial assistantship in 2009-2010.

Martinez, Alexandra (Political Science 2007). Graduated from DePaul Law School in spring 2010 and is sitting for Illinois Bar exam in July 2010.

Mitchell, Loretta (Political Science 2008). Independent insurance professional.

Mojica, Jason (Political Science student, 2004-2006). Working on media analysis/review show, The Listening Post, on Al Jazeera English in London, England.

Mrugala, Aleksander (Political Science 2006). Promoted a second time at The Warranty Group, where he has been employed for more than two years.

Penate, Douglas (Political Science 2000). Studying medicine at the University of Illinois at Chicago College of Medicine. Volunteers at student-run Community Health Clinic.

Pierre, Adeline (Political Science M.A. 2002). Accepted to and has begun studies in doctoral program in Community College Leadership at National-Louis University.

Rojas, Eric (Political Science 2005). Chicago Realtor featured on HGTV’s “House Hunters” program, December 10, 2009 and quoted in article on same topic in *Chicago Tribune*, December 4, 2009.

Shala, Blerim (Political Science M.A. 2005). Accepted to and current student in Ph.D. program in Conflict Analysis and Resolution at Nova Southeastern University, Florida.

Sherbini, Jaleh (Political Science M.A. 2005). Has had her dissertation proposal approved in her doctoral program in Community College Leadership at National-Louis University. Plans to take Oakton Community College students to Egypt in May 2011.

Sinik, Dalibor (Political Science 2009). Studying in the M.A. program in Political Science at NEIU.

Smith, Troy (Political Science minor 2007). Albany Bank and Trust Company. Earned M.B.A. from Roosevelt University in 2009.

Steinbach, Ryan (Political Science 2006). Assistant Director for Communications Management, Veterans Health Administration, Department of Veterans Affairs.

Tapia, Damaris (Political Science minor, 2000). Appointed Director of Alumni Relations for Northeastern Illinois University, July 2010.

Terry, Kemyta (Political Science 2005). Completed her M.A. in Political Science and International Relations at Howard University (with concentration on southern Africa), 2009. Accepted to and beginning studies in Ph.D. program in Political Science at Howard University (with concentrations in international relations and public administration), fall 2010.

Yadede, Yahale (Political Science M.A. 2000). Practicing attorney in Chicago.

## POLITICAL SCIENCE

### Assessment Report 2009-2010

Submitted by Jeffrey Hill, David Leaman, and Marshall Thompson

In 2009-2010, the Department of Political Science decided to focus its assessment on its General Education courses and program. There were two good reasons for doing this. First, it has been four years since we last assessed our General Education courses. Second, with the NEIU Strategic Plan calling for major reform of the university's General Education program and with the elimination of PSCI 216: American National Government as a graduation requirement for NEIU students (effective fall 2010), it is an important time for the Department to consider what contribution its General Education courses have been making to the advancement of NEIU students.

The Department of Political Science offers two general education courses: PSCI 210—Introduction to Political Science and PSCI 216—American National Government. For each course, there is a separate assessment instrument designed to measure improvement in general knowledge related to the content of the course. In PSCI 210, the instrument consists of 30 multiple choice questions. In PSCI 216, there are 20 multiple choice questions and 5 behavioral/attitudinal questions. The five behavioral/attitudinal questions are discussed in a separate analysis later in this report.

The instrument was given to two sections of PSCI 210 and to a sample of eight sections of PSCI 216. Students are given the exam on the first or second day of the course and during the last week of the course. The average for the pre-test and the post-test are then compared. We estimate the change for the entire course for all sections combined, and do not break out the data by individual section. In each case, we weight each section by the number of respondents. Thus, a class of 30 students is weighted twice as heavily as a class of 15 students.

As seen below, students in both courses show a strong improvement in political knowledge from the beginning to the end of the course. We are heartened by these positive results and note that they are comparable to the results in our 2005-2006 assessment. In PSCI 210, student performance increased by 26%. There was also a large decline in the number of respondents, but this decline includes several post-tests

that were dropped because of coding error. When these are included, the number of people taking the post-test rises to 48, or a decline of 17%. In PSCI 216, student performance increased by 37%. We did not see the problem of coding error in the tests for PSCI 216, however, there was a decline of 31% in the number of people who took the post-test. This percentage drop of test-takers is likely due to students dropping the course or being absent on the day that the post-test was administered.

| Course   | Pretest Average (n) | Posttest Average (n) | Difference | % Change |
|----------|---------------------|----------------------|------------|----------|
| PSCI 210 | 13.20 (58)          | 16.44 (39)           | 3.44       | 26%      |
| PSCI 216 | 8.16 (273)          | 11.19 (189)          | 3.03       | 37%      |

The results for the five behavioral/attitudinal questions in the final section of the PSCI 216 tests are even more encouraging and perhaps even more important as an indicator of how PSCI 216: American National Government contributes to the general education of NEIU students. In this section of the test, students are given five graduated options for each of the following five questions:

1. “What level of knowledge do you believe you have about the national government in the United States?”
2. “How understandable do you find political events that you hear or read about through the news media?”
3. “How often do you read a newspaper article or watch a news program story on national politics in the United States?”
4. “How often do you discuss issues or stories concerning national politics in the United States?”
5. “How optimistic are you about the workings and long-term future of our political system?”

On the first question (about self-perceived knowledge of national politics), the percentage of students answering “very high” or “high” increased from 9.4% at the beginning of the course to 32.5% at the end of the course while the students who answered “low” or “very low” dramatically decreased from 48.3% to 8.6%. On the second question (about self-perceived comprehension of political news), the students who answered “almost always understandable” or “mostly understandable” increased from 37.9% to 69.5% from the beginning to end of the course while the students who answered “seldom understandable” or “almost never understandable” decreased from 14.7% to 3.6%. The most common pre-test answer for this question was “sometimes understandable” while the most common post-test answer was “mostly understandable.” On the third question (about political news consumption), the students who answered “almost every day” or “every few days” increased from 34.2% to 55% from the beginning to end of the course while the students who answered “once or twice a month” or “almost never” decreased from 37.3% to 17.6%. The most common pre-test answer for this question was “about once a week” while the most common post-

test answer was “every few days.” On the fourth question (about discussion of political news), the students who answered “almost every day” or “every few days” increased from 21.8% to 40% from the beginning to end of the course while the students who answered “once or twice a month” or “almost never” decreased from 52.3% to 26.1%. The most common pre-test answer for this question was “once or twice a month” while the most common post-test answer was “about once a week.”

The fifth question, rating degrees of optimism or pessimism about the political system, is unlike the first four in that it measures attitudes rather than behaviors and it was on this question that the change from the pre-test to the post-test was the least dramatic. On this question, the percentage of students who answered “very optimistic” or “fairly optimistic” modestly increased from 33.5% to 43.1% from the beginning to end of the course while the students who answered “fairly pessimistic” or “very pessimistic” barely decreased from 15.7% to 14.3%. The most common answer for this question on both the pre-test and the post-test was “neutral, neither optimistic nor pessimistic.” These particular results are not surprising to us, as the learning goals of our department are to increase the knowledge and the analytical capabilities of our students. Our goal is not to increase the optimism or the pessimism of our students.

Overall, we are very encouraged by the results of the twenty political knowledge questions and the five behavioral/attitudinal questions on the PSCI 216 pre- and post-test because they show that NEIU students gain in political knowledge by taking PSCI 216 and that, even more dramatically, students increase their awareness of and discussion of political and social events. These findings indicate that our political science General Education courses are helping students to meet the goals of our department as well as the general education goals of our university. For that reason, we believe that political science General Education courses ought to continue to occupy a central place in our university’s General Education program.

We conclude this report with several firm suggestions on how to improve these particular PSCI 210 and PSCI 216 pre-post test assessment instruments in the future. First, while we are happy to note that the percentage drop of PSCI 216 students taking the post-test (compared to the pre-test) decreased from 34% to 31% from our 2005-2006 assessment to our 2009-2010 assessment, we believe that more careful administration of the tests could result in even more students taking the post-test. Second, and very importantly, we need a method of ensuring students use their proper ID numbers (not social security numbers and not random numbers) when filling out the Scantron form. Better administration of this aspect of the tests would allow us to match individual exams and get a better sense of improvement, as well as determine if missing post-tests reflect students who dropped the course or not. Finally, we believe that both test instruments need to be revised as we have our doubts about the validity of several of the current questions. In the revision process, we also think that it would be a good idea to add a few current events questions to provide even more behavioral indicators.



# PSYCHOLOGY, INCLUDING GERONTOLOGY MA

## **Annual Report 2009-2010**

### **Submitted by Saba Ayman-Nolley**

#### **Psychology Executive Summary**

Northeastern Illinois University's Psychology Department has had a productive year 2009/2010. This year, the Psychology department had 496 majors, approximately 100 minors and about 21 graduate students enrolled. Altogether, faculty and students have published 13 peer-reviewed articles and chapters and two books. In addition, we had about 27 presentations (local, national, and international—invited and refereed). About 15 students and alumni were involved in these presentations. Seven faculty and thirty-five students were involved in presentations at the Annual NEIU Student Research and Creative Activities Symposium in April, 2010. At our 5<sup>th</sup> Annual Psychology Department Student Symposium end of Fall 2009 semester, 21 students presented. Among the 44 May graduates, 14 graduated with honors, including 7 *cum laude*, 5 *magna cum laude*, and 2 *summa cum laude*.

This year our department offered workshops for students to help them develop a better way to choose and carry out their capstone option effectively and efficiently—these were offered twice and were also taped to be watched in the library by those who could not attend them in person. We also developed and offered a new undergrad e-course for the summer term, so that Lake County students can have access to more courses. Members of the department revised and re-organized our research/teaching labs, in hopes of completing most of this work by the beginning of Fall 2010 term, especially its more structural aspects. Throughout the year, we continued the seminar series for the faculty to present their research to other faculty and students hosted two faculty presentations a term including one at Lake County campus. This included a very well-attended presentation by the new Social Work faculty, whose work is in the field of psychology. Faculty retreats were held to reexamine and plan for new ways to conduct the goals of our capstone courses; this has resulted in several new approaches that will be implemented in 2010-11 academic year. We also carried out 3 alumni events this year (see summary below). We successfully completed a challenging but, at the end, rewarding search for a new clinical faculty, Chris Merchant. The Psychology Department also created and succeeded in gaining governance and university approval

for 4 courses from our title varies list into permanent courses. We are pleased to announce that the number of students attending the Lake County campus has more than tripled.

The department worked on developing an active alumni group on facebook called NEIU PsychSpace. It currently has 117 members and a social committee of four alumni who work on planning events with the faculty. Three alumni events were held during 2009-2010 and all were well attended and very successful:

1. The first event was an all-day event on December 4, 2009 called “Reconnecting and Making New Friends.” Alumni were invited to attend the annual fall Psychology Department student research symposium and have lunch with faculty in the cafeteria. In the afternoon, faculty moderated career workshops where more than a dozen alumni talked to current students about applying to graduate school and getting a job, followed by a meeting of alumni (about 30) and faculty. The day ended with about 25 alumni and faculty going out to dinner.
2. The second event was a special Career Workshop held on March 12 for current students and alumni considering graduate school in Psychology. Two guest speakers and their graduate students talked about their graduate programs: Dr. Susan Garnsey, Director of Graduate Studies, Psychology Department, University of Illinois Urbana-Champaign and Dr. Karl Rosengren, Director of Undergraduate Studies, Department of Psychology, Northwestern University. About 40 students/alumni attended, and the workshop was videotaped so that others could see it later. The workshop was followed by dinner at a nearby restaurant, which 10 faculty and alumni attended.
3. The third event, on May 15, 2010, was called “A day in Hyde Park” where the alumni social committee planned a full day, beginning with a tour of campus, followed by a tour of the Sonia Shankman Orthogenics School, led by Dr. Pete Myers (who is the executive co-director of the school and teaches classes in our department) and three alum who currently work there. The tours were followed by a conversation in Dr. Gaskins’ home with NEIU alumni who are current or past students in graduate programs at UChicago, including the Masters in Social Sciences (MAPSS) and Social Work (SSA) and PhD programs in Psychology and Human Development. About 20 students and alumni attended the event, plus the three alumni who gave tours at the Orthogenic school and the four alumni who came to talk about graduate school. The day ended with dinner at a restaurant in Hyde Park with three faculty and 20 students/alumni.

As part of our community involvement, this past year we have had the pleasure of working with three students from the Vocational Training Program associated with Keshet High School. These students assisted with various tasks within the department’s main office. This was a rewarding experience for the office staff, instructors, and students from Keshet.

The Psychology faculty were actively involved in many university projects, such the advisory board for the Nontraditional Degree Program, IRB committee, Asian week, African American studies, Latino American studies, development of e-courses, development of first year experience courses, and search and screen committees outside the department.

## **Gerontology Executive Summary**

The mission of the Gerontology Program at Northeastern Illinois University is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research and community service. The immediate purpose of the Program is to prepare gerontologists who will have the background necessary to be effective, ethical, and concerned professionals. During the Fall 2009-Spring 2010 academic year, 17 new students were taking classes to begin the M.A. in Gerontology program, with approximately 60% program enrollees by end of Spring 2010. There are currently 10 new M. A. students (approximately 30% currently in the process of applying to the program; and 70% formally enrolled in program) registered to begin the program in Fall 2010. There are also 5-7 more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2010. Thus, it is expected that the in-coming cohort will be between approximately 15 and 17 new gerontology students. With 3 recent graduations, the total program enrollment is approximately 52.

The program faculty are proud of the academic rigor in curricular content, the receptivity to student needs through on-going assessment feedback process outcomes (See Appendix A for the M.A. in Gerontology Program Assessment Report), and the research productivity of both faculty and mentored gerontology students over the past academic time period (Summer 2009 - Spring 2010). See details of this report for more information. On-line teaching has become a part of the changes within the program initiatives, and one full-time faculty (Hollis-Sawyer) presented her observations of on-line learning needs between graduate and undergraduate students at the Gerontological Society of America conference in November 2009 .

Further, Hollis-Sawyer recently completed the NEIU on-line teaching certification training (April 2010). In terms of professional training, Hollis-Sawyer also completed Collage I and II training in order to create and maintain a newly developed Gerontology webpage. Hollis-Sawyer also presented research findings from her 2008-2009 NIH Pilot Study grant at the American Society on Aging conference in March 2010. Over this same time period, a faculty member was sole author on both a research article and a book review in peer-reviewed journals (Hollis-Sawyer) and another faculty member has two publications in peer-reviewed international journals (Takahashi). Both full-time faculty members (Hollis-Sawyer, Takahashi) have a combined 8 national and international conference presentations. Further, as program coordinator of the gerontology program, Hollis-Sawyer implemented two new gerontology program initiatives to increase student recruitment and assist the gerontology program to be more attractive to the general and business community (i.e., graduate certificate in gerontology (12 credit hours) and a non-Thesis alternative of a comprehensive exam for graduation completion). Expansions of the program to increase student recruitment and assist the program to be

more attractive to the general and business community were begun in Fall 2009 (i.e., both a graduate certificate in gerontology (12 credit hours) and a non-Thesis alternative of a comprehensive exam for graduation completion). In response to a changing field, the M.A. program in gerontology has been successful to date in developing strategies for advertising and developing program expansion possibilities with an effective utilization of existing resources (e.g., development of a graduate certificate program). It is an exciting time of adaptive changes to the program content and administration that will continue to reflect enhanced program outcomes in line with both professional field expectations and the NEIU University priorities and Illinois Commitment Implementation plan.

## **I. Psychology Assessment**

Assessment for the 09/10 year included two main components: Analysis of results from a Peer Leader survey that had been administered over the last 1.5 years, and analysis of results of capstone proposal reviews from last year. The Peer Leader assessment showed that students who consult with the Peer Leaders find them very valuable, but a relatively small percentage of students (46%) consult with them. We plan to improve on that number by making Peer Leaders more accessible. Analysis of the capstone proposals revealed that students who write their proposals as part of class have more difficulty getting their proposals approved than those who take Independent Study or Field Experience for their capstone. We plan to fix this by limiting the number of students who can take classes for their capstone, and adding an additional capstone option that does not involve conducting empirical research.

### Assessment of the Peer Leader Program

Our three basic course that are prerequisites for most upper-level courses (PSYC 200, 202, and 302) have Peer Leaders (PLs) who have office hours to meet with and help students taking the course. In PSYC 200 the PLs are also available to meet with students during regular class hours. During the past year we developed a survey that was given to most of the students in these three classes. It asked whether and how often they sought help from a PL, what they sought the help for, and asked them to rate their satisfaction with the help they received.

Overall, 46% of students reported seeing a PL at any time during the semester. Of those who did see them, the amount of time spent with the PL ranged from ½ hour to 25 hours, with a median of 1 hour. The average satisfaction rating was 4.3 on a scale of 1 (low satisfaction) to 5 (high satisfaction). The amount of time spent with a PL was not related to the grade the student expected to receive in the class.

Below is a list of reasons reported for seeing the PL.

- Help with class concepts – 32%
- Clarification of lectures – 22%
- Clarification of textbook – 29%

- Clarification of other reading materials – 10%
- Help with homework assignments – 53%
- Help with quiz or test preparation – 40%
- Other – 25%

### Capstone Proposals.

Students who choose to do either a Capstone class, Independent Study, or Field Experience for their capstone are required to write a proposal, which includes a literature review, method, analysis, and significance section, and an IRB application if human subjects are involved. Each proposal must be read and approved by two members of our capstone proposal committee, as well as the student's capstone advisor. During the past year, 44% of proposals were required by the reviewers to be revised and resubmitted. Most of these required revision of the Analysis section. Proposal written by students in capstone classes were more likely to require revision (53%) than those written by students doing Independent Study (36%) or Field Experience (11%).

### Changes to our Program as a Result of Assessment

The results of the Peer Leader survey suggest that, although students who see PLs believe they are very useful, most students don't actually spend much time seeing them. We believe this is mainly due to the difficulty of scheduling – students have a hard time getting to campus at times when they don't have classes. We believe the way to solve this problem is to increase the number of PLs, so they can have more office hours available. Furthermore, we would like to try having some office hours online, so students could consult with the PLs from home. We also plan to require students who are failing classes to consult with PLs for a specific amount of time. To this end, we have submitted a grant proposal to NSF. If funded, the grant would allow us to hire more PLs and to implement online office hours.

The results of our analysis of capstone proposals suggest that students who write their proposals as part of a class have more difficulty than those who write them while registered for Independent Study or Field Experience. We believe that this is due to faculty teaching the capstone classes being overwhelmed (they might have as many as 20 capstone students in the class, compared to 2 or 3 for faculty who have students doing Independent Study capstones). This results in less time spent by the faculty member with each student. To rectify this, in the coming year we will impose a limit of 10 capstone students per class. Because this will result in fewer spaces for students to fulfill their capstone requirement, we have added an additional capstone option. In Fall 2010 we will offer a new capstone course that involves community service instead of empirical research.

### Future Assessment of PL experience

In addition to gains in learning outcomes for students in the classes utilizing PLs, we also believe that the PLs themselves learn a great deal from their experience. Next year we will administer a survey to the PLs at the end of each semester. For the first year the

survey will consist of open-ended questions as to what the PLs believe they have learned (or not learned). Results from the first year will be used to generate a list of learning outcomes and to create a more detailed Likert-type scale to be administered in subsequent years.

### Capstone Proposals

At the end of next year we will re-examine the proportion of capstone proposals that are required to be rewritten. We hope to see a reduction in the proportion that have to be rewritten by students taking the capstone classes.

## **II. Gerontology Assessment**

This assessment plan of the M. A. in Gerontology Program is based on a model consisting of three core areas of focus (i.e., an “Administrative Core,” an “Educational Core,” and an “Application Core”). Each core area deals with a functional aspect of the program. The Administrative Core deals with issues surrounding the maintenance of a well-run graduate program. The Educational Core is concerned with issues about the educational experiences of the students in the classroom. Finally, the Application Core pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and potentially different feedback emphases. Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three broad assessment core areas are more specific program components assessed on an on-going basis, creating opportunities for feedback and improvement in each of the care areas. Please refer to Appendix A for the assessment plan and results (2009-2010). In an examination of the results, the on-going, multi-criteria approach to assessing student and program outcomes has resulted in more responsive changes to both the content and scheduling of courses in the program to better prepare our students for degree completion and career preparation in the field of or related fields toward gerontology.

## **III. Program Plan**

### **A. Long term goals**

#### **Psychology**

1. Further expanding and fine-tuning our peer leader program, especially if we receive a grant that was applied for this summer
2. Inviting on and off campus research presentations (including at least one at Lake County campus)
3. Implementing our new capstone community service courses
4. Revising our entry to major course, so that it becomes a hybrid course
5. Developing one additional graduate level e-course

6. Preparing office and research space for our new faculty and mentoring him through his first year
7. Expanding the Lake County program, with more effective recruitment and higher graduation rate for our graduate program.
8. Involvement with two new university initiatives —CAST minor program and Art in Response to Violence conference.
9. Continued involvement with Student Symposium and McNair program
10. Continuation and expansion of our alum activities.

### **Gerontology**

*On-going program assessment goals.* The increasing emphasis in the past years has been improved assessment efforts in all aspects of program functioning, articulated with respect to both NEIU University priorities and Illinois Commitment Implementation plan and the field designated curricular goals for quality gerontology education programming (i.e., Association for Gerontology in Higher Education's (AGHE) (2005) *Standards and Guidelines for Gerontology Programs* and AGHE's (1993) *Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction*).

In response, over the course of the 2009-2010 academic year, program faculty are continuing to update their respective syllabi for courses taught, and further developed specific measurable objectives for each to enable assessment of students' learning. This is an on-going process that is frequently discussed during monthly program meetings, as well as assessed through student feedback surveys at the end of each term. The resultant emphasis on increased student and faculty assessment has created multi-source "feedback loops" that have yielded continued efforts in revised curricular planning to better serve students' expressed needs (e.g., currently "under review" program revision proposal for a non-Thesis graduation completion option of a comprehensive exam).

*Other long-term goals.* Currently, it is the goal of the program to attract more professional students needing gerontology training. Starting Fall 2009, the recently approved graduate certificate in gerontology (12 credit hours) and a comprehensive exam in lieu of thesis for M. A. degree completion were implemented in the hopes that this student recruitment and retention effort will show desired trends. Further, based on the success of offering past fully on-line graduate courses, Hollis-Sawyer is planning to develop another fully on-line elective graduate course for administration in Spring 2011. On-line course offerings are part of a long-term curricular plan to offer more fully on-line graduate elective courses within the gerontology program over years to come. On-line teaching has become a part of the changes within the program initiatives, and Hollis-Sawyer recently completed the NEIU on-line teaching certification training (April 2010). It is hoped that these different program extensions and changes will both broaden the appeal of the program to the local community and beyond and create greater flexibility in program offerings.

Another long-term goal is the development and implementation of a Faculty Summer Institute targeting professionals needing skill updating with an aging clientele, as well as life-long learners in response to personal aging issues; it is hoped that this summer institute can be offered in the next two-three years, to again broaden the appeal of the program and attract attention to both the field and the M.A. program for recruitment purposes.

Finally, the gerontology coordinator (Hollis-Sawyer) has been steadily working on a rather extensive program application for the “Program of Merit” program certification under the Association for Gerontology in Higher Education. It is hoped that, with the possible financial support of the administration, that this designation will be achieved by the end of the 2010-2011 academic year. This is a goal of the program for both further aging field exposure and the associated recognition that would assist in student recruitment on a broader national basis.

## **B. Projected needs**

### **Psychology**

#### 1. Faculty

- Although we are in need of more faculty as our number of majors grows—we have chosen not to request a new person for 2010-2011 to respect the financial needs of the university and great needs of the department. This will also allow our department to concentrate this year on mentoring our two new faculty.

#### 2. Equipment

- There is a need for more computers in our research/teaching laboratories that are well-equipped, functioning, and updated.
- There is a need for more furniture and materials as we reorganize the research/teaching labs.

#### 3. Other Resources

- Increase in our budget to cover our advertising and expansion needs for the departmental graduate program and the Lake County psychology B.A. program.
- Increase in the student aide budget so a faculty assistant or a student aide can be hired for up to twenty hours a week between July first and June 30<sup>th</sup> of each year. This person would be a psychology senior or alum that would help faculty with set up of their course Black Boards and set up for the lab courses in addition to office and library work

### **Gerontology**

As the program is looking to next year’s developments (and beyond) in expanding course offerings (e.g., development and administration of fully on-line course electives; graduate certificate), a possible request would be for hiring 1-2 more visiting lecturers who can offer a broader range of backgrounds and perspectives (theoretical, applied) in the field of gerontology, to better train our program graduates and hopefully enhance the attractiveness of the gerontology program to the general community.



During the Fall 2009-Spring 2010 academic year, 17 new students were taking classes to begin the M.A. in Gerontology program, with approximately 60% program enrollees by end of Spring 2010. There are currently 10 new M. A. students (approximately 30% currently in the process of applying to the program; and 70% formally enrolled in program) registered to begin the program in Fall 2010. There are also 5-7 more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2010. Thus, it is expected that the in-coming cohort will be between approximately 15 and 17 new gerontology students. With 3 recent graduations, the total program enrollment is approximately 52.

As student recruitment is always a priority for the program, any assistance with creative ways to promote information about the M.A. in Gerontology program is always needed, be it relying on existing resources or possible a small advertising budget (e.g., \$500) during the up-coming academic year for newspaper/periodical and journal (paper, on-line) advertising.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances:**

Lancy, D.F., Bock, J., and **Gaskins**, S. (Eds.) (2010). *The anthropology of learning in childhood*. Lanham, MD: Alta Mira Press.

Lancy, D.F., **Gaskins**, S., and Bock, J. (organizers) (2009). *Re-Staging Childhood*. A multi-disciplinary, international, invitational conference funded by the Society for Psychological Anthropology (Lemelson Symposium Fund) and Utah State University. Bear Lake, Utah, August 6-10.

##### **2. Book Chapters, Regional Exhibitions or Performances**

**Gaskins**, S. and Paradise, R. (2010). Learning through observation. In D.F. Lancy, J. Bock, and S. Gaskins (Eds.) *The anthropology of learning in childhood* (pp. 85-117). Lanham, MD: Alta Mira Press.

**Gaskins**, S. & Miller, P.J. (2009). The cultural roles of emotions in pretend play. In C.D. Clark (Ed.) *Transactions at play* (pp.5-21). Lanham, MD: University Press of America (Play and Cultural Studies Series).

Lancy, D.F., Bock, J., and **Gaskins**, S. (2010). Putting learning in context. In D.F. Lancy, J. Bock, and S. Gaskins (Eds.) *The anthropology of learning in childhood* (pp. 3-10). Lanham, MD: Alta Mira Press.

Ribaudo, A., & **Takahashi**, M. (2009). Temporal trends in spirituality research: A meta-analysis of journal abstract between 1944 and 2003, In Ellor, J. (Ed.), *Methods in religion, Spirituality, and Aging* (pp. 13-25). Oxon, Oxford: Routledge.

### 3. Articles and Abstracts, Local Exhibitions or Performances:

Abd-El-Barr MM, Pennesi ME, **Saszik S.M.**, Barrow AJ, Lem J, Bramblett DE, Paul DL, Frishman LJ, & Wu SM. (2009) Genetic dissection of rod and cone pathways in the dark-adapted mouse retina. *Journal of Neurophysiology*. 102(3):1945-55.

**Church, R.B.** (2010). A review of Steven G. McCafferty and Gale Stam. (Eds.). *Gesture: Second Language Acquisition and Classroom Research*. *European Journal of Developmental Psychology*.

**Gaskins, S.** (2009). Work before play for Yucatec Maya children. In R.A. Shweder, R. Thomas, A.C. Bidell, S. Dailey, S.D. Dixon, P.J. Miller, and J. Modell (Eds.) *The child: An encyclopedic companion* (p. 1040). Chicago: University of Chicago Press.

Stawiski, S. Tindale, R.S., & **Dykema-Engblade, A.** (2009). The effects of ethical climate on group and individual level deception in negotiation. *The International Journal of Conflict Management*, 20, 287-308.

**Takahashi, M.** (2010). History of spirituality research in gerontology. *Japanese Journal of Gerontology*, 31 (4), 502-508

Tomizawa, K., & **Takahashi, M.** (2010). Gerotranscendence in the eighth and ninth stage of life cycle: A comparative study among the old and the oldest old in the Amami archipelago. *Ritsumenikan Social Science Review*, 46(1).

### 4. Conference Presentations, Group Shows

Abdul-Adil, J., Meyerson, D., Elmore, C., Hossienian, Z., **Farmer Jr., A.D.** & Taylor-Crawford. (April, 2010). *Anxiety Symptom Profiles of Low-Income Urban Youth with Disruptive Behavior Disorders*. Poster presented at the meeting of Midwest psychological Association-**Society for Community Research and Action**, Chicago, Illinois.

Abdul-Adil, J., Braun, B., Sullivan, B., Zagaloff, A., **Farmer Jr., A.D.**, Taylor-Crawford, K., Common, H., Qureshi, A. & Tullock, V. (April, 2010). *Influence of Urban Parents' Stressors and Symptoms on Child Mental Health*. Poster presented at the meeting of Midwest psychological Association-**Society for Community Research and Action**, Chicago, Illinois.

Abdul-Adil, J., Elmore, C., Meyerson, D., **Farmer Jr., A.D.** & Taylor-Crawford. (April, 2010). *Demystifying the low-income urban parent experience: The role of life stress in parenting practices*. Poster presented at the meeting of Midwest psychological Association-**Society for Community Research and Action**, Chicago, Illinois.

- Abdul-Adil, J., Meyerson, D., Elmore, C., Farmer **Jr.**, A.D. & Taylor-Crawford. (April, 2010). *Youth Internalizing Outcomes of a Manualized Family Therapy Treatment for Disruptive Behavior Disorders*. Poster presented at the meeting of Midwest psychological Association-**Society for Community Research and Action**, Chicago, Illinois.
- Ayman-Nolley**, S. & Arshawer, L. (June 2010). *The development of symbolism and realism in children's drawings*. Poster presentation at Jean Piaget Society Annual Conference. St. Louis, MO
- Ayman-Nolley**, S. Petrella, M., Regalado, C., Andrade, J. (June 2010). *Children's implicit theory of officers of the law as portrayed in their drawings*. Poster presentation at Jean Piaget Society Annual Conference. St. Louis, MO
- Church**, R.B., Mahootian, S. and **Ayman-Nolley**, S. (July, 2010). *Of Two Minds: Gesture-Speech Mismatches as an index of Multiple Linguistic Representations* presented at the 4<sup>th</sup> Conference of the International Society for Gesture Studies (ISGS) Frankfurt/Oder.
- Church**, R.B. and **Ayman-Nolley**, S. (July, 2010). *The role of gesture in mathematical instruction: Does gesture embody knowledge for the listener*. presented at the 4<sup>th</sup> Conference of the International Society for Gesture Studies (ISGS) Frankfurt/Oder.
- Dykema-Engblade**, A., & Tindale, R.S. (October 2009). *Identifying Characteristics that Influence Group Process and Performance*. Presentation given at Grand Valley State University (as part of the distinguished alumna/alumni visit)
- Dykema-Engblade**, A., Kluwe, K., Corley, T., Medic, M., Martinez, R., Talbot, M., & Tindale, R.S. (May, 2010). *Individual Information Load, Expert Assignment, and Type of Information Influence Group Process and performance*. Poster presented at Association for Psychological Science (APS).
- Gaskins**, S. and Paradise, R. (2009). *Learning through observation*. Poster presented at an invited workshop *Aprendizaje en la participación intensiva en comunidades* (Taller de Aprendizaje) sponsored by Barbara Rogoff, UCSC Foundation, July, San Pedro Atitlan, Guatemala, July.
- Gaskins**, S. (2009). *Interpreting Cultural Differences by Age and Stage*. Presentation at an invited conference *Restaging Childhood*, sponsored by the Society for Psychological Anthropology, August, Bear Lake, Utah, August.
- Gaskins**, S. (2010). *Ways of Seeing: Open Attention and Observational Learning*. Presented at the annual meetings of the Society for Cross-Cultural Research, February, Albuquerque NM.

- Jacobs, S., **Church**, R.B. Johnson, C., Kim, S., Wolfgram, M., Knuth, E., Nathan, M. and Alibali, M. (October, 2009). *Mathematical ideas in classroom instruction*. Presented at the Cognitive Development Society conference, San Antonio, TX.
- Jacobs, S., Murray, J. and **Church**, R.B. (June, 2010). *Gesture's effect on learning and explanations in a spatial task*. Presented at the Jean Piaget conference, St. Louis.
- Hollis-Sawyer**, Lisa (2009, November). *Creating a healthier learning environment for life-span learners*. Poster presented at the 2009 Gerontological Society of America, Atlanta, GA.
- Hollis-Sawyer**, Lisa (2010, March). *Understanding the needs of diverse "non-traditional" learners*. Poster presented at the 2010 American Society on Aging Conference, Chicago, IL.
- Kluwe, K., Talbot, M., Hermann, R. Corley, T., Medic, M., **Dykema-Engblade**, A., & Tindale, R.S. (April, 2010). *The Influence of Assignment of Expertise and Information Distribution on Group Process and Decision-Making*. Poster presented at MPA (Midwestern Psychological Association).
- Nathan, M.J., **Church**, R.B., Sidney, P.G., Wolfgram, M., Johnson, C.V., Biedal, K., Hostetter, A.B., Jacobs, S., Knuth, E., and Alibali, M. (June, 2009). *How Teachers Link Mathematical Ideas During Instructional Communication*. Presented at the Institute of Educational Sciences Conference, Washington, D.C.
- Rueckert**, Linda, Doan, T., & Branch, B. (2010). *Emotion and relationship effects on gender differences in empathy*. Presented at the annual meeting of the Association for Psychological Science, Boston, MA, May, 2010.
- Takahashi**, M. (August 2, 2009). *Last Kamikaze: Testimonials from WWII suicide pilots*. -Airventure 2009, EAA Aviation Center, Oshkosh
- Takahashi**, M. & Habashi, A. (November, 2009). *Aging and spirituality: Production of Documentary films*. In M. Brennan (Chair), Creative Approaches to the Study of Spirituality in Later Life. Symposium presentation at the 62<sup>nd</sup> annual meeting of the Gerontological Society of America, Atlanta, GA.
- Takahashi**, M., & Kato, M. (June, 2010). *A comparison of psychosocial strengths between the WWII suicide pilots and non-veteran counterparts*. Poster presented at the 52<sup>nd</sup> annual meeting of the Japan Socio-gerontological Society annual conference, Nagoya, Japan.
- Tomizawa, K., & **Takahashi**, M. (November, 2009). *A Hierarchical Model of Gerotranscendence among the Oldest Old in the Amami Archipelago*. Poster will be conducted at the 62<sup>nd</sup> annual meeting of the Gerontological Society of America, Atlanta, GA.

Tomizawa, K., & **Takahashi**, M. (June, 2010). *Longevity and spirituality in the Amami Archipelago*. Poster presented at the 52nd annual meeting of the Japan Sociogerontological Society annual conference, Nagoya, Japan.

Tomizawa, K., & **Takahashi**, M. (March, 2010). *Gerotranscendence as the 9<sup>th</sup> stage of lifecycle*. Poster presented at the 21<sup>st</sup> annual conference of the Japanese Developmental Psychological Association, Kobe, Japan.

## 5. Funded grants

**Church**, R.B. (2009) Co-principal Investigator, NSF Reese grant, *How Does Visual Scaffolding Support Students' Mathematics Learning?*

**Dykema-Engblade**, A (Co-PI) & Tindale, R.S (Co-PI). *The Role of Shared Mental Models and Cognitive Load on Group Memory*. A request was also approved for REU (Research Education for Undergraduates) funds to pay undergraduate research assistants.

**Erber**, M.W. Applied Learning Mini-Grant recipient, June 2010.

**Hollis-Sawyer**, Lisa. Applied Learning Mini-Grant recipient, June 2010.

Prete, F., Puryear, TK, & **Saszik**, S. (2009) Research Communities Grant, *Color Vision and Object Recognition in Praying Mantids*

**Rueckert**, Linda. An Office of Research Development to Foster Research, National Institutes of Health Extramural Associates Sponsored Research Infrastructure Program grant #1 G11 HD049644-91A1, \$100,000 (continuing).

## 6. Service

**Ayman-Nolley**, Saba, Vice President for Communications for Jean Piaget Society

**Ayman-Nolley**, Saba, member of the Baha'i National Education Task Force

**Hollis-Sawyer**, Lisa, Faculty campus representative, *Association for Gerontology in Higher Education (AGHE)*

**Hollis-Sawyer**, Lisa, Editorial Board: *Annual Editions: Aging 07/08, 08/09, 09/10, 10/11*

**Hollis-Sawyer**, Lisa, Editorial Board: *Taking Sides: Educational Psychology (2008-present)*

**Hollis-Sawyer**, Lisa, Reviewer for *Educational Psychology* journal (Spring 2010 – present)

**Hollis-Sawyer**, Lisa, Abstract Reviewer for *Gerontological Society of America* conference (Spring 2010 – present)

**Rueckert**, Linda, Chair, Council on Undergraduate Research Publications Committee.

## **B. Student Achievements**

### **1. Presentations, conference papers, symposium participation, publications.**

Abdul-Adil, J., Meyerson, D., Elmore, C., **Hossienian**, Z., Farmer Jr., A.D. & Taylor-Crawford. (April, 2010). *Anxiety Symptom Profiles of Low-Income Urban Youth with Disruptive Behavior Disorders*. Poster presented at the meeting of Midwest psychological Association-Society for Community Research and Action, Chicago, Illinois.

Abdul-Adil, J., Braun, B., Sullivan, B., Zagaloff, A., Farmer Jr., A.D., Taylor-Crawford, K., **Common**, H., **Qureshi**, A. & **Tulloch**, V. (April, 2010). *Influence of Urban Parents' Stressors and Symptoms on Child Mental Health*. Poster presented at the meeting of Midwest psychological Association-Society for Community Research and Action, Chicago, Illinois

**Alexandris**, K. (Saszik, S. Faculty Sponsor). *H1 Receptor Antagonist, Pyrilamine, Reduces Physical Stress and L-Histidine-Induced Anxiety in Adult Zebrafish*. Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Aqai**, M. (Gaskins, S. Faculty Sponsor). *Museums and Interactions with Different Children*. Poster presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Arshawer**, L. (Ayman-Nolley, S. Faculty Sponsor). *The Development of Symbolism and Realism in Children's Drawings*. Poster presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Ayman-Nolley, S. & **Arshawer**, L. (June 2010). *The development of symbolism and realism in children's drawings*. Poster presentation at Jean Piaget Society Annual Conference. St. Louis, MO

Ayman-Nolley, S. **Petrella**, M., **Regalado**, C., **Andrade**, J. (June 2010). *Children's implicit theory of officers of the law as portrayed in their drawings*. Poster presentation at Jean Piaget Society Annual Conference. St. Louis, MO

**Common**, H. (Farmer Jr., A.D., Faculty sponsor). *An Investigation Of The*

*Relationship Between Parental Stress And Disruptive Behavior Disorders In Children.* Paper presented at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Chapman, A., Eychaner, P., Thomas, C., Reem, K., Rostis, M. & Williams, C.** (Gaskins, S. Faculty Sponsor). *Effects of Gender and Culture on Verbal Interaction in Families at a Museum.* Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Dykema-Engblade, A., **Kluwe, K., Corley, T., Medic, M.,** Martinez, R., Talbot, M., & Tindale, R.S. (May, 2010). *Individual Information Load, Expert Assignment, and Type of Information Influence Group Process and performance.* Poster presented at Association for Psychological Science (APS).

**Gibson, L., Vega, E., Madrigal, J., & Hidalgo, J.** (Gaskins, S. Faculty Sponsor). *The Impact of Child's Gender and Group Size on Museum Experiences.* Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Hanawalt, R. & Marella, N.** (Church, R. Faculty Sponsor). *The Effects of Meaningful Gesture on Math Instruction.* Poster presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Hosseinian, Z. Diallo, A., Qureshi, A. & Dominguez, S** (2010) *Does Color Play a Role in Object Recognition by the Praying Mantis, Hierodula Membranacea ?* 18<sup>th</sup> Annual Student research and Creative Activities Symposium. April 16, 2010. Northeastern Illinois University. Chicago, IL

**Hosseinian, Z. Diallo, A., Qureshi, A. & Dominguez, S.** (2010) *Does Color Play a Role in Object Recognition by the Praying Mantis, Hierodula Membranacea ?* 21<sup>st</sup> Annual Illinois Student Research Conference. April 10, 2010. Chicago State University. Chicago, IL

**Howard, A.** (2010). *Gender Construct Priming and it's Effect on Leadership Behavior and Perception in Leaderless Teams: A "Dead End" to Women's Leadership.* Presented at UIC African American and Latino Forum.

**Howard, A.** (Dykema-Engblade, A. Faculty Sponsor). *Gender Construct Priming and Its Effect on Leadership Behavior and Perception in Leaderless Teams: A "Dead End" to Women's Leadership.* Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Ibarra, C.** (Gaskins, S. Faculty Sponsor). *Distraction Effects at a Museum Exhibit.* Poster presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Jacobs, S., Murray, J. and Church, R.B.** (June, 2010). *Gesture's effect on learning and explanations in a spatial task*. presented at the Jean Piaget conference, St. Louis.

**Jacobs, S., Church, R.B. Johnson,C., Kim, S., Wolfgram, M., Knuth, E., Nathan, M. and Alibali, M.** (October, 2009). *Mathematical ideas in classroom instruction*. Presented at the Cognitive Development Society conference, San Antonio, TX.

**Kluwe, K., Martinez, R., Talbot, M., Corley, T., Medic, M., Dykema-Engblade, A., & Tindale, R.S.** (May, 2010). *The Influence of Assignment of Expertise and Information Distribution on Group Process and Decision-Making*. Poster presented at Midwestern Psychological Association.

**Kuenstler, B.** (Erber, M. Faculty Sponsor). *Interpersonal Relationships: Attachment, Trust, and Handling Conflicts*. Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Matrisotta, L., Miller, A., Puskorius, A., & Santicola, K.** (Gaskins, S. Faculty Sponsor). *Ethnicity, Education, and Family Collaborative Learning*. Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Mauera, A.** (Church, R. Faculty Sponsor). *Reading, Writing and Gesturing; Analysis of the Underlying Processes of English Errors among Spanish-English Bilinguals*. Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Nathan, M.J., Church, R.B., Sidney, P.G., Wolfgram, M., Johnson,C.V., Biedal, K., Hostetter, A.B., **Jacobs, S., Knuth, E., and Alibali, M.** (June, 2009) *How Teachers Link Mathematical Ideas During Instructional Communication*. Presented at the Institute of Educational Sciences Conference, Washington, D.C.

**Neiman, V., Kelly, J., Haywood, K. & Escobar, H.**(Gaskins, S. Faculty Sponsor). *The Impact of Parental Education on Child-Activity Involvement and Its Effect on Child Goal Achievement*. Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Ribaudó, A., & Takahashi, M.** (2009). Temporal trends in spirituality research: A meta-analysis of journal abstract between 1944 and 2003, In Ellor, J. (Ed.), *Methods in religion, Spirituality, and Aging* (pp. 13-25). Oxon, Oxford: Routledge.

**Roudette, N.** (Church, R. Faculty Sponsor). *Forced Gestures*. Paper presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Rueckert, Linda, **Doan, T., & Branch, B.** (2010). *Emotion and relationship effects on gender differences in empathy*. Presented at the annual meeting of the Association for Psychological Science, Boston, MA, May, 2010.



**Santicola, K.** (Gaskins, S. Faculty Sponsor). *Differences in the Zone of Proximal Development of Different Ethnicities*. Poster presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Takahashi, M., & **Kato, M.** (June, 2010). *A comparison of psychosocial strengths between the WWII suicide pilots and non-veteran counterparts*. Poster presented at the 52nd annual meeting of the Japan Socio-gerontological Society annual conference, Nagoya, Japan

**Whishnoff, S.** (Ayman-Nolley, S. Faculty Sponsor). *The Relationship Between Children's Television Consumption and Their Imagination Through Their Drawings*. Poster presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Valle, G.** (Church, R. Faculty Sponsor). *Gestures as an Aid to Verbal Instruction*. Poster presented at the 18th Annual Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

## **2. Acceptance to graduate or professional school; other honors/scholarships/awards**

- **Branch, Brandon**; enrolled in masters counseling program at Roosevelt
- **De Asa, Anthony**; accepted to PsyD program at Adler
- **Doss, Ronnie**; accepted to clinical PsyD program at Adler
- **Egan, Tammy**; Chicago School of Professional Psychology masters clinical program
- **Hanawalt, Rochelle**; accepted to masters program in occupational therapy
- **Heighway, Holly**; Chicago School of Professional Psychology masters clinical program
- **Hundley, Courtney**; Chicago School of Professional Psychology masters clinical program
- **Hossienian, Zahra**; accepted to University of Chicago, MAPPS program
- **Howard, Angela**; promoted to organizational development specialist at Jim Beam Brands
- **Kimener, Lauren**; accepted to school psychology program at University of Cincinnati w/ funding
- **Schreier, Lindsey**; accepted in masters counseling program at National-Louis University
- **Sims, Brandi**; enrolled in nursing school at West Suburban College of Nursing in Oak Park
- **Szarek, Robert**; accepted to Elmhurst College IO psychology master's program
- **Qureshi, Annum**; Behavioral Research Advancements in Neuroscience program at Georgia State University

## C. Alumni News

- **Arango**, Abel; accepted to PhD Spanish program at University of Wisconsin-Madison
- **Baker**, Jennifer; accepted to MFA program at Washington University
- **Drymon**, Christina; enrolled in SSA at University of Chicago
- **Ghouse**, Aliya; accepted to Roosevelt University
- **Kluwe**, Katharina; received tuition waiver and funding for Loyola PhD applied social program
- **Leone**, Christine; University of Chicago PhD social work program w/4 years of funding
- **Lewison**, Laura; accepted to clinical program at Chicago School of Professional Psychology
- **Marin**, Max; selected for Johns Hopkins Medical Research Internship
- **Medic**, Milana; accepted in masters counseling program at Roosevelt
- **Minch**, Lisa; accepted to NEIU masters linguistics program
- **Morrone**, Michelle; accepted diagnostic practicum position at Indian Oaks Academy
- **Petran**, Maria; University of Manchester masters social work program
- **Sullivan**, Peter; accepted to MSW program at UIC
- **Ursetto**, Veronica; accepted to Chicago School of Professional Psychology

## GERONTOLOGY M.A. PROGRAM

### Assessment Report 2009-2010

Submitted by Lisa Hollis-Sawyer

The mission of the Gerontology Program at Northeastern Illinois University (NEIU) is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research and community service. The immediate purpose of the Program is to prepare gerontologists who will have the background necessary to be effective, ethical, and concerned professionals. During the Fall 2009-Spring 2010 academic year, 17 new students were taking classes to begin the M.A. in Gerontology program, with approximately 60% program enrollees by end of Spring 2010. There are currently 10 new M. A. students (approximately 30% currently in the process of applying to the program; and 70% formally enrolled in program) registered to begin the program in Fall 2010. There are also 5-7 more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2010. Thus, it is expected that the in-coming cohort will be between approximately 15 and 17 new gerontology students. With 3 recent graduations, the total program enrollment is approximately 52. The M. A. in Gerontology Program seeks to enable students to

achieve an understanding of the physiological and psychological processes of aging across the life span and of the historical, spiritual, social, political, and physical contexts in which individual aging occurs. It also intends to stimulate thoughtful self-examination of the personal values the student brings to the study and practice of gerontology and those that underlie the most pressing issues related to aging in an aging society.

### **Assessment Dimensions and Broader Assessment Components**

This assessment plan of the M. A. in Gerontology Program is based on a model consisting of three core areas of focus (i.e., an “Administrative Core,” an “Educational Core,” and an “Application Core”). Each core area deals with a functional aspect of the program. The *Administrative Core* deals with issues surrounding the maintenance of a well-run graduate program. The *Educational Core* is concerned with issues about the educational experiences of the students in the classroom. Finally, the *Application Core* pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and potentially different feedback emphases.

### **Assessment Core Area Focuses**

#### *Administrative Core:*

- Is student selection system resulting in high-quality, motivated students?
- Is the program being maintained effectively?
- Is the program anticipating future needs of students and the field in its curriculum design?

#### *Educational Core:*

- Are students learning what is stated in the program goals?
- Is practicum/internship providing opportunities to apply knowledge/ skills?
- Are the faculty effectively presenting instructional material?

#### *Application Core:*

- Is the program curriculum emphasizing important areas and meeting goals for professional development?
- Are graduates of the program becoming productive gerontology-related professionals?

Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three broad assessment core areas are more specific program components to be assessed on an on-going basis, creating opportunities for feedback and improvement in each of the core areas. See Table 1 for these specific assessment components and associated documentation approaches. Information relevant to program processes and/or outcomes will be collected and analyzed by program faculty, the program coordinator, and the department Chair on a bi-annual basis. Further, reports on assessment results will be presented to NEIU administration.

A goals assessment plan was proposed, linking the M. A. in Gerontology program's learning outcomes to the Association for Gerontology in Higher Education's principles (i.e., AGHE's (1993) *Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction*). The educational goals of the program reflect these AGHE principles, adhering to the current professional guidelines of experts and educators in the field of gerontology (see Table 1).

### **Assessment Plan and Results**

#### **Development, Administration, and Analysis of Student and Faculty Self-assessment Survey (linked to AGHE and program goals): Analysis Results**

Responses to survey statements ranged from (1) "Somewhat Disagree" to (4) "Strongly Agree" in reaction to both KNOWLEDGE OUTCOMES and SKILL OUTCOMES questions derived from AGHE goals for gerontological education programs:

A. KNOWLEDGE OUTCOMES Student Ratings on 8 items (Summer 2009 – Spring 2010): On average, students surveyed across 2 different gerontology courses "somewhat" to "strongly" agree that the AGHE-based goals of knowledge outcomes (e.g., "I better understand the ethical issues and values pertaining to aging.") were achieved.

B. SKILL OUTCOMES Student Ratings on 6 items (Summer 2009 – Spring 2010): On average, students surveyed across 2 different gerontology courses "somewhat" to "strongly" agreed that the AGHE-based goals of skill outcomes (e.g., "I am better able to apply concepts and theories used to study aging.") were achieved.

#### **Development, Administration, and Analysis of Entrance/Exit Examination Administration (linked to AGHE and program goals): Analysis Results**

During Fall 2009, the sixth cohort of program entrants (17) took the program exam to get a baseline of knowledge. An analysis of the multiple-choice exam yielded the following comparison between students entering and graduates exiting the program. As would be expected, students showed a level of knowledge prior to classroom education at a minimal level of proficiency (i.e., average score across students of 59%).

#### ***Analysis of Student-derived Teaching Evaluations***

From Summer 2009 through Spring 2010, a statistical comparison of student evaluations of among both full- and part-time program faculty reveals comparable, if not above average, ratings in comparison to non-gerontological faculty in the NEIU psychology department ("norm" of teaching comparison due to department housed within) among the categories:

- Instructor effectiveness,
- Course content, and
- Course readings utility.

#### ***Marketing Assessment Survey***

During Fall 2009 and Spring 2010, an analysis was conducted of comparable graduate

gerontology programs in the Chicago area and surrounding suburbs. Specifically, the analysis focused on the breadth and depth of course offerings in the NEIU program versus other gerontology programs at other colleges or Universities. The NEIU program, being an interdisciplinary program, met if not exceeded course coverage across the following categories:

- *introductory gerontology*: 2 Core courses
- *biology of aging*: 1 Core course
- *ethics/public policy*: 2 Core courses, 1 Elective
- *research methodology/proposal writing*: 2 Core courses
- *sociological/cross-cultural gerontology*: 2 Electives
- *applied* (workforce, healthcare, clinical): 3 Electives
- *experiential learning*: 2 Core courses

### ***Development of Course Syllabi Content Analysis with Explicit Linkages to Multi-source Criteria***

This is an on-going process of explicit documentation of linkages in syllabus-specific matrices, with 95% of core courses in program completed in evaluation. Content analysis of completed matrices show acceptable levels of multiple-criteria approaches to evaluating student performance in class, as well as creating multiple sources of student performance feedback between instructor and student. Remaining course linkage documentation (core courses, elective courses) to be completed by Fall 2010.

### ***Applied Program Changes in Response to Assessment Feedback to Date***

*Curricular-level content revision in progress.* Based on multi-source feedback through the assessment process, a re-examination and change of curriculum content in the PSYC-AGED 402 *Developmental Processes in Later Life* graduate course was done to better prepare students for program thesis requirement and later work skills (i.e., linkage with content of PSYC-AGED 401 *Gerontology: An Overview* course to introduce students earlier in the program to the concept of developing a theoretical research proposal). Further, an on-going re-examination of course content in first year and beyond regarding research and knowledge skill building for both academic and career success (e.g., earlier emphasis on understanding how to understand and critically analyze published research) was conducted by gerontology program faculty, individually and during program meetings.

*Program sequencing and content revision.* During Summer 2009 through Spring 2010, there was an on-going re-organization of course sequencing and content linkages in program to better optimize student learning at the end of the program (i.e., better linkages of PSYC-AGED 401 and 402; better linkages of PSYC-AGED 408, PSYC-AGED 420, and PSYC-AGED 422 (thesis)). Further, a re-examination of elective course offerings to better reflect current training and research trends in field, through conference attendance and content sampling of relevant professional societies (e.g., Gerontological Society of America, National Association of Social Workers), is an on-going programmatic change process.

*Summary*

To date, the program has improved its effectiveness in functioning and responsiveness to students' needs through this on-going reiterative assessment and feedback process. It is hoped that this will yield further improvements in the recruitment and retention of students toward the ultimate goal of graduating well-trained practitioners in the field of gerontology. Based on the feedback collected since 2004, the program is taking steps to create a broadened variety of academic options to both enhance the viability and academic rigor of the gerontology program at NEIU

*Table 1.* Broad Assessment Components Across Core Areas and Associated

Documentation Approaches.

| <b>Assessment Component</b>  | <b>Assessment Documentation</b>  |
|--|--|
| <p>I. <i>FACULTY INVOLVEMENT</i><br/>           a) Program faculty are involved in defining expected learning outcomes and student activities for achieving them</p> | <p>1) Gerontology Program Correspondence (e.g., memos)<br/>           2) Faculty Form D's</p>  |
| <p>b) Program faculty should be involved in defining outcomes and outcome-related activities for out-of-classroom experiences.</p>                                   | <p>1) Student Practicum/Field Experience Papers<br/>           2) Copies of Students' Theses<br/>           3) Gerontology Program Correspondence (e.g., memos)<br/>           4) Faculty-sponsored Student Presentations<br/>           5) Faculty-sponsored Student Publications</p> |
| <p>c) Program faculty inform students of expected learning outcomes through class discussion and publication in course syllabi and other venues, as appropriate</p>  | <p>1) Program Description from Academic Catalogue<br/> <b>2) Program Student Handbook with Mission Statement</b><br/>           3) Program Poster/Brochure<br/>           4) Course syllabi<br/>           5) Print out of Program Web Site</p>  |

| Assessment Component   | Assessment Documentation   |
|--|--|
| <p>II. <i>PROGRAM GOALS</i></p> <p>a) Program goals are linked, as appropriate, to the University's goals and priorities</p> | <p>1) Program Description from Academic Catalogue</p> <p><b>2) Program Student Handbook with Mission Statement</b></p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p>  |
| <p>b) Program goals reflect professional standards, as appropriate</p>   | <p>1) Marketing Assessment Survey</p> <p>2) Self-assessment Survey (Student, Faculty)</p> <p>3) Advisory Committee (experts in aging field, alumni) Feedback Reports</p> <p>4) Course/content descriptions from other comparable degree programs</p>   |
| <p>c) Goals are appropriate to the program level (undergraduate minor, graduate)</p>   | <p>1) Program Description from Academic Catalogue</p> <p><b>2) Program Student Handbook with Mission Statement</b></p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p> <p>6) Marketing Assessment Survey</p> <p>7) Self-assessment Survey (Student, Faculty)</p> <p>8) Advisory Committee (experts in aging field, alumni) Feedback Reports</p> <p>9) Course/content descriptions from other comparable degree programs</p> |

| Assessment Component   | Assessment Documentation   |
|--|--|
| <p>III. <i>LEARNING OUTCOMES</i></p> <p>a) Each learning outcome is linked to at least one program goal.</p> | <p>1) Program Description from Academic Catalogue</p> <p><b>2) Program Student Handbook with Mission Statement</b></p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p>  |
| <p>b) Each learning outcome is clearly specified and measurable.</p>   | <p><u>Direct measures</u></p> <p>1) Course-based output:</p> <p style="padding-left: 40px;">A. Tests</p> <p style="padding-left: 40px;">B. Papers/projects</p> <p style="padding-left: 40px;">C. Oral Presentations</p> <p>2) Practicum/internship output:</p> <p style="padding-left: 40px;">A. Logs</p> <p style="padding-left: 40px;">B. Experiential Paper</p> <p>3) Practicum/internship Supervisor Ratings (Grade)</p> <p>4) Thesis output:</p> <p style="padding-left: 40px;">A. Thesis Paper/Oral Defense Presentation</p> <p style="padding-left: 40px;">B. Thesis Rating by Thesis Committee (Grade)</p> <p>5) Self-assessment Survey (Student, Faculty)</p> <p>6) Entrance/Exit Exam Results (“Change” Score)</p> <p><u>Indirect measures</u></p> <p>7) Alumni Survey</p> <p>8) Self-assessment Survey (Student, Faculty)</p> <p>9) Advisory Committee feedback reports</p> <p>10) Student-derived Teaching Evaluation Forms</p> <p>11) Peer Teaching Evaluation Schedule of Class Visits</p> |



| Assessment Component   | Assessment Documentation   |
|--|--|
| <p>III. <i>LEARNING OUTCOMES</i>, ct'd<br/> c) The program has developed a matrix showing the relationship between courses and program goals and outcomes.</p> | <p>Matrix table and text description of program goal linkages to program curricular content and process.</p>   |
| <p><b>IV. ASSESSMENT/MEASUREMENT</b><br/> a) At least one valid measurement method is specified for each outcome.</p>  | <p><u>Direct measures</u><br/> See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u><br/> See III. b) items 7-11 of this table</p>   |
| <p>b) Assessment of learning outcomes includes both direct and indirect measures.</p>  | <p><u>Direct measures</u><br/> See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u><br/> See III. b) items 7-11 of this table</p>   |
| <p>c) The program has set up a structure to collect and analyze data about learning outcomes.</p>  | <p>1) Gerontology Program Correspondence (e.g., memos)<br/> 2) Course syllabi's grading rubrics</p>  |
| <p>d) Results of this assessment are available to appropriate constituents.</p>  | <p>1) Yearly Assessment Reports to Dean<br/> 2) Correspondence (reports, memos) to Advisory Committee<br/> 3) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students</p> |

| <b>Assessment Component</b>   | <b>Assessment Documentation</b>  |
|---|--|
| <p>V. <i>FEEDBACK LOOP</i></p> <p>a) A feedback loop has been established that specifies when the assessment results will be reviewed, by whom, and for what purpose.</p>   | <ol style="list-style-type: none"> <li>1) Yearly Assessment Reports to Dean</li> <li>2) Correspondence (reports, memos) to/from Advisory Committee</li> <li>3) Self-assessment Surveys (Student, Faculty): Forms and Process Instructions</li> <li>4) Student-derived Teaching Evaluation: ): Forms and Process Instructions</li> <li>5) Peer Teaching Evaluation: Schedule of Class Visits</li> </ol> |
| <p>b) Documentation and evidence supporting the establishment of the feedback loop is available – i.e., curricular proposals based on assessment results, request for funding to support change based on assessment results, etc., or new assessment methods.</p> | <ol style="list-style-type: none"> <li>1) Gerontology Program correspondence</li> <li>2) Advisory Committee's actions (meeting minutes, feedback reports)</li> <li>3) Presentations and/or publications of Gerontology Program assessment results</li> </ol>   |
| <p>c) The assessment plan has been implemented and results are available for the past year, and/or for several years.</p>   | <ol style="list-style-type: none"> <li>1) Yearly Assessment Reports to Dean</li> <li>2) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students</li> <li>3) Correspondence (reports, memos) to Advisory Committee</li> </ol>  |

# SOCIAL WORK

## **Annual Report 2009-2010**

### **Submitted by Jade Stanley**

#### **Executive Summary**

The Social Work Program continues to grow and develop and increase the presence of our faculty and students both on campus and in the community. Our students are active in the community through the work in the social work club (ASSW), service learning, year long internships and active work in agencies and organizations. The NEIU Social Work program received reaffirmation of its accreditation from the Council on Social Work Education (CSWE) through 2016. The CSWE sets standards that define competent preparation for social work education at the baccalaureate and masters levels and ensures that its member institutions meet them. The onsite visit and the commission's report were all glowing, resulting in the CSWE granting reaccreditation to NEIU's social work program without any further follow-up evaluation for the next eight years.

We unfortunately lost our recent hire, Dr. Joseph Cytrynbaum, who was hired to serve as the Director of Field Education. Dr. Cytrynbaum had developed a strong relationship with community-based programs in the Chicago land area specifically, Umoja. In his memory the members of the Social Work Program participated in many activities and programs initiated by Umoja. Several of the social work faculty and instructors participated in "Training the Trainer" at Manley High school; organized and sponsored a Leadership Boot Camp held at CCICS in Spring 2010; provided space at NEIU for the Umoja Upward Bound Program, and actively participated in their annual fund raising event. We hosted a SWK celebration in the fall to honor Dr. Joseph Cytrynbaum as well as to acknowledge our reaffirmation. We had two successful searches for our program, for academic year 2010-2011, Dr. Jacqueline Anderson who holds a PhD from Loyola and will serve as the Director of Field Education, and Jin Kim, who will lead our policy curriculum. In the midst of these changes, the Social Work Program continues to make outstanding contributions to teaching, research and service to the department, College of Arts and Sciences and to the university and larger community. We are proud to acknowledge the strong relationship we have developed with our colleagues at El Centro, providing an increased visibility in the community and an increase in the course offerings for our core social work courses. This has provided increased opportunities for our students to learn and work in the community .

The NEIU Social Work Program successfully offered its first hybrid social work course, Social Work with Families, developed and taught by Professor Jane Peller in summer 2009. The Social Work Program has used on-line teaching to supplement course content but this is our first "official" course. The Social Work Program has redesigned its

webpage, developed and launched our first Social Work Blog, with a focus on student success stories, scholarship information, program events and resources and to increase communication with our alumni/ae. We have designed our first newsletter under the direction of Dr. Francisco X. Gaytán, highlighting our program activities, connecting with our current students and alumni.

The Baccalaureate of Arts degree in social work (BASW) is the only undergraduate major that educates students to be professional social workers. BSW graduates are prepared for immediate entry into direct human service professional positions in such settings as social welfare institutions, community service organizations, child welfare agencies, hospitals and nursing homes. The Social Work Program at NEIU is the only state-funded, freestanding social work program in the Chicago area and is acknowledged in the social work community as one of the main feeders for graduate schools of social work in the Chicago land area.

The Northeastern Illinois University undergraduate Social Work program combines liberal arts with professional social work foundation content to prepare graduates for direct service in the field of social services. In addition to the General Education requirements, the Council on Social Work Education (CSWE) mandates social work foundations content in the following areas:

- Human Behavior
- Social Welfare policy and services
- Populations at risk
- Research
- Social Work Practice
- Field Practicum in the final academic year of at least 400 hours (NEIU requires 512 hours)
- Social work values and ethics
- Human Diversity
- Social and Economic Justice

These specific content areas are addressed in the 14 core courses and two electives. To complete the degree requirements for the undergraduate degree the student must enroll in the field practicum where they are placed in an appropriate social work agency for 256 hours per term (approximately 16-20 hours per week). They are under supervision of a qualified agency-based social worker. The agency, agency supervisor, and student are monitored by a BSW faculty (Field coordinator) to insure that the educational outcomes are achieved. There were 72 students in field placements during this academic year, and appears to be 100 for the upcoming class of academic year 2010-2011. It should be noted that the students in the BSW program at NEIU are well prepared for graduate school as they are required to take three (3) research courses to meet the requirements of our program, unlike other undergraduate programs which require only two.

In our recent Program Review for IRB, we found that 74% of our graduates go on to graduate study in social work or a related field.

### Social Work Program Goals

To produce students who are able to:

1. Use the Social Work knowledge base to make self-reflective, ethical decisions guided by the values and ethics of the professionals
2. Engage competent professions in generalist practice with sensitivity about how to modify one's self given the multifaceted nature of a person's context and cultural domains
3. Respond and actively seek to develop sustainable environments globally and locally that promote human rights and social justice
4. Focus on resiliency within and between individuals and systems to overcome risk and trauma
5. Continuously engage in the development of Core Professional Identity behaviors and skills to become competent leaders in the field.

### Social Work Activities 2009-2010

The Social Work Program has conducted a variety of activities to keep the program visible and viable:

1. We held our 4th "Back to School Rally" in the Fall 2009, attracting 100 students who participated in various activities to orient them to the program, discuss resources and opportunities and have students share their talents and interests.
2. In the fall 2009, the Social Work Program held the Annual Field Directors Meeting, which also includes faculty, staff, administrators and students. There were 34 field instructors in attendance and 62 students. The morning meeting was combined with field instructors and students and the afternoon focused on Ethics Training for students. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met.
3. In the spring 2010, the Social Work Program co-sponsored a "Social Work Month Program-Possibilities", with the social work club officers. Our guest speaker was the Honorable Iris Martinez. We had current students and alumni in attendance.
4. In Spring 2010, The Social Work Program faculty acknowledged 13 students in our new social work honors society, Alpha Phi Omega. held a reception for honoree and their guests.
5. Academic year 2009- 2010, The Social Work faculty held weekly faculty meetings throughout the academic year to work on the curriculum development for the upcoming Self-study and reaffirmation process. To that end the faculty re-conceptualized the

program's mission, goals and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes.

6. Academic year 2009- 2010, The Social Work Program utilizes a data base system that is used in addition to the CARS system to advise, monitor progress and prepare graduation reports for majors and minors. This data base system also has been useful in preparing annual reports to NEIU, CSWE and NASW. The data base has been useful in helping our students move towards graduation and adhere to the time-to-graduation process. We offer sequential and concurrent course offerings, helping students to navigate our program within two and one half years.

7. In Spring 2010, The Social Work Faculty helped organize forty-nine (49) students to attend lobby day February 2008, and supported the student social work club in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from NASW (National Association of Social Workers) for having the largest group of students at the event.

8. In Spring 2010 The Social Work Program hosted a "Social Work Program" day at the movies to see Precious, and had a dinner discussion following the viewing of the film.

9. In Spring 2010, 15 social work students presented their research findings from their social work study abroad program in Guanajuato Mexico at El Centro, April 1<sup>st</sup>. The students were well received and initiated lively discussion and dialogue, encouraging new students to consider this learning opportunity

10. In Spring 2010, 4 social work students will present their agency based research projects or study abroad research at the upcoming NEIU 17<sup>TH</sup> Annual Student Research Symposium.

11. Five of the faculty and instructors in the social work program participated as group facilitators for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2010.

### Curriculum Revision

In Fall 2009, 2 Social Work course were approved for the WIC (Writing Intensive Curriculum: Social Work 303: HBSE and Social Work 322: International Social Work

In Spring 2010, one social work course, SWK 308: Social Work with Immigrants and Refugees was approved by the Faculty Senate

In Spring 2010, 1 social work course, SWK 324, Social Work with Latinos was approved through the faculty governance.

## **I. Assessment**

The faculty in the Social Work Program have historically integrated and made use of the ongoing process of curriculum assessment. However, after the last academic year 2008-2009, we have reviewed and revised our evaluation instruments to help us to incorporate multiple assessment measures with benchmarks to inform the Social Work Program of needed changes as well as to inform the Social Work Program of achievements. In general, during this academic year, the faculty methodically examined the key curriculum areas by: utilizing student and alumni curriculum assessment processes; meeting with the Social Work Advisory Board Committee once each semester, who have assisted us in revising and assessing the Program outcomes; using student and alumni focus groups and, subsequent surveys, to narrow in on the student perspective; continuous self-study meetings used for re-envisioning and curriculum modification in order to better achieve the desired learning outcomes of each course and in turn the Program outcomes.

Assessment begins with the admission of the Program. Our Social Work Database indicated that 300 student met with the Program Director during this academic year, and assessed the student's academic standing, written and verbal communication skills as well as motivation and readiness to enter the Social Work Program. This process was done during an interview where the Program Director assisted the student in completing the major declaration form, the application for entry into the program and a review of previous courses completed in the areas of general education and liberal arts. Additionally, the student and Program Director talked about the student's motivation for becoming a social work major and the previous work and or volunteer experiences they have had. Students who do not have social service experiences are required to engage in 50 hours of volunteer work prior to entering the social work practice/human behavior sequence and were directed to various community based agencies to complete this requirement. This is yet another example of how we have altered our Program through the use of continuous assessment. In recent years, through the entrance process and tracking through the Social Work database, we discovered that our student population was getting younger and coming into the Program with less or more than likely no social service experience.

Each required course in the major has established learning outcomes and at the end of each semester several instruments are given to each student to complete. They include: student evaluation of the course, student evaluation of the course in meeting the Program objectives and instructor evaluation.

During both fall and spring semester 2009-2010, assigned faculty member summarized and analyzed the data of the various instruments for each course and provided a report to the faculty on the outcomes that have been attained per students' assessment as well as those which have not been attained completely or not at all. This provides faculty with information to assist in revising and strengthening the structure of each course in order to attain the stated objectives. The report also stimulates discussion on student learning styles and teaching approaches that might better their learning styles. The

report was made available to faculty at the beginning of the fall term and reflects the previous semester's performance.

Faculty responsible for each of the foundation areas describes the ways in which they design instruction, course content and activities to achieve the respective course outcomes. The faculty then assessed the congruence between the approach and the expected outcomes taking into consideration student perspectives regarding how well they have achieved the course outcomes. Based on this discussion, suggestions for changes were made to modify or reinforce the teaching/learning process.

Prefield assessment, known as PIDS (Professional Identity Development Survey-in appendix A) takes place in the spring term of each year for all those students enrolled in the Human Behavior/Practice II curriculum and are scheduled to enter the field practicum the following fall term. A qualitative and narrative assessment of the student performance in the competency areas of the Program was completed for each students utilizing SurveyGold and housed on the NEIU Portal in our secure social work faculty group. This was accomplished through the contribution of each faculty member who knows the student and takes place in a series of meetings. Each student (68 students incoming to the field experience \_ also completed an assessment of themselves based on the same categories. The PIDS are utilized in the placement process of students to better match students with Field Instructors and type of learning environment in the field. The competencies addressed include the following: cognitive/intellectual development, written and verbal communication skills as well as professional development skills. These include professional knowledge, social work practice skills, and appropriate demonstration of social work professional values and skills. Student's strengths and areas needing improvement are identified and warnings are also identified for the student to address.

Assessment continues in the Field Practicum utilizing the above competencies as a basis for evaluation. In the spring term of the senior year, students complete a portfolio describing and illustrating how they have met the competencies identified above. The post field assessment is a qualitative narrative description completed for each student by the Field Coordinator or Field Liaison, who has completed the field practicum. It consists of a description of how students have developed skills over the course of their social work education and presents the level of performance within each of the competency areas.

- Faculty will analyze the data from the Program Outcome Instrument and make suggestions on the findings and the need to secure a more reliable instrument
- Faculty will analyze data from the Foundation Practice Self Efficacy Survey (FPSE)
- Faculty will analyze data from Alumni Survey
- Faculty will review the internship program in terms of staffing and task assignments and make it more responsive to the growth in the program
- Faculty will review the issue of what is the most appropriate faculty for field leadership (instructor or tenure-track) as it relates to CSWE standards



- Faculty evaluations, course evaluations, and program evaluations will all be conducted on line using Survey Gold or Survey Monkey
- All students will be evaluated through PIDS beginning in their first semester of the program in the introduction to Social Work Course and then again at the end of the completed Social Work Program. Each student is also required to complete the PIDS which has been done on Blackboard using Survey Gold
- Most recently, the social work program conducted three surveys: 1) Should there be a MSW program at NEIU- with an overwhelming positive response requesting that NEIU offer a MSW program; 2) a survey to obtain information on the interests of social work majors and minors in a new minor- Child Advocacy- there was a 40% yes and 60% no response from students; 3) Alumni Survey to obtain information regarding the impact of the social work program on the student's educational and professional goals. The results of the survey indicate an "overall satisfaction" with the NEIU Social Work Program. The survey is included below:

#### **ALUMNI SURVEY MAY 2010- INSTRUCTION:**

Please answer the following questions as honestly as you can. Circle or check (✓) your best answer. All responses will be kept strictly confidential.

#### **SECTION A: PERSONAL INFORMATION**

1. What is your gender?
2. What is your age (years)?
3. What is your marital status?
4. What is your race or ethnicity?

#### **SECTION B: BSW PROGRAM AT NEIU**

5. Overall, how well did the BSW at NEIU prepare you for further education?
6. If NEIU had an MSW, how likely is it that you would have continued your grad education at NEIU?
7. Overall, how well did the BA/BSW at NEIU prepare you for employment?

#### **SECTION C: SOCIAL WORK CLASSES AT NEIU**

8. Overall, how satisfied are you with your social work classes?
9. Overall, how relevant were social work classes to your career goals/objectives?
10. Overall, how satisfied are you with the availability of social work core classes when you need them?
11. Overall, how satisfied are you with the availability of social work elective classes when you need them?
12. Overall, how satisfied are you with class size in your social work classes?

#### **SECTION D: SOCIAL WORK FACULTY**

13. Overall, how satisfied are you with your social work faculty?
14. Overall, how satisfied are you with the quality of instruction by your social work faculty?
15. Overall, how satisfied are you with the quality of instruction by faculty outside social work program?
16. Overall, how satisfied are you with the availability of your social work faculty outside of class?
17. Overall, how satisfied are you with the social work faculty commitment to helping students learn?
18. Overall, how satisfied are you with the social work faculty respect for students?

## **II. Program Plan**

The above annual plans are consistent with the following long term goals. These goals were developed in response to the strategic priorities of Northeastern Illinois University.

Goal 1: Recruit and retain a diverse student body

- Strengthen our Social Work Program presence at Caruthers Center for Inner City Studies.
  1. Continue to offer all core courses at CCICS
  2. Continue to coordinate with Lance Williams in terms of hiring and course offerings
- Strengthen our Social Work presence at El Centro
  1. Increase course offerings to include Introduction to Social Work as well as Social Policy and Practice
- Increase recruitment initiatives with the Black Social Work and Latino Social Work Organizations
- Explore ways to market the Social Work Program as the only accredited public undergraduate program within Chicago land area
  1. Continue to work with Mark Rogers, Program Director and Felecia Townsend, recruiter, Dominican University School of Social Work
  2. Explore strategies to capture the market niche left vacant by the closure of the UIC undergraduate program
  3. Explore offering courses at County of Lake County for site for learning for social work students
    - Strengthen relationship with Community College advisors, follow up to initial letters sent out to area colleges
    - Utilize relationships established at Community Colleges particularly Truman and Wright.
  4. Strengthen advisement procedures to track social work majors
    - Increase tracking of social work majors who are “inactive”
    - send letters to inactive majors
    - utilize the social work data base by all faculty
    - attend open house by all faculty at all campuses
    - work with publicity office

Goal 2: Foster a student/learner community

5. Continue to support the activities of the Association of Student Social Workers (ASSW) and their efforts to becoming more involved in community and professional related activities (such as participating with a faculty in Springfield in the National Association of Social Workers “Lobby Day”, Statewide NASW conferences and local chapter events)
6. Strengthen student involvement in program development- through the position of student liaison. The student liaison attends faculty meetings, as well as serves as a liaison between the Social Work Program and the NASW-Illinois Chapter.
7. Implement a Social Work Honors Society-Phi Alpha Honor Society
8. Continue to develop faculty/student research projects
9. Continue to have senior Social Work students and faculty engage in an ending ritual upon completion of the Social Work Program
10. Continue to have fall Field Supervisor breakfast with students
11. Continue to develop and implement Social Work Mentoring Program

12. Continue to mentor McNair Scholars
13. Continue to host Fall back to school rally for social work students
14. Continue to host spring social work month program

Goal 3: Foster the use of information technology and learning resources

- All faculty will utilize Blackboard and the new NEIU PORT as well as other informational technology instruction.
- All faculty will utilize the Social Work Data base for advisement, and other related duties
- All faculty will be trained on the use of Survey Gold or other software for course, faculty and program evaluation
- Develop an integrated Assessment Plan between Program Goals, Course Objectives, Student Competencies and Faculty Evaluations.
- All social work courses will have online course and instructor evaluations beginning with social work 200: Introduction to Social Work.
- The introduction to social work course and the social work with families course will be offered as both hybrid and online beginning fall 2011

Goal 4: International Study

- Involve all faculty in curriculum review of core social work courses in order to incorporate international content across the curriculum. (This activity was begun in September 2006.)
- Plan study abroad program in Ghana, West Africa to study Social Development initiatives
- Plan study abroad program in Jamaica to study community development initiatives (this is an going project of 6 years)
- Plan study abroad program in Guanajuato Mexico to study community development initiatives (this is an going project of 3 year)
- Continue to explore student/faculty exchanges at the University of Kwazulu Natal, South Africa and Moneague College, Jamaica West Indies
- Continue to be involved in African Summer Institute at NEIU as well as other social work faculty research initiatives abroad such as Ghana
- Plan two study abroad programs each academic year to previous or new initiatives
- Continue to participate in the National Association of Social Work Chicago Chapter International Network Committee and the Chicago Sister City Programs
- Continue to strengthen relationship with University of Guanajuato, Guanajuato Mexico.

Goal 5: Collaborate with external constituents

- Ongoing exploration with community social service agencies to provide quality internships for students.
- Collaboration with the Black Social Workers and Latino Social Workers Organizations
- Ongoing collaborations with Alumni to increase their participation in the program- utilizing the Social Work Month Program, in class alumni panels,

invitation to study abroad program and other opportunities to engage them in the program

- Explore off site social work program at CLC (Center at Lake County)
- Implement Articulation Agreement with Dominican University and begin discussion with DePaul and UIC.
- Continue to collaborate with Northern Illinois University for annual conference
- Continue to work with Enlace, Project Success, Project Palyente, to help recruit and retain under represented groups

### Program Plan Requirements/Projected Needs

- A tenure track faculty member will be requested for the academic year 2011-2012 to meet student to faculty ratio
- Office Space: faculty are all located near one another, helping to build a cohesive energy. Should we receive a new hire, we would be in need of an office for our new hire in fall 2011. It would be optimal to have a conference room for our social work program, providing a place to have meetings and a place for faculty to come together to work on mutual projects.
- Secretarial and Student Help: The Social Work Program is in need of a full time professional secretary that is dedicated to the Social Work Program to help build and grow the programs potential for meeting an increasing demand for an undergraduate social work degree. The Social Work Program is growing and is in need of additional student help to assist in statistical analysis of program assessment, as the new mandate from CSWE requires a yearly report on program assessment
- Equipment: Our department received a fax machine this academic year as well as on-line printing, helping the efficiency of the program.
- Other needs: Our department needs additional resources in helping us meet the demand of our growing program. Some of the items, which would be helpful, would be to hire a graduate student to assist with statistical analysis of our program assessment instruments; and additional money for travel to professional conferences for a new faculty member.

## **III. Accomplishments**

### A. Faculty Research/Creative Activities

#### 1. Papers

Gaytán, Francisco X. second author on an invited chapter for publication in a volume on Latino immigrant children entitled “Development of Hispanic Children in Immigrant Families: Challenges and Prospects.” The chapter title is, “Facing the Challenges of Educating Latino Immigrant Origin Students.”

Gaytán, Francisco X. peer reviewed article published in the journal “Developmental Psychology,” which is the second most widely circulated journal focusing on issues

related psychological development. This article is titled, “Academic Trajectories of Newcomer Immigrant Youth” and appears in volume 46, issue 3 of the journal

## 2. Conferences, Presentations

Gaytán, Francisco. invited presentation in Mexico City titled “The Role of Social Capital and Support from Adults in the Academic Identity of Mexican Immigrant Youth in New York City.” This presentation was part of a binational conference whose theme was “The Students We Share: New Research from Mexico and the United States

Gaytán, Francisco X. presented a workshop at the 2010 Latino Social Work Organization conference. “Supporting the Education of Mexican and Latino Immigrant Youth through Culturally Competent Socio-Emotional Support in the Schools,” focused on issues that Latino youth face in the schools and the efforts that social workers can make to deal with them.

Peller, Jane. Lectora Conference 2010, 'Creating Skill Development Through Interactivity'. Cincinnati, Ohio April 27, 2010.

Stanley, Jade; Sanborn, Kim. ICERI Educational Conference 2009 “The contribution of the McNair Scholars Program to Participants’ Intellectual Development” (virtual) Madrid Spain.

Stanley, Jade; Sanborn, Kim. MOEAPP Educational Conference 2009 “The contribution of the McNair Scholars Program to Participants’ Intellectual Development” Illinois.

Stanley, Jade; Sanborn, Kim. Worldwide Educational Conference 2009 “The contribution of the McNair Scholars Program to Participants’ Intellectual Development” Rome Italy.

Stanley, Jade; Landerholm, Elizabeth; Villegas, Joaquin. Worldwide forum Conference 2009. “ LCST: Jamaica study abroad-lessons learned. Rome Italy, 2009.

## Publications/Presentations

Baldwin, M. "An exploratory study of the range of implications of families' criminal justice system involvement in child welfare cases". In Children and Youth Services Review

## 3. Grants

Stanley, Jade ; Bannister, S.; Stall, S.; Toffolo, C & Ayman, S. recipient of \$24,000 HSI grant to develop a minor in child welfare advocacy.

#### 4. Service

Auman, Susan. Clinical Interviewer, the Institute for Juvenile Research/Department of Psychiatry/School of Public Health

Baldwin, Melinda. Member of executive committee of the Chicago Committee for the Ratification of the Convention on the Rights of the Child.

Dancea, Marius. Group facilitator for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2010.

Dancea, Marius. Development and implementation of Bridge to Success Program- 12 NEIU swk students day at University of Chicago.

Gaytán, Francisco X. group facilitator in career and leadership training for high school students through Umoja, a non-profit that helps students in Manley High School, Chicago Public Schools.

Gaytán, Francisco X. Group facilitator for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2010.

Gaytán, Francisco X. presented college workshops for students and parents at Benito Juarez High School in Chicago and Winston Middle School in Palatine. Fall 2009

Leon, Rafael. ALMA Organization facilitated support groups and provided short-term support to Latino Gay men, bisexual men, and LGBTQ population. Fall 2009

Ngwe, Job. Developed and implements an African Summer Institute for CPS teachers, summer 2010

Ngwe, Job. Group facilitator for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2010.

Ortiz, Luis. Group facilitator for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2010.

Peller, Jane. Website Advisory board Allyn/Bacon Publisher

Peller, Jane. Development of My Kit---an interactive website for Allyn/Bacon publisher for the text Direct Generalist Practice

Peller, Jane. Pearson Press, member: Social Work Advisory Board. Reviewed websites, contributed to development of their new series of social work textbooks

Stanley, Jade. Group facilitator in career and leadership training for high school students through Umoja, a non-profit that helps students in Manley High School, Chicago Public Schools.

Waddell, Donald. Group facilitator for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2010.

Zefran, Joseph. President of Joyful Spirits Consulting, Grants Manager for Seguin Service

## **B. Student Achievements**

### **1. Conferences**

Kaitlyn Beebe and Gerardo Morales

Presentation at NEIU 18<sup>th</sup> Annual Student Research Symposium : Chatting in the Classroom.

LeVita Davis and Charlene Mabins

Presentation at NEIU 18<sup>th</sup> Annual Student Research Symposium : At Youth Risk in Rogers Park- Services and Response

### **2. Graduate School**

There are 54 students who graduated from our accredited social work program, May 2010, of which 16 have been accepted in graduate schools of Social Work. Several of our students are attending MSW programs outside of Illinois.

#### **Chicago State University: MSW**

- Husick, George
- Ware, Marqarette

#### **Dominican: MSW**

- Balsitis, Susan
- Bingham, Autumn
- Gillespie, Chandra
- Glickman, Melissa
- Martinez, Lilianna
- McLauren, Linda
- Qunitana, Maria
- Ruiz, Michelle
- Shteyn, Tammie
- Vasquez, Melinda
- Velasquez, Elvia
- Villazana, Judith
- Young, Yvette

**UIC: MSW**

- Cooper, Larry
- Cordero, Yvonne
- Echeverria, M. Paul
- Fajardo, Heidi
- Grobarcik, Deanna
- Hauman, Michael
- Hill, Tanya
- Kroening, Kathleen
- Mabins, Charlene
- Mendoza, Jacqueline
- Morales, Gerardo
- Schiessl, Samantha
- Smaha, Darrin
- Washington, Darrick

**McNair Scholars**

- The Social Work Program identified 2 students for the program for upcoming academic year

**Honors Program**

- De Carli, Teresa

**Scholarships**

- Washington, Derrick. UIC lifetime scholarship of \$37,000

**Dean's List**

- The Social Work Program is excited to have 35 students on the Dean's List, spring 2010.

**3. Alumni News**

Mr. Keith Green has completed his MSW from University of Wisconsin-Madison and is now working for the City of Chicago as a Health provider and is currently seeking his PhD.



# SOCIOLOGY

## Annual Report 2009-2010

### Submitted by Susan Stall and Brett C. Stockdill

#### Executive Summary

Sociology faculty and students were very productive over the past academic year and our Sociology Department continues to thrive. Our students are active on campus and throughout Chicago through their club involvements, service-learning work, internships, and political activism. Moreover, the Sociology Department continues to demonstrate our commitment to work with and serve multiple programs on our campus. African & African American Studies, Latino & Latin American Studies and the Women's Studies Programs are housed within our Department, and we work in close collaboration with these 3 programs. It is noteworthy that all but one of our Sociology tenured/tenure track and full-time instructors are affiliated with and/or teach a cross-listed course in one or more of the interdisciplinary programs. We also have been active participants in the McNair Program, providing the largest number of scholars to this program since its inception in 2003. We actively contribute to the General Education Program, since we offer 3 General Education classes each semester and up to 13 sections of General Education sections per semester. In the Fall 2009, 31% of our courses were General Education, and 35% of the students enrolled in our 42 course sections were in our General Education courses. We regularly work with Honors Students, and one of our faculty, Michael Armato, has taken on a leadership role in the redevelopment of the Interdisciplinary Studies Major (formerly Board of Governors), and two of our faculty, Andrew Kourvetaris and Olivia Perlow have been serving on the Global Studies Task Force. The presence of our faculty is felt throughout our main campus and also at the El Centro, Carruther's Center for Inner City Studies, and Lake County campuses, in the larger community, and in their activist and professional engagement.

A major contribution of our department and Sociology Club to the larger NEIU community this past year has been the exciting speakers and panels we have organized for our campus. In the fall, our faculty and many of our students participated in the events surrounding the talk of noted public scholar and international activist, Frances Moore Lappe. Several of our faculty included readings or a book by Ms. Lappe in their fall courses, and the Sociology Club co-sponsored the afternoon panel, *Tasting Democracy: Power in Participation and Vision*, which complemented Ms. Lappe's evening talk (co-organized by Susan Stall), *Getting a Grip: Clarity, Creativity and Courage for This Historical Moment*, by featuring noted local food equity activists. Also in the fall semester, the Sociology Club orchestrated the university-wide event, *Evolution of Activism*. Club officers were the key organizers in bringing the noted activist and educational scholar, Dr. William Ayers, to NEIU, but they also enlisted the

support and co-sponsorship of four other student clubs on campus. Dr. Ayers' talk was accompanied by an exceptional panel including a faculty member and three student club leaders who each discussed their personal "activist journeys." In the late fall, our department and club organized and hosted a third event that brought author and urban planner, Janet Metzger, to campus to speak on her new book, *What Would Jane Say?: City-Building Women and a Tale of Two Chicago's*. All three events were well attended by faculty, staff and students from across the campus.

This past spring semester, our department and our Sociology Club were again pivotal in the organizing of four more university events. In 2008-09, Sociology Club students and faculty played a pivotal leadership role in the formation of the Coalition United for Free Speech (CUFFS). The activism of CUFFS culminated in the NEIU University Day Free Speech Symposium held on March 4<sup>th</sup>, 2010. Sociology majors Cassandra Cantú and Jorge Ortiz and alumnae Chris Poulos spoke on the University Day panel, "Student Activists Address Free Speech," that was facilitated by Sociology faculty member Michael Armato and People's Law Office attorney Michael Deutsch. The Sociology Department was one of several departments that worked to bring two Cuban university activists to our campus, as part of their six-city speaking tour sponsored by the Cuban Student Academic Exchange. Their talk, "Youth in Cuba Today," was held in April. During Women's History month (March), Brett Stockdill attracted a spill-over crowd when he spoke about his sabbatical research, "Nuevos Horizontes: Challenging Domestic Violence in Guatemala." Finally, Cristen Jenkins invited four Chicago public high school student activists to speak on campus about their participatory action research on student concerns with Chicago Youth Initiating Change.

The exemplary work of our Sociology Club's co-president, Cassandra Cantú, was rewarded when she received the prestigious Golden Eagle Award. The Golden Eagle Award is given by LEAD (Leaders Emerging and Developing Leadership) to an individual student who has shown exceptional leadership skills, who has excelled academically, and who has helped transfer leadership skills to other fellow students. An outstanding student, Cassandra demonstrated exceptional leadership, not only in our club, but also as an activist in a number of organizations including the NEIU Students Against War, the Veteran's Club, and the Coalition for Free Speech (CUFFS). Our Sociology Club received a Second Place Certificate for the LEAD Blue and Gold Club Award, which is given to the student organization which has displayed outstanding leadership skills through operating as an effective team, has worked on collaborating events with other student organizations, and has accomplished significant achievements and helped improve or enhance the NEIU community. Also, Sociology major and club activist Milton Hall received the African American Student Award of Excellence at the Black Heritage Month Awards Banquet for his achievements as a NEIU Peer Mentor.

Throughout the fall and spring semesters, Susan Stall and Barbara Sherry served as co-chairs of the university-wide Applied Learning and Engaged Learning Scholarship Committee (ALES). Through their leadership and the work of this committee, ALES organized three distinct workshops in the second semester, and awarded competitive mini-grants of \$500.00 to ten faculty who submitted plans to infuse an existing or new course with an experiential education (e.g. service learning, internship, community-

based research) component. In addition, Barbara Sherry developed our first course that specifically addresses globalization, Sociology of Globalization, which will be taught for the first time this fall, 2010.

Our faculty also was active in collaborations with our students on research and in conference presentations. Four of our faculty continued to work for a third year in two distinct interdisciplinary Research Communities. Michael Armato worked with faculty and students from Sociology and Women's Studies on a study of the role of violence in the lives of NEIU students, the impact of violence on student retention rates, and an assessment of related campus responses. The research team presented this work, in a paper, "Violence, Memory, & Student Success in College," at the National Women's Studies Conference in November 2009 in Atlanta, Georgia. The Research Community also presented their research findings to NEIU campus service providers in December 2009 and to NEIU's Administrative Team at its April 2010 meeting. Christina Gomez and Maria Luna-Duarte continued their research and analysis with Luvia Valentin and other faculty and students in analyzing the data derived from their study on the lives and concerns of undocumented Latino/a college students, including retention issues. This research resulted in two presentations during the past academic year. Christina Gomez presented with her co-authors "Voices of Undocumented Students" at NEIU's 15<sup>th</sup> Annual Equity in Action Conference in October, and she made another presentation, "Undocumented Students and the DREAM Act: The Price of Citizenship" at the annual Midwest Sociological Society Meetings, in Chicago, IL. Their work also resulted in two distinct publications, one in an on-line publication, *Academe On-line* directed to university staff, and the second in the journal *Social Justice*.

One of our Honor's students, David Kozin, presented his research for his honors thesis at the Illinois Sociological Society meetings in Chicago, while Susan Stall gave the keynote address at these meetings on *Civic Sociology*. Christina Gomez presented the keynote address at the Student/Faculty Development Symposium at Governors State University in University Park, IL. Our department was once again very well represented at this year's Midwest Sociological Society (MSS) Conference held in Chicago. Over 30 of our students attended the meetings, and 14 of our faculty (Michael Armato, Georgiann Davis, Monica Edwards, Aneta Galary, Christina Gomez, Maria Luna-Duarte, Reuben Miller, Kenneth O'Connor, Olivia Perlow, Catherine Siebel, Susan Stall, Brett Stockdill, Martha Thompson, and Annmarie VanAltena) and three of our students (Cassandra Cantú, Eric Krietz, and David Kozin) presented at the MSS. Our students and faculty were also involved in NEIU's Research Symposium with five Sociology students presenting their research: Norman Davis, Lauren Jarrell, David Kozin, Jorge Ortiz, and Toni Scott, and three of our faculty serving as sponsors of student research.

The Sociology Department welcomed two new full-time instructors, Monica Edwards, a recent PhD from Loyola University who previously taught on a part-time basis in our department, and Catherine Siebel, who recently obtained her PhD from UIC. We are also glad to report that all of our junior tenure-track faculty were supported for retention. One of our faculty, Michael Armato, obtained a fourth year retention award; Andrew Kourvetaris obtained a third year retention award; and Olivia Perlow secured a second year retention award.

Our course section offerings have remained robust and stable over the past 5 years with 43 sections of Sociology offered in the Fall 2009 and 42 sections offered in the Spring 2010 (this remains close to the average of 44 sections offered over the past 5 years). Included in these course offerings were up to 13 sections each semester of our two General Education courses (Soc 100: Introduction to Sociology and Soc 105: Women, Men, and Social Change), and 1 section each semester of our newest General Education course, SOC 109: Investigating Chicago: Immigration & Migration in Chicago. General Education courses were also offered at both the El Centro and CCICS satellite campuses and in the Weekend Institute. We also continued to fulfill our agreement to offer courses at the Lake County campus to accommodate students who wish to complete a Minor in Sociology. Moreover, we are proud of our involvement in the development in the new inter-disciplinary Child Advocacy Studies Minor (CAST). Susan Stall and Shelly Bannister, from Justice Studies, received the initial training for this minor at Winona State University last July, 2009, and since August, 2009, representatives from Sociology, Justice Studies, Psychology, Social Work and Interdisciplinary Studies have been meeting regularly to lay the groundwork for this minor. The work continues, and the first course in the minor will be offered this fall, 2010. Several of our courses will serve as electives in this minor.

During the 2009-2010 academic year, the department experienced an increase in our number of majors from 149 in fall, 2008 (including 4 students with 2<sup>nd</sup> majors) to 167 majors in 2010 (Banner System, February 2010). Also, we continue to have, by far, the largest number of minors in the College of Arts and Sciences, with 171 Sociology minors (the second largest number is 116). Also, we continued to confer a notable number of degrees in sociology, 35 in 2009-2010.

Our Sociology faculty are actively involved in research, presentation of research papers, reviewing articles, publishing articles in books, peer reviewed journals, and in grant writing. Instructor Lucius Black continued to administer the second year of a three year \$150,000 United Way grant award for Chicago Area Project (CAP) to support Financial Stability for Near West Side community residents. The agency offers financial literacy, employment, income support, and savings and assets for the target population. Andrew Kourvetaris was awarded a \$5000.00 Immigration Research Grant from NEIU's Office of Academic Affairs.

Finally, in 2009-2010, our faculty and students served the university through involvement in multiple activities, such as Equity and Action, Women's Anti-Violence Month, Women's History Month, the McNair Scholars Programs, Non-Traditional Degree Programs, the Union Grievance Committee, and serving on several university program advisory boards. In addition several of our students served in leadership roles in our Sociology Club, and Movimiento Cultural Latino Americano (MCLA), Mexico Solidarity Network (MSN) and Iraq Veterans Against the War.

### **Sociology Club**

During the 2009-2010 academic year, the Sociology Club at Northeastern Illinois University hosted numerous events that reflect the energy, creativity, and generosity of our department's students and the club's effective leadership. Through the work of the

officers and the club members and through innovative programming, the membership grew, as did our club's e-mail list serve--including students who were unable to attend meetings but wished to be kept abreast of our activities and discussions.

A partial list of Sociology Events from September 2009 through May 2010:

- Engaged NEIU students by holding bi-weekly meetings during activity hour.
- Sponsored the 3<sup>rd</sup> Annual Ice Cream Social—students gather to be scooped ice cream by our Sociology Faculty and invited to become active in the Sociology Club in September, 2009.
- Partnered with the Sociology Department and the Presidential Lecture Series to co-host the noted author and activist, Francis Moore Lappe at NEIU on October 1<sup>st</sup>, and also hosted a provocative panel: “Tasting Democracy: Power and Participation in Vision,” in which three local food justice activists participated and Ms. Lappe served as the panel discussant. Dr. Susan Stall moderated the panel.
- Hosted noted activists and educational scholar, Dr. William Ayers, as a keynote speaker and lecturer on October 29<sup>th</sup>, and organized an accompanying student panel on “The Evolution of Activism.”
- Invited urban planner and author, Janice Metzger, to discuss her new book, *What Would Jane [Addams] Say? City Building Women and a Tale of Two Chicago's*, on November 17<sup>th</sup>.
- Hosted two Café Society discussions, one in November 2009 on Health Care Reform and the second in March 2010 on Immigration Reform. Both discussions were led by faculty member Michael Armato.
- Hosted three Brown Bags, the first two in Fall 2009, and one in Spring 2010, where Sociology faculty and students presented their research, and a fourth Brown Bag where a panel of graduate students addressed students questions and concerns.
- Hosted two of our Sociology students who traveled abroad in Fall 2009 to speak about their trips and what they gained through this experience in January 2010.
- Hosted a bake sale in the fall to support the William Ayers talk, and more recently in February to raise funds again to pay student's registration to attend the Midwest Sociological Society conference in April 2010.
- Active Sociology Club members and officers participated in the 2009 and 2010 Midwest Sociological Association Conferences, presenting research and participating in discussions.
- Participation of a club officer in a panel entitled, “Student Activists Address Free Speech,” held on University Day, March 2010.
- Participated in NEIU's second Alternative Graduation to honor graduating NEIU student activists. Sociology Club members helped organize this graduation and

several Sociology graduates were honored at this event, held the Friday before NEIU'S official graduation.

In summation, activities of NEIU'S Sociology Club included engaging students in discussions of social issues; supporting causes of local, national, and international concern; participating in university programming; community building; and coming together with the larger sociological academic society.

## **I. Assessment**

The Sociology Department views assessment as an ongoing activity. Both our General Education and our curriculum reassessments will resume again in the fall, 2009.

In spring, 2006, we had a site visit by an external evaluator, Diane Taub. Dr. Taub's final report was integral to our completed Program Review (summer, 2007). And her review and recommendations continue to inform our future assessment activities and curriculum and program planning and implementation.

In late July, 2008, Susan Stall participated in the 15th Annual Chairs Conference at the 2008 American Sociological Association (ASA) Annual Meeting in Boston. The theme of the Chairs Conference was "Assessing Our Work in Terms of Student Learning and Department Effectiveness." Undoubtedly, student learning and department effectiveness can be defined and measured in many ways. Reflecting this fact, the conference explored the theme from a variety of angles, ranging from an overview of the history and definition of assessment, to strategies for overcoming the potential points of conflict. We began to apply some of this information in the assessment of our graduating majors in December, 2009, and in May, 2010.

## **II. Program Plan**

### **A. Long Term Goals**

The Sociology Department's plans are consistent with the Strategic Plan of the University and *The Illinois Commitment* of 1) recruiting and retaining a diverse student body, 2) fostering a learner centered community that supports successful outcomes, 3) creating an environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources, 4) strengthening and expanding international educational opportunities to enhance understanding of social, cultural, economic, political and scientific aspects of a global society, 5) collaborating with external constituencies to provide instruction, research, and service programs building upon the programmatic strengths of the university's instructional, research, and service missions, and 6) securing the necessary resources to enhance the working conditions for faculty and staff.

**Recruiting and retaining a diverse student body:** We continue to attempt to recruit and retain a diverse student population. Our sociology major is one of the most racially and ethnically diverse on campus. In fall 2009, the percentages of Sociology majors in the following groups were: White (39.6%), Latino/a (26.7%), African American (15.1%), Asian (6.5%), Native American (2%), and Other (10.1%). This

compares favorably with the diversity of the NEIU student population as a whole. For example, we have 5.6% more African American students than in the university as a whole and nearly the same number of Latino students as NEIU's 26.6%. We will continue to nurture a diverse student population as we work to sustain the gender, racial/ethnic and sexual diversity of full time faculty and instructors, the focus on the intersections of race/ethnicity, class, gender and sexuality in our curriculum, and our responsiveness to non-traditional students by offering courses in the evening and on weekends, and at our satellite campuses to attract non-traditional students as well as students of color and students from other oppressed groups to major in sociology.

To improve recruitment, retention, and graduation rates, we have attempted to do more systematic recruitment of majors in general education classes. We now widely distribute a brochure entitled, "The Sociological Advantage." We provide the booklet, "Careers in Sociology" for our new majors, and explicitly discuss career possibilities in our general education courses. We publicize students' work with the community through service learning and internships in our departmental newsletter, on the departmental bulletin boards, and on the bulletin boards in CLS 2094 (formerly the "Sociology classroom"). We are more effectively building on the cultural diversity of our own students in the extra-curricular activities through the programs planned by our Sociology Club and in our Café Society and Brown Bag exchanges. Also, this fall we are initiating an Alpha Kappa Delta (AKD) International Honors Society in our department.

**Student/Learner centered community:** The department consistently uses and infuses pedagogical strategies which foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious, sexual and other backgrounds. Central to our mission is a departmental emphasis on application and sociological practice, more recently termed "public sociology." We encourage close collaboration among faculty and students at all levels of sociological practice: in the classroom, in the conduct of research, and in serving the needs of our various communities. We expect students to demonstrate an appreciation for social and intellectual diversity, an awareness of social inequality, civic engagement and responsibility, and a commitment to social justice. In this context, the Sociology Department has sought to provide a dynamic student-centered environment within which students are provided with course work and experiences that empower them to create a more humane and just society.

The tradition of civic engagement is one of the most distinct characteristics of the department. Sociology students continue to have several opportunities for civic engagement through coursework such as the Social Movements course, and in the Sociology 343: Sociological Practice and Social Action Seminar, which requires a 20 hour service learning commitment. For example, in the fall, 2009, students in SOC 343: Sociological Practice & Social Action Seminar participated in a service-learning project as designated by the various community-based and service organizations and educational centers in the Chicago area in which the student served. A listing of these students and their service learning sites included:

- Abraham Arce            Junior Achievement
- Ashley Baber           Village of Vernon Hills
- Jennifer Blasek        Pets are Worth Saving (PAWS)
- Erin Botti                Logan Square Neighborhood Association
- Lisete Martinez        Junior Achievement
- Victoria Ochoa         Church of the Cross
- Arthur Riepenhoff     Anixter Center
- Delia Saucedo         Logan Square Neighborhood Association
- Sarita Villareal         Logan Square Neighborhood Association

In the upcoming year, a new part-time Sociology instructor, Lisa Berube is incorporating service learning into her fall SOC 340: Sexualities class, and Brett Stockdill may incorporate service learning into his spring HIV/AIDS Awareness class.

**Technology:** Our department continues to embrace technology-assisted instruction. For example, the vast majority of our courses are on Blackboard. We expect our majors to be proficient in the use of SPSS for Windows by the time they graduate. SPSS is integrated into Soc 211: Sociological Research Methods and Soc 212: Introduction to Social Statistics courses. We encourage faculty to utilize technologically-enhanced instruction and encourage our students to make technologically sophisticated classroom presentations and professional presentations at NEIU's Student Research Symposium and at the Illinois Sociological Association and Midwest Sociological Society conferences.

One of our instructors (and a NEIU Sociology graduate), Georgiann Davis, developed our first on-line course, Social Statistics, and offered it for the second time this summer, 2010. Student evaluations have continued to be very positive. Aneta Galary has recently completed the NEIU on-line training, and plans to develop an on-line version of one section of our general education course, SOC 105: Women, Men & Social Change. Dr. Galary will develop this course by the spring, 2010, so it is ready to be offered either in the summer or fall, 2011.

**International Education:** Our department has made concerted efforts to strengthen and expand international educational knowledge and learning opportunities. We now offer several courses that incorporate a global focus, and will continue to globalize our curriculum. Aneta Galary redesigned our SOC 245: Social Inequalities course to incorporate a global social injustice and human rights perspective throughout the course and taught it for the second time this fall, 2009 at the Lake County campus. Andrew Kourvetaris and Olivia Perlow served on NEIU's Global Studies Task Force. Andrew will be part of an interdisciplinary team teaching a new Global Studies course to be offered this fall, GS 201: Introduction to Global Studies." His contribution will focus on Global Inequalities. Moreover, Dr. Kourvetaris, who originated the *Centers of Globalization* conferences in the fall of 2008, is working with Susan Stall on preparations for the next conference in this series: *Globalization in Our Backyard: Albany Park* to be held in April, 2011.



This past year we had the greatest number of Sociology majors to-date traveling and studying abroad. In the fall, 2009, both Lauren Jarrell and Tania Miller studied at the University of Limerick, Ireland, and Barbara Becker traveled for the semester with the Semester at Sea program in conjunction with the University of Virginia. In the spring, 2010, Tiffany Doan also studied in Limerick, and in addition, six of our students and Christina Gomez--in conjunction with Nancy Matthew's WSP Course: International Human Rights and Women--traveled and learned in Guanajuato and Leon, Mexico during an extended spring break. Also, Brett Stockdill volunteered for two months and conducted interviews in a non-profit organization, Asociacion Hogar Nuevos Horizontes (New Horizons Association Home), which provides an array of services for survivors of domestic violence and their children in Quetzaltenango, Guatemala. We greatly encourage our students and faculty to participate in study abroad opportunities which complement their sociological interests, and their experiences are then carefully detailed in our newsletters, and are soon to be posted on our website.

**Collaborating with external constituencies:** The Sociology internship program offers students a chance to apply the skills they learn in the classroom to the realities of work in organizations serving diverse communities, thereby helping them bridge the gap between theory and the practice of sociology. And as is reflected in our Mission Statement, our instructional mission "includes providing knowledge and skills, both sociological and general, for a broad spectrum of jobs in today's competitive labor market or to pursue graduate and professional degrees in Sociology and related disciplines" (e.g. Urban Planning, Public Health, Human Resources). Sociology majors who select SOC 342: Internship Seminar as their capstone course are instructed to seek an internship in the field of work or career that they wish to pursue after graduation. Our Sociology majors seek placements in a wide range of career categories. There was also a new emphasis this year's seminar on the importance of cultivating the role of "civic professional."

An analysis of our NEIU students' placements over an eight year period revealed that, out of the 93 Sociology student intern placements, there were: 21.5% in Social Service/Direct Service Organizations or Agencies; 19% in Education; 13.5% in Human Resources; 12% in Community-Based Organizations; 9% who interned as Youth Workers; 9% in Non-Profits; 5% in Urban Planning or Public Administration; 4% in Business; 3% in Criminal Justice; and 4% in other professions (lawyer, librarian, journalist). The careers described in the American Sociological Association's literature for undergraduate Sociology graduates to a large degree are mirrored in the types of internship placements selected by our students.

Each semester, we expand the possible sites for our internships and invite selected alumni back to speak to our students about their post-graduation work experiences in the seminar. This past spring, 2010, the 25 students in our capstone SOC 342: Internship Seminar were successfully placed in a variety of organizations for their 144 internship hours (see below). It is noteworthy that employers regularly highly praise the work of our students and request more interns from our Sociology Department.

Arts and Media

David A. Kozin      WZRD FM Radio, NEIU  
*Station Manager/DJ/Promoter/Podcaster/Organizer*

Economic Development Non-Profit Organizations

Ana L. Bermudez      Rogers Park Business Alliance  
*Clark Street Festival Vendor Coordinator*

Education /Schools

Adrianna Villa      Pablo Casals Elementary School      *Teacher's Aide*  
James A. Ponto      Kelvyn Park High School, LSNA      *Freshman Student Mentor*

Higher Education

Jeison Diaz      Dept. of International Admissions, College of Lake County  
*International Students Recruitment Coordinator*  
Evelyn Gonzalez      Proyecto Pa'Lante—NEIU      *Project Assistant*  
Diana Torres      Sociology Department, NEIU      *Teaching Assistant*

Business/Industry:

Ari Davidson      Northwestern Mutual      *Marketing Intern*  
David Lisnek      TechLoss Consulting & Restoration      *Sales Manager*

Community-Based/Empowerment Organizations

Jorge Ortiz      Latino Union of Chicago      *Worker Rights Intern*  
Delia Saucedo      Mujeres Latinas en Accion  
*Domestic Violence Advocate*  
Wynne M.  
Turkington      Organization of the NorthEast      *Education Organizer*

Criminal Justice/Legal Organizations

Midred I. Salguero      Edward Rothschild, Attorney at Law      *Law Office Intern*  
Michael Weisensee      Addison Police Department      *Addison Police Intern*

Health Advocacy and Medical Organizations

Barbara M. Becker      Depression and Bipolar Support Alliance  
*Programs Coordinator Intern*  
Angelique D. Caramelli      Today's Dentistry  
*Dental Assistant/Front Desk Assistant*  
Katherine A. Special      The Center for Ethics and Advocacy in Healthcare  
*Intern in Community Healthcare Ethics*

Social Service/Direct Service

Kristy L. Donley      Arc Bridges      *Services Trainee*  
Lauren C. Jarrell      Children's Home and Aid Society  
*Foster Care Permanency Assistant*  
Sean McNulty      Thresholds      *Case Manager Intern*



Street Theater in Berwyn, IL--a theater dedicated to present plays that have both entertainment value and sociopolitical significance. Christina Gomez spoke on "Achieving Your Goals" at the United Neighborhood Organization (UNO)–High School Power Lunch Series, in Chicago, and also talked on "The Latino College Experience" for the Lambda Theta Alpha Latin Sorority at the University of Chicago.

### **Securing the necessary resources to enhance the working conditions for faculty and staff:**

The department has worked hard to create a positive working environment for faculty and staff. For example, this past year we held two all-faculty meetings in order to hear the concerns of all of our full-time and part-time faculty, and together to strategize to creatively address curriculum and pedagogical concerns. Also, Professor Emeritus, Martha Thompson approached our retired faculty and secured donations from four of them towards our new Sociology Emeritus Foundation Fund. In order to continue to foster this positive work culture, all faculty will be encouraged to share research and community activism in faculty and Brownbag seminars, participate in departmental curriculum and planning meetings, attend university-sponsored panels and symposiums, and report on classroom activities in the departmental newsletter and on our website.

## **II. Program Plan—Projected Needs**

### 1. Faculty

- We have traditionally (until December, 2005) operated our department with a base of eight tenure-track faculty. In the spring, 2009, we voted to not retain one of our tenure-track faculty. Thus since this past spring we have been operating with only six tenure track faculty (including myself as chair who can only teach one course per semester). We are counting on the approval of our request to undertake a search to secure a new tenure-track faculty for Fall, 2011.

### 2. Spatial Needs

- **Office Space** for full and part-time instructors. It would be optimal to have all of our full-time and part-time instructors housed in Lech Walesa Hall. At the present time we have one office shared by all of our full-time instructors in the Library. Our part-time instructors have no official office space. We are still hoping to secure some office space for our part-time instructors in the offices vacated by the Business Department faculty this fall, 2010.
- **Meeting Space:** It would be optimal to have meeting space for our faculty meetings in Lech Walesa Hall. Right now we must secure a meeting space in the Fine Arts Building. We also hope to obtain space in which our majors can meet. Currently, they are limited to a couch in the hallway.
- **Classroom Assignments:** It is troublesome that classroom assignments are often not posted at the same time as the class schedules. This creates uncertainty for the teacher and for the student.

### 3. Equipment

- We would be best served by securing a centralized, networked laser printer, scanner and fax machine in our main office.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

##### 1. Book

**Schwartz**, Mary Ann and **Scott**, Barbara Marliene.  
(2010). (6<sup>th</sup> ed.). *Marriages and Families: Diversity and Change*. Upper Saddle River, NJ: Prentice-Hall, Inc.

##### 2. Book Chapters

**Stall**, Susan.

(2009). "Introduction to David Altheide's Talk: 'Terrorism and Propaganda'," *Studies in Symbolic Interaction, Volume 33*. Edited by Norman K. Denzin. Emerald Group Publishing Limited, pp. 277-278.

##### 3. Articles

**Gomez**, Christina

(2010). "Dreams deferred and dreams denied: Undocumented students need both access and services." *Academe On-line* (May–June) with Daysi Díaz-Strong, María E. Luna-Duarte, and Erica R. Meiners.

(2009). "Commentary: Organizing tensions – from the prison to the military-industrial complex." *Social Justice* (June 22, 2010) with [Daysi Diaz-Strong; Maria E. Luna-Duarte; Erica R. Meiners; Luvia Valentin](#).

**Kourvetaris**, Andrew G.

(2010). Review of *The Politics of Exclusion: The Failure of Race-Neutral Policies in Urban America*, by Leland T. Saito. *Ethnic and Racial Studies* 33(3):562-563

**Siebel**, Catherine and K. Clegg Smith.

(2009). "How Public Are We? News Coverage of Sociology." *American Sociologist*, 40(4): 289-308.

##### 4. Conference and Organizational Presentations

**Armato**, Michael.

(March/April 2010). "Wolves in Sheep's Clothing: Men's Enlightened Sexism and Hegemonic Masculinity in Academia." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Armato**, Michael with Shelley Bannister, Laurie Fuller, Nancy Matthews, Annum Qureshi, María Frances, and Catherine Korda.

(November 2009). "Violence, Memory, & Student Success in College." Paper presented at the National Women's Studies Association Annual Conference, Atlanta, GA.

**Armato, Michael**

(August 2009). "Striving to be Queer: How a White, Heterosexual Man Challenges Inequality in the Academe." Paper presented at American Sociological Association Annual Conference, San Francisco, CA.

**Davis, Georgiann**

(April 2010). "Voices from the Field: Conflicting Views of the Linguistic Shift from Intersexuality to Disorders of Sex Development." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

(February 2010). "Voices from the Field: Conflicting Views of the Linguistic Shift from Intersexuality to Disorders of Sex Development." Paper presented at the winter meetings of Sociologists for Women in Society, Santa Barbara, California.

**Edwards, Monica.**

(March/April 2010). "Teaching Intersectionality." Discussant for session the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Galary, Aneta**

(April 2010). "Manufacturing Consent Revisited." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Gomez, Christina**

(May 14, 2010). "Keynote Address." Student/Faculty Development Symposium, Governors State University, University Park, IL.

(May 12, 2010). "Achieving your goals." Presentation to UNO–High School Power Lunch Series, Chicago, IL.

(April 30, 2010). "Latino perspectives & technology." Paper presented at eChicago 2010, University of Illinois at Chicago.

(April 1, 2010). "Undocumented students and the DREAM Act: The price of Citizenship." Paper presented at the annual meetings of Midwest Sociological Society Meetings, Chicago, IL.

(March 2, 2010). "Lines in the Sand: A Performance and Discussion on Identity, Media, and Immigration." Paper presented at the Governors State University, University Park, IL.

(February 2, 2010). Puerto Rican Student Association's Roundtable Discussion: Colored Students in Education. University of Chicago, Office of Minority Student Affairs

(January 22, 2010). "Getting the Job." Paper presented at the Grad UCon - Graduate Student Development Conference, University of Chicago.

(October 15, 2009). "The Latino College Experience." Presentation for the Lambda Theta Alpha Latin Sorority, University of Chicago.

(September 24, 2009). Keynote Luncheon Address, Siglo XXI: The State of Latino Studies, IUPLR, University of Illinois at Chicago

**Kourvetaris**, Andrew G.

(August 2009). "Examining Ethnic Political Narratives in New York City." Paper presented at the annual meetings of the American Sociological Association, San Francisco, CA.

**Luna-Duarte**, Maria and Luvia **Valentin**.

(March/April 2010). "Undocumented Students and the DREAM Act: The Price of Citizenship." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Miller**, Reuben.

(March/April 2010). "Managing Others: Rights, Rituals and Instantiated Identities." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

(March/April 2010). "For the Least of These: Salvation, Social Welfare and Self Governance in Victorian England and Beyond." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**O'Connor**, Kenneth.

(March/April 2010). "Sociology of Food I: Strategies for Teaching Classes in Sociology of Food." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Perlow**, Olivia.

(March/April 2010). "Race and Politics in the Obama Era: Patriotism among African Americans: Before and after the Election of President Barak Obama." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Siebel**, Catherine and L. Scheuble, L.

(April, 2010). "Pronatalism, Religiosity, and Infertility: Exploring Women's Decisions to Adopt." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Stall**, Susan

(April 2010). "Media Social Constructions of Social Problems and Shifting Articulations of Race." Moderator & Discussant for session at the annual meetings of the Midwest Sociological Society, Chicago, IL.

(April 2010). "How to Make the Media Our Voice: Getting Sociology into the News." Organizer & Moderator for panel at the annual meetings of the Midwest Sociological Society, Chicago, IL.

(March 25-27, 2010). "Creating Civic Professionals through a Capstone Internship Seminar," Poster presented at the Association of American Colleges and Universities Conference on *Faculty Roles in High Impact Practices*, Philadelphia, PA.

(November 7, 2009). "Civic Sociology." Keynote Address delivered at the Illinois Sociological Association Conference, Chicago, IL.

(November 2009). Invited and coordinated the participation of one of our Sociology Honor's Students, David Kozin, to present his thesis in process in a session at the Illinois Sociological Association Conference, Chicago, IL.

**Stockdill**, Brett and Michelle VanNatta

(May 21, 2010). "Will the Legalization of Gay Marriage Promote the Marginalization and Criminalization of Queer Sexualities?" Paper presented at The Human Condition Series, Eros 2010 Conference. Nipissing University, Muskoka Campus Bracebridge, Ontario, Canada.

**Stockdill**, Brett

(April 2, 2010). "Sociological Factors Affecting Domestic Violence in Quetzaltenango, Guatemala." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**Thompson**, Martha E.

(April 2010). "How to Make the Media Our Voice: Getting Sociology Into the News." Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL.

**VanAltena**, Annmarie.

(March/April 2010). "Consumerism and Consumer Culture." Presider/Organizer for session at the annual meetings of the Midwest Sociological Society, Chicago, IL.

## **5. Funded grants and awards**

**Glick**, Ronald, Professor Emeritus

Director, Network for Dissemination of Curriculum Infusion (NDCI) received and directed two grants:

- Received a \$66,000 grant from the Illinois Department of Human Services Bureau of Community and Primary Prevention for statewide programming.
- Received a \$44,600 grant from the Alternative Schools Network.

## **6. Service**

### **Academic, Professional, and Community Organizations**

**Black**, Lucius

National Alumni Association of Alabama State University, President, 2009-2011.



Political commentator in “*The DeLaine Family Link*,” Newsletter of the DeLaine Family National Organization. The political column is entitled “*Raising Our Voices*.”

**Gomez, Christina.**

Visiting Associate Professor, Latin American, Latino & Caribbean Studies, Dartmouth College, Summer 2010.

**Scott, Barbara M.**

Association of Black Sociologists (2008-Present)

Chair, Publications Committee

Chair, Social Policy Committee

Member: Executive Committee

**Seibel, Catherine**

American Sociological Association

Member, Cooperative Initiatives Committee

Midwest Sociological Society

Member, Committee for Women in the Profession

Provided volunteer program evaluation for Youth Technology Corp and Holy Trinity High School’s Resource Learning Center, two grant-funded after-school programs dedicated to improving the skills of low-income children.

Provided paid program evaluation for the Elks National Foundation and the Maywood Fine Arts Association. The ENF is the philanthropic arm of the Benevolent and Protective Order of the Elks. MFAA is an after-school program providing arts, music, and dance opportunities for the low-income population of children in Maywood, IL.

**Stall, Susan**

American Sociological Society (ASA)

Distinguished Career Award for the Practice of Sociology Selection Committee  
(2006-2009)

Midwest Sociological Society (MSS)

Executive Board member

Past President, 2009-2010

Reviewer

*Contexts*, 2009-2010

Selection of Best Articles of 2009, 2010

*City & Community Journal*, 2009

University of Illinois Press, 2010

Tenure Promotion Reviewer for a Colleague at the University of Michigan-Flint, December, 2009.

16<sup>th</sup> Street Theater, President of Board, Berwyn, IL. February, 2009-Present  
**Thompson, Martha**

Director and Instructor, IMPACT Chicago Self-Defense.

### **Editorial Boards**

**Scott, BarBara.**

*Sociology Compass*

*Journal of African American Studies*

**Stall, Susan.**

*Contexts* (2008-Present)

### **B. Student Achievements**

#### **1. Presentations, conference papers, symposium participation, publications.**

**Cantu, Cassandra.** “Zero Tolerance? Masculine Solidarity and Sexual Harassment and Sexual Violence in the U.S. Military,” Paper presented at the annual meetings of the Midwest Sociological Society, Chicago IL. March/April 2010.

**Davis, Norman** (Lance Williams, Kim Sanborn) “Uncovering Cultural Relevance in African American Music: Louis Armstrong and Edward Kennedy (Duke) Ellington,” Paper presented at the Northeastern Illinois University 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, April 16<sup>th</sup> 2010, Chicago, IL.

**Frances, María** and Annum **Qureshi** with Bannister, Shelley, Laurie Fuller, Nancy Matthews, Michael Armato, and Catherine Korda. “Violence, Memory, & Student Success in College.” Paper presented at the National Women’s Studies Association Annual Conference, Atlanta, GA, November, 2009.

**Jarrell, Lauren** (Susan Stall) “For the Love of Music: Kids Getting by in the Modern Day DIY Scene,” Paper presented at the Northeastern Illinois University 18<sup>TH</sup> Annual Student Research and Creative Activities Symposium, April 16<sup>th</sup> 2010, Chicago, IL.

**Kozin, David** (Susan Stall) “We’re Laughing and We’re Dancing and it’s Fun: CHIC-A-GO-GO,” Paper presented at the Northeastern Illinois University 18<sup>TH</sup> Annual Student Research and Creative Activities Symposium, April 16<sup>th</sup> 2010, Chicago, IL.

“We’re Laughing and We’re Dancing and it’s Fun: CHIC-A-GO-GO,” Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL., March/April 2010.

**Krietz, Eric** “St. Andrew Parish,” Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL. March/April 2010.

“Comparing and Contrasting Gender Differences in Dealing with Aggression,” Paper presented at the annual meetings of the Midwest Sociological Society, Chicago, IL. March/April 2010.

**Ortiz**, Jorge (Brett Stockdill) “Social Alienation of Mexican-American Youth” Paper presented at the Northeastern Illinois University 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, April 16<sup>th</sup> 2010, Chicago, IL.

**Scott**, Toni (Christina Gomez, Kim Sanborn) “Research on Retaining Latino Students: Experiences of a First-Year Program,” Paper presented at the Northeastern Illinois University 18<sup>th</sup> Annual Student Research and Creative Activities Symposium, April 16<sup>th</sup> 2010, Chicago, IL.

## **2. Acceptance to graduate or professional school, or other honors and awards**

**Cantú**, Cassandra (Andrew Kourvetaris, referee). Inducted into the Alpha Chi National College Honor Society, 2009.

**Davis**, Norman. Admitted to MA Program in Inner City Studies at Northeastern Illinois University, 2010.

**Ibarra Flores**, Juan. (Michael Armato, Mentor). 2009-10. McNair Scholar.

**Ortiz**, Jorge. (Brett Stockdill, referee). Admitted to Doctoral Program in Sociology at the University of Illinois at Chicago with full tuition remission and fellowship.

**Ortiz**, Jorge (Brett Stockdill, Mentor). 2009-10. McNair Scholar.

**Schneider**, Marnie (Christina Gomez, referee). Admitted to MSW Program at National Louis University, 2010.

**Tsanev**, Ivaylo (Andrew Kourvetaris, referee). Admitted to Heriot-Watt University, Edinburgh, Scotland, 2009.

**Wicklund**, Ingrid (Andrew Kourvetaris, referee). Admitted to Chaminade University, Hawai'i 2010.

## **C. Alumni News**

**Campos, Carolina** (Grad. Dec. 2006). MA in Teaching from National Louis University, 2009.

**Henderson**, Loren (Grad. Magna Cum Laude, Dec. 2006). MA in Sociology, 2010, University of Illinois at Chicago; admitted to the Doctoral Program in Sociology at the University of Chicago, 2010.

**Mackey, Carl** (Grad. May 2005). Admitted to Ph.D. Program in Sociology at Loyola University, Chicago, 2009; working as advisor in NEIU Student Center for Science Engagement and as McNair GRE Tutor.

**Matthies, Robin** (Grad. Cum Laude, May, 2006). Accepted a new position as Director of the Lesbian, Gay, Bisexual, Transgender (LGBT) Center at the University of Wisconsin, Madison, Summer, 2009.

**Nieto, Sandra (Catalina)** (Grad. Cum Laude, May, 2006). Accepted into the M.A. in Conflict Transformation with a concentration on Arts and Theater in Social Change at the SIT Graduate Institute in Brattleboro, VT, 2009.

## SOCIOLOGY

### Assessment Report 2009-2010

Submitted by Susan Stall and Brett Stockdill

#### **A. ASSESSMENT OF NEIU SOCIOLOGY GRADUATES (2009-2010)<sup>1</sup>**

##### **Background**

Graduating sociology students were administered an exit survey to capture their career aspirations as well as gain an assessment of their skills and overall understanding of sociology.

The survey contained 24 general questions not including sub questions which together totaled to well over 90 different measures.

##### **Research Skills**

The data offer strong evidence that sociology students are mastering key research skills. The percentage of students that indicated “Strongly Agree” or “Agree” that they were proficient in the following skills is as follows:

- 97.6% Creating Hypotheses with Independent and Dependent Variables
- 95.1% Using Technology to Create a Bibliography or List of References
- 97.6% Evaluate Strengths and Weaknesses of Different Research Methods
- 97.6% Make a Substantial Argument using Empirical Evidence
- 97.4% Interpreting Results from Various Methodological Strategies
- 92.3% Identify Ethical Issues in Sociological Research
- 97.6% Write a Report for a Lay Audience

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<sup>1</sup> This report was produced by Georgiann Davis, Part-Time Sociology Instructor at Northeastern Illinois University, with the assistance of Jon Antol. Data entry was completed by student workers under the direction of the Department Chair, Susan Stall with supplemental direction by Georgiann Davis.

Among those that had completed the required stats course:

- 90.3% “Strongly Agreed” or “Agreed” that they were Proficient with the Statistical Package, SPSS
- 96.8% “Strongly Agreed” or “Agreed” that they were Proficient in Discussing Percentages and Tests of Significance.

### **Concepts and Social Change**

The data also offer strong evidence that sociology students graduate with a broad understanding of key sociological concepts and social change. The percentage of students that indicated “Strongly Agree” or “Agree” with the below measures are as follows:

- 100% Ability to Explain Issues Sociologically
- 97.7% Ability to Explain Social Institutions and Understand/Explain their Impact
- 95.3% Ability to Explain Basic Theoretical Perspectives and Paradigms
- 97.6% Ability to Explain Key Sociological Concepts
- 100% Ability to Explain Life Experiences and Difference
- 100% Ability to Explain to View Society from Alternative Perspectives
- 95.2% Ability to Describe Ways to Take Action and Create Change

### **Activities**

Students enhanced and/or supplemented their curriculum in various ways.

- 60.5% Completed an Internship
- 67.4% Participated in a Community, Political, or Volunteer Activity
- 31.0% Participated in a Mentoring Program with a Faculty Member
- 46.5% Completed a Service Learning Project
- 7.3% Acted as a Research Assistant on a Faculty Research Project
- 40.5% Sought Out Job Fairs
- 58.5% Participated in Leadership Development
- 37.2% Participated in the Sociology Club
- 4.9% Were in the Honors Program
- 16.3% Were Within the McNair Scholars Program
- 39.5% Attended a Professional Sociology Meeting

### **Satisfaction with the Sociology Department**

Students were extremely satisfied with their overall sociology experiences. 100% of those completing the exit survey indicated that they were “Very Satisfied” or “Somewhat Satisfied” with their overall sociology experiences.

Satisfaction was also assessed more specifically for various measures. The percentage of students that indicated “Very Satisfied” or “Satisfied” with the below measures are as follows:

- 83.7% Undergraduate Advising
- 60.5% Graduate School Advising
- 55.8% Career Advising
- 86.0% Course Availability

- 93.0% Seeing Faculty Outside of Class
- 90.7% Interaction with Fellow Sociology Students
- 97.7% Quality of Teaching
- 100% Access to Necessary Technology

### **After Graduation**

Three separate questions were asked of students in the exit survey that pertain to their immediate plans after graduation. More than half (55%) of graduating sociology students intend to pursue graduate school within one year after graduation. Many students (67.6%) hope to obtain a new job within one year after graduation. Still, 60.7% of students indicated that they will continue to work at their current job.

### **B. ASA EXTERNAL REVIEW**

The American Sociological Association consultant, Dr. Diane Taub, conducted an external review of our Sociology Program in April, 2006. (Refer to past Annual Reports and our Program Review). Dr. Taub made 25 Recommendations in four issue areas. In the fall and spring semesters of 2009-2010, we continued to address her comprehensive recommendations. In a few cases the remedy or response depends on the decisions of administrators and/or increased funding for higher education. For this report I have included only Recommendations that we particularly addressed this past year.

#### *The Program's Role and Scope:*

**Recommendation 2:** Rely less on part-time instructors to teach Sociology courses and to advise students. Part-time instructors do not seem to adequately advance the department's mission.

**Response:** We increased our full-time instructors from three to four. Our tenure-track and full-time faculty now more frequently teach our SOC 100: Introduction to Sociology course; this may be one reason for our increase in Sociology majors.

**Recommendation 5:** Update the department's web pages to include faculty links, current syllabi, and information about the undergraduate program. This source can be very effective in the recruitment of faculty and in the recruitment and retention of students.

**Response:** This past year we worked with Freddy Porps to completely revitalize our website. Not only is our website much more visually attractive (including photos of our departmental mural), but we have several new links which will make it much easier to navigate and to access information. Michael Armato has agreed to work with Ms. Porps to learn how to consistently update website information.

#### *Undergraduate Curriculum*

**Recommendation 6:** Review each course title and description to ensure that they are up-to-date and appealing. In addition, each syllabus should list explicit objectives or goals of the course

**Response:** This past year we submitted three of our courses that have been successful as Topics Varies courses as independent, freestanding courses, plus we added the Sociology of Globalization course. A goal of the upcoming academic year is to do the work to submit the course Sociology of Sports and one more of our Topics Varies

courses. This will result in adding two more courses: one new course and one newly numbered course.

**Recommendation 7:** Delete courses that have not been taught in several years, and bring back from our Master List courses that we now would like to teach.

**Response:** In the fall, 2009, Andrew Kourvetaris taught a course, SOC 324: Political Sociology, which we brought back from our Master Course List; it had not been taught in two decades. We regularly examine our courses that are listed in the NEIU Catalog, and we will revisit our courses once again in the fall, 2010.

**Recommendation 9:** Add a required 200-level writing-intensive sociology course for majors when the number of full-time tenure-track faculty increases.

**Response:** Since the Fall 2007, our required SOC 346 Social Inequalities course has been taught each semester as a writing-intensive sociology course for majors. Student enrollment for this course has been capped at 20. Three of our faculty have regularly taught this course, and in the summer, 2008, our full-time instructor, Aneta Galary, developed a version of this course with a Globalization focus. We submitted this writing-intensive course, SOC 245: Social Inequalities for official approval in the fall 2009, and it will officially be taught as SOC 245, with an accompanying writing intensive tutor, this fall 2010.

#### Academic Advisement and Career Preparation

**Recommendation 16:** Consider updating the department handbook, which would include such information as listing of faculty members and their office numbers, major and minor requirements, opportunities and awards, as well as available Sociology courses and the semesters they will be scheduled.

**Response:** Olivia Perlow will work to develop this information in the latter fall semester, and it will be made available on our Departmental Website.

**Recommendation 17:** Consider developing, and then distributing, a department newsletter to current majors and graduates. Such a newsletter would especially be timely with the recent personnel changes.

**Response:** We developed and circulated our first department newsletter in December (Fall/Winter 2006). Since then we have created and circulated 6 more newsletters, two, Volumes VI & VII, during this past year. These newsletters are posted on the NEIU and departmental websites and are sent out electronically to our alumni, majors and minors.

**Recommendation 18:** Consider sponsoring department brown bags on such topics as resume preparation, preparing for graduate school, and job searching.

**Response:** We had four departmental brown bags this year. Three of them featured research presentations from our faculty and students, and the fourth was a panel of our newer faculty and a sociology student recently accepted to graduate school on the topic of Graduate School issues. These brown bags will continue in the upcoming academic year.

**Recommendation 19:** Consider maintaining separate public bulletin boards or spaces for Sociology majors, which could include such items as career information,

internship availabilities, job openings, academic/college deadlines, and announcements of relevant speakers in other departments or on campus.

**Response:** We continue to rework and updated our Sociology public bulletin boards, including the bulletin boards in our former “Sociology Classroom,” CLS 2094. Our glass case bulletin boards portray departmental and student activities and what our students are doing in their internships. Our central bulletin board now includes featuring “Sociologists in the News” and announcements about the achievements of our faculty and students.

*Teaching and Learning Environment/Academic Advisement and Career Preparation*

**Recommendation 20:** Consider utilizing work-study students in a more productive manner when they are not working on office assignments.

**Response:** Our two student aides now consistently have specific projects that they are responsible for in addition to regular office tasks (e.g. newsletter, updating our major and minor contact lists, etc.).

**Recommendation 22:** Consider systematically gathering outcome assessment data from sociology students and alumni every year, and using such information in planning curricular modifications. Assessment measures could include a capstone project, an exit interview with each graduating sociology major, focus groups, and alumni surveys.

**Response:** We are in the process of updating the comprehensive list of our Sociology alumni with their e-mails that we compiled last year. We also started a Facebook alumni group and plan on hosting an alumni event in the upcoming year.

**Recommendation 24:** Continue to try to convince university administrators to provide a greater operating budget for travel, photocopying, and multimedia (such as videos and computer software).

**Response:** Several of our faculty have successfully secured university travel monies. We recognize that the problem of insufficient support for travel lies above us at the state level and in our own abilities to secure grant monies. At Susan Stall’s request, one of our emeritus professors, Martha Thompson, approached the other emeritus faculty and created a foundation account in their name for our department. We also plan to work with NEIU’s Development Department this year to learn how to effectively approach our own alumni in Sociology for donations to our foundation account.

**Recommendation 25:** Continue to try to convince university administrators of the need for more classroom space, faculty offices, and department space. Additional classrooms are needed to provide learning environments in which current teaching technologies and methodologies, such as computers, multimedia equipment, small group interaction, and whole class discussion can be utilized...

**Response:** We have communicated our wish for more strategically located office space for our part-time instructors. We have been happy with the addition of the media and internet enhanced classrooms in Lech Walesa Hall and in the Fine Arts Building.



# TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE

## **Annual Report 2009-2010**

### **Submitted by Lawrence N. Berlin**

#### **Executive Summary**

During the 2009-2010 academic year, the newly inaugurated Teaching English as a Second/Foreign Language Program (TESL/TEFL) saw significant growth. Though the transition to an independent unit had affected faculty and students alike, the results bear out the extraordinary work of everyone involved and demonstrate that creating a stand-alone TESL/TEFL Program was an important advancement for the university and its students, present and future. In the following paragraphs, information will be provided to demonstrate how the master's degree program (GTO4) and the undergraduate minor (M150) have not only emerged as a strong and relevant program in the College of Arts and Sciences, but also as a partner to the College of Education in the preparation of future teachers for the state of Illinois and beyond.

In an effort to maintain currency and attract more students, faculty have continued to review and revise the curriculum, adding several new courses to the previous offerings. Additionally, TESL/TEFL, connected to the needs of the changing job market, keeps sight of its applied focus and continues to align its program goals, objectives, and outcomes with the professional standards established by Teachers of English to Speakers of Other Languages (TESOL) (see Appendix A). To that end, the program is engaged in the development of an updated and relevant assessment plan (see Appendix B) in collaboration with the College of Education (COE) in order to ensure that students are emerging from their academic program with the ability to demonstrate that they meet industry expectations.

Thus, while the economic situation across the state has not improved and enrollment in the Graduate College in general has remained tenuous, TESL/TEFL has shown significant growth at the MA level. Similarly, at the undergraduate level, TESL/TEFL remains an attractive option and serves to fulfill the requirements for COE undergraduates pursuing an endorsement in TESL (see undergraduate numbers under Section I, "Assessment").

A degree or endorsement in TESL/TEFL is seen as a clear asset for careers in language teaching in particular, but has also come to be recognized in the areas of curriculum development, program administration, educational publishing, product branding, speech pathology, natural language processing, translation and interpretation, law, education, and other professions within the social and behavioral sciences, especially those concerned with language policies and practices in multilingual settings. Students may also view the MA as a terminal degree or as a bridge to PhD programs.

Furthermore, insight into future opportunities and professional advancement go beyond the course offerings. In addition to the active involvement in scholarly activities undertaken by the faculty and students (see Section III, “Accomplishments”), TESL/TEFL faculty have undertaken more active roles in the state organization, Illinois Teachers of English to Speakers of Other Languages and Bilingual Educators (ILTESOL/BE).

## I. Assessment

The new TESL/TEFL Program has aligned its program standards with professional standards advanced by Teachers of English to Speakers of Other Languages, Inc. (TESOL), under the guidelines established by the National Council for Accreditation of Teacher Education (NCATE). Working with representatives in the College of Education, TESL/TEFL is revising its assessment plan in accordance with state and national standards to ensure its effectiveness and recognition as a program that prepares teachers for the expectations of the professional job market. Additionally, TESL/TEFL offers a unique educational experience for those not wishing to become classroom teachers in the traditional sense through a rigorous, comprehensive, and competitive curriculum that addresses both the academic and career interests and needs of our students by focusing on the applied aspects of language teaching and language acquisition.

Plans for the evaluation of the program will be based on:

- Active student enrollment (see table below);
- Student performance in courses;
- Student involvement in extracurricular activities;
- Faculty evaluations;
- Faculty involvement in research and service; and
- Alignment of program standards and outcomes (adopted from TESOL) with NCATE (Appendix B).

| AY 2009-2010                          | (AY 2008-2009) | Summer '09 | Fall '09 | Spring '10 | Since AY |
|---------------------------------------|----------------|------------|----------|------------|----------|
| <b>GRADUATE STUDENTS PURSUING MA*</b> |                |            |          |            |          |
| New Admits during AY                  | 14             | 8          | 30       | 18         | 27       |
| Actively Enrolled                     | 9              | 34         | 64       | 81         |          |
| Graduated                             | N.A.           | N.A.       | 1        | 3          |          |

| UNDERGRADUATE STUDENTS PURSUING MINOR* |     |    |     |     |  |
|--|-----|----|-----|-----|--|
| Actively Enrolled                      | 124 | 59 | 113 | 118 |  |
| Graduated                              | 22  | 4  | 13  | 17  |  |

## II. Program Plan

### A. Long Term Goals

TESL/TEFL faculty will look toward ensuring that students at both the graduate and undergraduate levels are successfully prepared to engage in future pursuits, whether in educational programs beyond the master's level or in professional endeavors beyond the classroom. Alignment with professional standards, involvement with professional organizations, and collaboration with colleagues in our college, in the College of Education, around the city and the state, and beyond, will ultimately guarantee opportunities for our graduates as TESL/TEFL professionals.

### B. Program Plan Requirements/Projected Needs

#### 1. Faculty

In order to meet the needs of the newly established program and its students, and in light of the multiple commitments of some of its faculty to other units at the university, TESL/TEFL has an immediate need to hire a new full-time tenure-track position.

#### 2. Other Resources

In order to enhance the preparedness of students pursuing an MA or minor in TESL/TEFL, we would like to request:

- A graduate assistant who will work with faculty on current and future research projects, identify and disseminate information about TESL/TEFL jobs in the US and abroad, and assist in the development of initiatives (e.g., cohorts, professional workshops).
- A dedicated lab space for the conducting of teacher training and outreach to the wider community for the delivery of non-credit English language courses. Grant funding will be sought for additional support to develop curricula, purchase materials, and disseminate information to the public about the outreach initiative.

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Book Chapters

**Bofman, T. H., Ntahirageza, J., & Prez, P. (2010).** Writing a bilingual learner's dictionary: A case study of Kirundi. In I. J. Kernerman & P. Bogaards (Eds.), *English Learners' Dictionaries at the Dictionary Society of North America 2009*. Tel Aviv: K Dictionaries.

## 2. Articles and Abstracts

**Bofman, T. H., & Prez, P. (2009).** Thai Pop Music: A Specialized Corpus for the Language Classroom. Center for Advanced Language Proficiency and Research (CALPER) Corpus Community Report #3.  
[http://calper.la.psu.edu/downloads/ccr/CCR3\\_Bofman\\_Prez.pdf](http://calper.la.psu.edu/downloads/ccr/CCR3_Bofman_Prez.pdf)

## 3. Book Review

**Stone, W. (2010).** Review of the book Marsden, Bob (2008). *50 Common Errors: A Practical Guide for English Learners*. Chicago: Illinois TESOL/BE.

## 4. Websites

**Bofman, T. H., Ntahirageza, J., & Prez, P. (2010).** English-Kirundi/Kirundi-English learners' dictionary.  
<http://www.neiu.edu/~kirundi/dictionary/>

## 5. Conference Presentations

**Berlin, L. N. (2009a).** Fighting words: Is the tongue mightier than the sword? 11th International Pragmatics Conference. Melbourne, Australia.

**Berlin, L. N. (2009b).** Power and positioning the self in political discourse. XII Congrés Internacional sobre Anàlisi del Diàleg: Polifonia I Intertextualitat en el Diàleg. Campus de la Comunicació, Universitat Pompeu Fabra, Barcelona, Spain.

**Berlin, L. N. (2010a).** Language Dominance and Subordination in a Palestinian-Jewish Bilingual School. American Educational Researchers Association (AERA) Conference, Denver, CO.

**Berlin, L. N. (2010b).** Historicity and Hybridity: An Approach to Studying Dialogue under Occupation. Dialogue Under Occupation (DUO IV) Conference. American University, Washington, DC.

**Bofman, T. H. (2009).** Learning Disabilities and ESL: What Do Teachers Need to Know? Paper presented at CAAAELII (Coalition of African, Arab, Asian, European, and Latino Immigrants of Illinois) Conference, Chicago, Illinois.

**Bofman, T. H. (2010b).** From ESL to English 101: How Can We Bridge the Gap? Paper presented at Truman College, Chicago, Illinois.

**Ntahirageza, J. (2009a).** Rapid Rise of Telecommunications in Africa. Paper presented at the Illinois Institute of Technology, Chicago, IL.

**Ntahirageza, J.** (2009b). Teaching about Africa through Literature and the African Summer Institute at NEIU. Paper presented at the Young Adult Literature Conference, Chicago, IL.

**Ntahirageza, J.** (2010a). Linguistic and Cultural integration of Generation 1.5 Students. Paper presented at the African American, Asian, Native American, and Caribbean Annual (AAANACA) Conference, Northeastern Illinois University, Chicago, IL.

**Ntahirageza, J.** (2010b.). Language and our Environment/Culture. Paper presented at the Illinois Institute of Technology, Chicago, IL.

**Ntahirageza, J., & Duchaj, K.** (2009). Phonetic Complexity in Bantu Syllables: Case of Kirundi Articulatory Complexity. Paper presented at the Mid-America Linguistics Conference, Columbia, MO.

**Ntahirageza, J., & Wheeler, D.** (2009). Training Socially Just Teachers. Paper presented at the Social Justice International Conference at the University of Illinois, Chicago, IL.

**Stone, W., di Mauro, A., & Forster, A.** (2010). The truth? You can handle the truth. Paper presented at Illinois TESOL/BE Workshop, Lincolnwood, IL.

**Vamarasi, M.** (2009). Keeping the Rotu in Rotuma (and Elsewhere). Paper presented at the Talanoa Oceania Conference, Auckland, New Zealand.

## 5. Service

**Berlin, Lawrence N.**

- International Association for Dialogue Analysis (reelected as Board Member & appointed Treasurer).
- Dialogue Under Occupation (DUO IV) Conference, Washington, DC (Founder & Convener).
- Illinois TESOL/BE (elected to Board).
- *The Reading Matrix* (Editorial Board).

**Bofman, Theodora H.**

- US Department of Education Consultant
- Illinois TESOL/BE (Book Review Editor)
- External Evaluator—faculty tenure, University of Denver

**Ntahirageza, Jeanine**

- TEFL Institute for Korean Teachers of English (Coordinator)
- Pan-African Organization (refugee resettlement consultant)
- Teacher training workshops (total=13) in Chicago Public Schools (for for cpdu's or lane credit)

- Working with refugee children and parents
- Understanding and serving Generation 1.5 Writers
- Teaching vocabulary
- Understanding learning disability
- Integrated language teaching

## **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications.

**Stone, W., di Mauro, A., & Forster, A.** (2010). The truth? You can handle the truth. Paper presented at Illinois TESOL/BE Workshop, Lincolnwood, IL (repeated from section III.4.).

2. Acceptance to graduate or professional school; other honors/scholarships/awards.

**Lee, Chun Hwa, 2010:** Accepted to Ph.D. Program in Curriculum and Instruction at the University of Illinois at Chicago, Chicago, IL.

**Alavi, Sana** (UG Minor). ILTESOL/BE Undergraduate Scholarship Award.

**Jahraus, Ashley** (MA). ILTESOL/BE Professional Development Scholarship Award.

Student Teaching and Korean Experience (STaKE) – NEIU ESL Teacher Exchange Program with the Chungnam Office of Education, Korea.

- **Cole, Joseph.** Program Teacher.
- **Nam, Sorha.** Program Teacher.
- **Silverman, Lauren.** Program Teacher.

## **C. Alumni News**

- **Armour, John, 2009:** Hired: ESL Faculty: Illinois Institute of Technology, Chicago, IL.
- **Cole-Goldsmith, Ellisa, 2010:** Hired: ESL Faculty: Illinois Institute of Technology, Chicago, IL.

# TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE

## Assessment Report 2009-2010

Submitted by Lawrence Berlin

### Appendix A

In forming the new program in Teaching English as a Second/Foreign Language (TESL), the department is working toward a relevant degree that meets industry standards as set down by the international organization (Teaching English to Speakers of Other Languages, Inc. – TESOL) in collaboration with NCATE (see below). We feel that in this way we are better able to demonstrate how students' preparation helps them to meet professional expectations in the field. We also believe that the new program is in line with the University's mission and vision, meets University goals and work toward fulfillment of some relevant parts of its Strategic Plan, and helps the University to meet the goals of the Illinois Commitment. These are addressed below.

### Degree Program Standards

|  |   |
|--|---|
| Domain 1: Language   | Standard 1.a. Describing Language   |
|  | Standard 1.b. Language Acquisition and Development                                  |
| Domain 2: Culture  | Standard 2.a. Nature and Role of Culture  |
|  | Standard 2.b. Cultural Groups and Identity  |
| Domain 3: Planning, Implementing, and Managing Instruction | Standard 3.a. Planning for Standards-Based ESL and Content Instruction              |
|  | Standard 3.b. managing and Implementing Standards-Based ESL and Content Instruction |
|  | Standard 3.c. Using Resources Effectively in ESL and Content Instruction            |
| Domain 4: Assessment                                       | Standard 4.a. Issues of Assessment for ESL  |
|  | Standard 4.b. Language Proficiency Assessment                                       |
|  | Standard 4.c. Classroom-Based Assessment for ESL                                    |
| Domain 5: Professionalism                                  | Standard 5.a. ESL Research and History  |
|  | Standard 5.b. Partnerships and Advocacy   |
|  | Standard 5.c. Professional Development and Collaboration                            |

In order to meet the standards listed above, a series of measurable performance criteria have been established and can be located on the new TESL website at <http://www.neiu.edu/~tesl/objectives.htm>.

## Appendix B

PROGRAM: Teaching English as a Second/Foreign Language (TESL/TEFL)

| <b>PROGRAM ASSESSMENTS</b>   | <b>UP THROUGH ADMISSION</b>   | <b>COMPLETION OF 3-6 COURSES (9-18 credit hours)</b>   | <b>PENULTIMATE SEMESTER</b>  | <b>COMPLETION OF 12 COURSES (36 credit hours)</b>  |
|--|---|--|--|--|
| <b>TRANSITION POINT BENCHMARKS</b>   | <ul style="list-style-type: none"> <li>Two letters of recommendation;</li> <li>2.75 Undergrad GPA or better;</li> <li>Demonstrated L2 proficiency for native English speakers or TOEFL IBT combined score of 90 (with at least 20 in each subarea) for nonnative speakers/int'l students</li> </ul> | <ul style="list-style-type: none"> <li>Successful completion of at least 3 courses;</li> <li>3.0 GPA minimum;</li> <li>Submission of initial draft of Graduation Project (addressing at least one domain area) to supervisor</li> </ul>    | <ul style="list-style-type: none"> <li>Submission of complete draft of Graduation Project (addressing all domain areas) to supervisor and second reader</li> </ul> | <ul style="list-style-type: none"> <li>Successful completion of 12 courses according to program domain distribution;</li> <li>3.0 GPA minimum</li> </ul> |
| <b>DIVERSITY PROFICIENCIES (Proficiencies available through College of Education)</b>  |   | <ul style="list-style-type: none"> <li>TESL 414: Theories* (Prof. 2, 3, 5);</li> <li>TESL 410: Techniques* (Prof. 4)</li> </ul>  | <ul style="list-style-type: none"> <li>TESL 445: Language Variation* (Prof. 1);</li> <li>Graduation Project, Domain 2: Culture (Prof. 2, 4)</li> </ul>             | <ul style="list-style-type: none"> <li>TESL 468: Assessment* (Prof. 6)</li> </ul>  |
| <b>TECHNOLOGY PROFICIENCIES (Proficiencies available through College of Education)</b> |   | <ul style="list-style-type: none"> <li>Use of TESL listserv (Prof. 5);</li> <li><i>BlackBoard</i> used in all classes (Prof. 5);</li> <li>TESL 410: Techniques* (Prof. 4);</li> <li>TESL 414: Theories* library visit (Prof. 6)</li> </ul> |  | <ul style="list-style-type: none"> <li>TESL 468: Assessment* (Prof. 2, 4);</li> <li>TESL 442: Technology** (Prof. 1, 3)</li> </ul>                       |
| <b>DISPOSITIONS</b>  | <ul style="list-style-type: none"> <li>Application Letter</li> </ul>  | <ul style="list-style-type: none"> <li>TESL 414: Theories* survey of beliefs about second language acquisition/grammar teaching</li> </ul>   | <ul style="list-style-type: none"> <li>Graduation Project</li> </ul>   |  |

\* Courses required of all students in the MA Program

\*\* Elective course (can also fulfill second requirement in Domain 3)



*ILLINOIS COMMITMENT POLICY AREA FOUR: ACCESS AND DIVERSITY*

*Illinois will increase the number and diversity of residents completing training and education programs.*

*NEIU Goal 1: Recruit, retain and graduate a diverse student body at both the undergraduate and graduate levels using strategic enrollment management practices.*

TESL/TEFL attracts students from across the globe and all walks of life to itself as a profession. We anticipate continuing to attract students from diverse backgrounds who are themselves interested in teaching students who come from their own diverse ethnic and language backgrounds, both in the US and abroad. We have already begun to work with professional organizations, area schools, and colleagues within the university to broaden our recognition within the community, streamline our course offerings, and make courses available through a variety of means. In future, we plan to develop some online courses, where appropriate, in order to be able to attract an even wider audience and make the program's offerings even more accessible to students who might not otherwise be able to enroll.

*NEIU Goal 2: Develop a comprehensive strategic plan for the University which addresses program offerings, enrollment management, fiscal resources, technology, facilities planning and staffing to guide University planning and decision making.*

TESL/TEFL is looking at creative ways of meeting student needs in a way that is fiscally responsible and technologically advanced. In addition to the plans to develop some online courses as mentioned above, we have commenced meetings with faculty in the College of Education to determine ways in which we can streamline course offerings and collaborate to facilitate students' completion of State of Illinois endorsement requirements.

*ILLINOIS COMMITMENT POLICY AREA FIVE: HIGH QUALITY*

*Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.*

*NEIU Goal 3 Foster a student-centered community that supports successful outcomes both in and out of the classroom.*

TESL/TEFL has aligned its program goals with industry standards, so students can anticipate professional preparation and recognition within the field as they can demonstrate their achievement of standards that earn them the designation of TESL/TEFL professional.

*NEIU Goal 4: Create a University environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources.*

As the TESL/TEFL faculty continue to demonstrate their commitment to excellence in teacher training, research, and service, we serve as models for our students, the future TESL professionals. Through renewed collaboration with the state organization—ILTESOL/BE—we also anticipate growth and exposure to a wider market of potential students. We have participated for the last two years in the annual convention by organizing an information table that introduced the program and shared information about the way in which the curriculum has been designed to meet industry standards. With the increased participation of TESL/TEFL faculty in the state organization, we anticipate increasing student involvement in ILTESOL/BE activities that will provide them with additional opportunities through networking and professional development.

*ILLINOIS COMMITMENT POLICY AREA TWO: P-20 PARTNERSHIPS*

*Higher education will join elementary and secondary education to improve teaching and learning at all levels.*

*NEIU Goal 5: Strengthen and expand educational opportunities to enhance understanding of international and global issues.*

*NEIU Goal 6: Collaborate with external constituents to provide instruction, research and service programs that build upon the programmatic strengths of the University and are consistent with the University's instructional, research and service missions.*

As we continue to work on new ways of delivering courses in order to make them more accessible to a wider audience, we will also work with contacts within the University and beyond to strengthen and expand opportunities for our students that promote international collaborations. The Student Teaching and Korean Experience Program (STaKE) has been one of the first international exchange programs where TESL/TEFL has taken part in order to provide students with experience teaching English as a foreign language in a way that can benefit them in future job searches in the US and abroad. We will also reach out to colleagues in other countries to see where other possibilities might exist for these types of collaborations and students or faculty exchanges.

*ILLINOIS COMMITMENT POLICY AREA ONE: ECONOMIC GROWTH*

*Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.*

*NEIU Goal 7: Secure the necessary resources to meet programmatic needs and enhance the working environment for faculty and staff.*

Through creative delivery of courses, establishing cohorts where fiscally and feasibly possible, seeking external funding for growth, and getting involved in research and service projects that include our students and offer opportunities for them in future pursuits—educational and professional—TESL/TEFL will be able to expand its network and make it an even more vibrant and attractive program for students.

# Women's Studies

## **Annual Report 2009-2010**

### **Submitted by Durene I. Wheeler**

#### **Executive Summary**

After 14 years of service as Women's Studies Coordinator, Laurie Fuller hands the coordination of the program over to Durene I. Wheeler. One of the recommendations in the external audit dealt with rotating leadership within the program. The faculty views this change in leadership as a step toward continued commitment to the growth of the program. Laurie Fuller will continue as a full-time tenured faculty member and advisor in Women's Studies. The Women's Studies Program's faculty, staff and students actively participate in the life of the university and the community beyond. We sponsor educational programs, participate in college and university committees, and our excellence in teaching and research continues to be recognized. This year was especially great for our students!

December 2009 graduates included Linette Ortiz (minor) and Pam Buschbacher (major) who was an Honor's Scholar and graduated Magna Cum Laude. Three of our minors graduated in May 2010, Rosie Mercado, Mary Jo Hetland (Cum Laude) and Michele Crawford (Summa Cum Laude). Additionally, Michele Crawford won the Women's Studies Distinguished Student award which has been renamed as the BarBara Scott Women's Studies Distinguished Student award and Tara Brinkman was awarded the Renny Golden Student Activism Award. We also continue to support and advise all the students, 20 majors and 22 minors, in our Program.

The Women's Studies Program worked with the student club the Feminist Majority Leadership Alliance (FMLA) to produce the "Vagina Monologues" this March. Over 300 students, faculty, staff and community members came to the NEIU Recital Hall to see the students perform the Monologues. The FMLA raised over \$2800 to donate to Chicago Alliance Against Sexual Exploitation (CAASE). The FMLA won the NEIU LEAD 2010 Bridge Builder Award. This award is given to a student organization that increases the campus and community's awareness of global, social, diversity, or multicultural issues through programming and empowering students to take action. The student club was very busy with many presentations and sponsored events. Women's Studies is proud of our association with such an active and positive group of students on campus. Another way we supported students and built community was to co-sponsor with African and African American Studies and Latino and Latin American Studies an Activist Graduation Party with cupcakes and stole making! It was a huge success with more than a dozen students recognized for their accomplishments.

Additionally, Women's History Month was fabulous with numerous programs including the Fifth Annual Women's Studies Student Symposium, where 6 students presented their feminist persuasive speeches with faculty discussants Tracy Luedke and Jeanine Ntahirageza. We hosted Dorothy Roberts, the Kirkland & Ellis Professor, Northwestern University Law School, Department of African-American Studies and Sociology Professor for a keynote address entitled *Reproductive Justices and the New Biopolitics of Race*.

The Women's Studies faculty participate at all levels of the university, serving on the college academic affairs committee, faculty council on academic affairs, faculty senate, university personnel committee, task-force on global studies, advisory committee for the non-traditional degree programs and many more committees and boards in our communities. Mike Armato, Shelly Banister, Laurie Fuller, Catherine Korda, and Nancy Matthews along with two students (Maria Frances – Social Work, Annum Qureshi-Psychology) presented findings from the Research Community Group about their investigation of the impact of violence on student retention at NEIU in Atlanta, Georgia at the 30<sup>th</sup> Annual National Women's Studies Association Conference. Nancy Matthews' WSP 301B (International Human Rights & Women) class participated in a trip (sponsored by International Programs) to Guanajuato, Mexico. The highlight of the trip was the opportunity to work with Veronica Cruz' Las Libres, the only organization in Guanajuato that provides legal aid and integral health services for victims of sexual violence. Shelly Bannister, Tracy Luedke, and Sophia Mihic were awarded Faculty Excellence Awards in 2009. Laurie Fuller was awarded the Martha Thompson Outstanding Women's Studies Faculty Award in May 2010.

Another way the Women's Studies Program contributes to the university is through enhancing student learning. Two new instructors were hired to teach WSP 101 from a more diverse perspective – Ahalya Satkunaratham and Owen Daniel-McCarter. We focused on this even more intensely this past year after our external evaluator visited campus to assess us as part of our Program Review for the Illinois Board of Higher Education. The implementation of our assessment plan has been very instructive in improving student learning and focusing the Program goals. After reviewing the state of assessment in the field of Women's Studies across the country, NEIU is among the leaders in the productive implementation of our assessment plan and the responses we have made to assessment findings.

## **I. Assessment**

This year four faculty met as the Assessment Working Group to assess our students' learning and our Program. Last year, the assessment rubrics were revised in an effort toward more clarity on expectations and goals to better describe what we would like students to learn and to delete an outdated goal. The rubric changes, in conjunction with a revised and clarified portfolio assignment, aided the students to demonstrate more fully the depth and breadth of their Women's Studies learning. Please see the report below for details.

## **II. Program Plan**

*Ensure the growth of the Women's Studies Program.*

Recommendations:

- Secure funding for another tenure line for permanent Women's Studies faculty and two joint lines in Women's Studies and affiliated departments.
- Implement a plan to rotate the Coordinator position, among core faculty, to continue to bring new strengths and expertise to the Program.
- Recruit new Women's Studies affiliated faculty to help expand course offerings, especially in the Colleges of Business and Education.
- Meet with university advisors to educate them on the Program and our course offerings.
- Develop marketing plan to increase the number of majors and minors.
- Update advising materials and forms and make them available online.
- Increase enrollment and course offerings in Women's Studies.
- Maintain currency in the WS curriculum through recruitment of new affiliated faculty, supporting faculty professional development, and using assessment to listen to student needs.
- Continue to use assessment to strengthen the curriculum and student learning, for example, consider incorporating a clear and effective writing goal into the major.

*Increase high quality and diverse extracurricular programming on campus and in the community.*

Recommendations:

- Cultivate partnerships/co-sponsorships with campus and non-campus organizations, especially with the other interdisciplinary programs (African and African American Studies and Latino and Latin American Studies) and with the Adult and Women Student Program.
- Maintain active membership in the Chicago Area Women's and Gender Studies Network and the National Women's Studies Association to connect students and faculty to the local and national Women's Studies community through conference presentations, attendance and national committee participation.
- Organize more fieldtrips to Women's Studies related events (art exhibits, plays, films, etc.).
- Coordinate more campus events featuring Women's Studies related speakers/authors/musicians.

*Broaden our visibility and enhance our image by educating the campus and community about the Women's Studies Program.*

Recommendations:

- Enhance our image through updated brochures, new website, and electronic newsletter.
- Promote the Women's Studies Program both within the University, through participation in university wide committees and Open House events, and to local high schools.
- Continue to develop the Alumni Network and connect with them about Women's Studies events and happenings.

- Continue to promote and co-sponsor Activist Graduation events.

*Ensure the professional development, growth, and retention of Women's Studies faculty, students and staff through effective mentoring, networking, research and teaching opportunities.*

Recommendations:

- Explore possibilities for Women's Studies faculty mentoring of untenured faculty.
- Visit all academic departments affiliated with Women's Studies and encourage them to adopt language in their departmental criteria for tenure and promotion documents supporting faculty contributions to Women's Studies.
- Establish the practice of writing annual letters for Women's Studies faculty annual review.
- Lobby to get language supporting the contributions of Women's Studies faculty in departmental review documents, so they receive credit for their work.
- Strengthen the Library holdings of DVDs, Streaming Video, journals, and books for Women's Studies curriculum.
- Continue to participate in the Chicago Area Women's and Gender Studies Internship and Job fair for students.
- Strengthen relationships with community organizations to increase internship and job possibilities for students.
- Keep the alumni connections vibrant so current students can more fully understand their possible career opportunities.
- Facilitate Women's Studies staff development and support.
- Develop and implement a plan assisting students to find employment after graduation.

## **B. Program Plan Requirements/projected needs**

1. Faculty: Secure funding for another tenure line for permanent Women's Studies faculty and two joint lines in Women's Studies and affiliated departments.
2. Equipment: Continue to support and update the Empowering Students' Computer Lab in LWH (CLS) 2096.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Books, National/International Exhibitions or Performances:**

**Johnson, Joan Marie**, Co-editor (with Marjorie Spruill and Valinda Littlefield), *South Carolina Women: Their Lives and Times, Volume II* (University of Georgia Press, 2010).

**Meiners, E.** and Quinn, T. (2009). *Flaunt It! Queers in the struggle for public education and justice*. New York: Peter Lang Press.

## **2. Book Chapters, Regional Exhibitions or Performances**

**Johnson, Joan Marie**, “Sallie Chapin, the Woman’s Christian Temperance Union, and Reconciliation after the Civil War,” in *South Carolina Women: Their Lives and Times, Volume II* (University of Georgia Press, 2010), 87-104.

**Johnson, Joan Marie**, “Louisa B. Poppenheim and Marion B. Wilkinson: Leading South Carolina’s Federated Women’s Clubs into the Nation,” in *South Carolina Women: Their Lives and Times, Volume II* (University of Georgia Press, 2010), 105-127.

**Meiners, E.** and Quinn, T. (2009). “Act Out: Organizing for queer rights in education.” In J. Koschoreck and A. Tooms, (Ed.), *Sexuality matters: Paradigms and policies for educational leaders*. New York: Roman and Littlefield Press.

## **3. Articles and Abstracts, Local Exhibitions or Performances:**

Diaz, D., **Gómez, C.**, Luna-Duarte, C., **Meiners, E.**, Valentin, L. (April 2010). “Organizing tensions: From the prison to the military industrial complex.” *Social Justice: Special Issue Policing, Detention, Deportation and Resistance*.

Diaz, D., **Gómez, C.**, Luna-Duarte, C., **Meiners, E.**, Valentin, L. (May/June 2010). Dreams Deferred. *Academe*.  
<http://www.aaup.org/AAUP/pubsres/academe/2010/MJ/feat/diaz.htm>

**Johnson, Joan Marie**, Review of *Madeline McDowell Breckinridge and the Battle for a New South*, by Melba Porter Hay, for *American Historical Review* (Dec. 2009), 1475.

**Johnson, Joan Marie**, Review of *Gender and the Sectional Conflict* by Nina Silber, for *Journal of Southern History* 76 (May 2010), 449-450.

**Meiners, E.** and Quinn, T. (2010). Review Essay, “Reading histories of popular culture for man-crushes, homoromances, and other fraternal orders of love.” Review of, J. Dennis. *We boys together: Teenagers in love before girl-craziness*. Vanderbilt University Press. *Journal of Lesbian, Gay, Bisexual, and Transgender Youth*. Vol. 7, No. 1.

**Meiners, E.** and Quinn, T. (2010). “Doing and Feeling Research in Public: Queer Organizing for Public Education and Justice.” *International Journal of Qualitative Studies in Education* 23 (2): 147-164.

**Meiners, E.** (2009). “Resisting Civil Death: Organizing for Access to Education In Our Prison Nation.” *DePaul Law School: Social Justice Journal* 3 (2) 79-95.

**Meiners, E.** (2009). “Never Innocent: Feminist Trouble with Sex Offender Registries and Protection in a Prison Nation.” *Meridians: Feminisms, race, transnationalism* 9(2), 31-62.

#### 4. Conference Presentations, Group Shows

**Armato, Michael.** 2009. "Striving to be Queer: How a White, Heterosexual Man Challenges Inequality in the Academe." American Sociological Association Annual Conference. (August). San Francisco, CA.

**Bannister, Shelley, Laurie Fuller, Nancy Matthews, Michael Armato, Catherine Korda,** Annum Qureshi, and María Frances. "Violence, Memory, & Student Success in College." National Women's Studies Association Annual Conference. Atlanta. April 2010.

**Bernstein, Deberah.** (October, 2009). Panel on gays in the military and the Solomon Amendment, Marquette University.

**Fuller, Laurie.** (February, 2010). Moderator, "Gendering Black Sexual Bodies in the U.S." Fifteenth Annual Women's and Gender Studies Symposium, Illinois State University, Normal, IL.

**Gomez, Christina.** (May 14, 2010). "Keynote Address." Student/Faculty Development Symposium, Governors State University, University Park, IL.

**Gomez, Christina.** (May 12, 2010). "Achieving your goals." UNO – High School Power Lunch Series, Chicago, IL.

**Gomez, Christina.** (April 30, 2010). "Latino perspectives & technology." eChicago 2010, University of Illinois at Chicago.

**Gomez, Christina.** (April 1, 2010). "Undocumented students and the DREAM Act: The price of Citizenship." Midwest Sociological Society Meetings, Chicago, IL.

**Gomez, Christina.** (March 2, 2010). "Lines in the Sand: A Performance and Discussion on Identity, Media, and Immigration." Governors State University, University Park, IL

**Gomez, Christina.** (February 2, 2010). Puerto Rican Student Association's Roundtable Discussion: Colored Students in Education. University of Chicago, Office of Minority Student Affairs

**Gomez, Christina.** (January 22, 2010). "Getting the Job." Grad UCon - Graduate Student Development Conference, University of Chicago.

**Gomez, Christina.** (October 15, 2009). "The Latino College Experience." Lambda Theta Alpha Latin Sorority, University of Chicago.

**Gomez, Christina.** (September 24, 2009). Keynote Luncheon Address, Siglo XXI: The State of Latino Studies, IUPLR, University of Illinois at Chicago.



**Johnson, Joan Marie**, Chair of session, “Enslaved and Free African American Women and their Encounters with the Nineteenth-Century State: The Politics of Passing, Mental Institutions, and the Courts” Eighth Southern Conference on Women’s History, Columbia, SC, June 2009.

**Johnson, Joan Marie**, “Louisa B. Poppenheim and Marion B. Wilkinson: Leading South Carolina’s Federated Women’s Clubs into the Nation,” presented at South Carolina Women: Their Lives and Times Symposium, Columbia, SC, June 4, 2009.

**Larrimore, Ellen**. “Women’s Movements and Green Parties: A Comparison of Women’s Political Activism in the U.S. and Germany.” The Illinois Political Science Association Conference, Chicago, IL, November 2009.

**Larrimore, Ellen**. “Women’s Movements and Green Parties: A Comparison of Women’s Political Activism in the U.S. and Germany.” The Indiana Political Science Association Conference, Ft. Wayne, IN, April 2010.

**Meiners, E.** Building Abolition Futures: Feminist Trouble with Protection in a Prison Nation. Simone De Beauvoir Institute, March 2010.

**Meiners, E.** Plenary, LGBTQ Lives and Education. National Louis University. March 2010

**Meiners, E.** Invited Session, Teacher Education and the Future of Democracy. Association for Teacher Education Annual National Meeting, February 2010.

**Meiners, E.** Keynote, The End of Public Education? University of Illinois at Chicago. Chicago. January 2010.

**Meiners, E.** Plenary, 6th International Conference on Teacher Education and Social Justice, December 2009.

**Meiners, E.** Keynote, Student Honor’s Society. Governor’s State University. October 2009.

**Meiners, E.** *The importance of being an ungrateful apprentice.* Social Justice Engaged Scholarship Lecture September 2009.

**Mihic, Sophia.** “Penumbra of Publicity: A Distinction Between Liberalism and Neoliberalism,” KURRENTS Conference, What Is the Common? Göteborg University, Göteborg Sweden, October 2009.

**Mihic, Sophia.** “21st Century Arendt: Neoliberalism and the Categories ‘Labor’ and ‘Work,’” Midwest Faculty Seminar, University of Chicago, Chicago Illinois, November 2009.

**Over, Kristen.** “Barbering and Barbarity in Culhwch ac Olwen,” paper presented at annual meeting of the Medieval Association of the Midwest, held at Dominican University, February 19-20, 2010.

**Over, Kristen.** “Rewriting the Literary Welshman in Peredur uab Efracg,” paper presented at the annual UC Celtic Studies Conference, held at UCLA, March 5-7, 2010.

**Over, Kristen.** “Kingship, Grooming, and Sin in Culwch ac Olwen,” paper presented at national meeting of the Celtic Studies Association of North America, held at the University of Notre Dame, April 9-10, 2010.

**Stockdill, Brett.** “Sociological Factors Affecting Domestic Violence in Quetzaltenango, Guatemala.” Midwest Sociological Society Annual Meeting. Chicago April 2, 2010.

**Stockdill, Brett,** and Michelle VanNatta. “Will the Legalization of Gay Marriage Promote the Marginalization and Criminalization of Queer Sexualities?” The Human Condition Series, Eros 2010 Conference. Nipissing University, Muskoka Campus Bracebridge, Ontario, Canada. May 21, 2010.

## **6. Service**

### **Althage, J.**

- Worked as part of a team of librarians for the Ethnographic Research in Illinois Academic Libraries (ERIAL) Project, an 18-month research study funded under a grant by the Library Services and Technology Act (LSTA) to NEIU and four partner universities.

### **Gomez, Christina**

- Visiting Associate Professor, Latin American, Latino & Caribbean Studies, Dartmouth College, Summer 2009.

### **Johnson, Joan Marie**

- Elizabeth Taylor Article Prize Committee Chair, 2009-2010, Southern Association for Women Historians
- Co-director, Newberry Library Seminar on Women and Gender, Newberry Library, Chicago, Illinois, monthly, September 2009-May 2010

### **Meiners, E.**

- Editorial Board Member Race, Ethnicity and Education
- Editorial Advisory Board Member Upping the Anti
- Advisory Board Member AREA Chicago,
- Founding Editorial Collective Member, Women and Prison: a site of resistance (womenandprison.org)
- Editorial Board Member, Teacher’s College Press, Social Justice Series.
- Editorial Board Member, PowerPlay

**Over, Kristen L.**

- Reader, *Viator: A Journal of Medieval and Renaissance Studies*, published by Brepols for the UCLA Center for Medieval and Renaissance Studies

**Stockdill, Brett.**

- Reviewer for *Culture, Health and Sexuality*.

**B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications.

**Brinkman, Tara.** “Motherhood as a Tool of Oppression.” 5<sup>th</sup> Annual Women’s Studies Student Speech Symposium, April 9, 2010.

**Chapin, Kevin.** “The Prison Industrial Complex: Women for Profits.” 5<sup>th</sup> Annual Women’s Studies Student Speech Symposium, April 9, 2010.

**Julia Gutierrez.** Accepted into McNair Scholar Program.

**Harris, Lakeesha.** “Reconstructing Slavery: White Capitalists and Black Video Vixens.” Fifteenth Annual Women’s and Gender Studies Symposium, Illinois State University, Normal, IL, February 12, 2010.

**Harris, Lakeesha.** Awarded English Department 2010 Student Award – Poetry, May 7, 2010.

**Harris, Lakeesha.** Accepted into McNair Scholars Program.

**Hosier, Jersey.** “Movement to Modern: Whiteness Its Current Face.” 5<sup>th</sup> Annual Women’s Studies Student Speech Symposium, April 9, 2010.

**Neealy, Donna.** “Gender Inequities Among Men and Women.” 5<sup>th</sup> Annual Women’s Studies Student Speech Symposium, April 9, 2010.

**Rezulak, Amy.** “Abortion: Let’s Make Time to Talk About It.” 5<sup>th</sup> Annual Women’s Studies Student Speech Symposium, April 9, 2010.

**Varpness, Caitlin.** “Pop Culture’s Gift to Young Girls: Society Approved Sexualization of Girls & The Effects.” 5<sup>th</sup> Annual Women’s Studies Student Speech Symposium, April 9, 2010.

2. Acceptance to graduate or professional school; other honors/scholarships/awards, but only if from organizations other than NEIU.

**Harris, Lakeesha.** Accepted to Summer Research Opportunity Program, University of Illinois at Chicago.

## C. Alumni News

**Larrimore, Ellen.** Elected President of AFSCME Local 1989.

**Winesberry, Emily** (Women's Studies 2005). Accepted to the graduate school of the California Institute of Integral Studies.

## WOMEN'S STUDIES Assessment Report 2009-2010

Submitted by Durene I. Wheeler, Associate Professor and Coordinator

The Women's Studies Assessment Working Group (Kris Over, Mike Armato, Nancy Matthews, and Durene I. Wheeler) met and assessed the student portfolios and speeches (see the charts below). There was much discussion about student learning.

### ***Women's Studies Major Assessment Rubric for the Portfolios Spring 2007 & 08-09 & 09-10***

|   |                |  |
|---|----------------|--|
| 5 | Outstanding    | Effectively addresses goal/objective     |
| 4 | Strong         | May address some parts of goal/objective |
| 3 | Adequate       | Adequately addresses goal/objective      |
| 2 | Limited        | Goal/objective addressed inadequately    |
| 1 | Unsatisfactory | Goal/objective not addressed             |
| 0 | Not Applicable |  |

### **Below are the Women's Studies assessment committee averages for the 12 portfolios assessed in 2007, the 29 assessed in 2009 and 6 assessed in 2010.**

Starting in 2007 all the goals and objectives were assessed. As part of our assessment outcomes we want the student averages to be at 3 or above in all applicable categories. If they are not, then the assessment committee makes recommendations about programmatic changes to help students achieve those goals and objectives. After the low scores on library skills in 2006 the committee suggested the portfolio include a research paper. Although the scores improved in

2007 the committee recommended a writing intensive course in Women's Studies be taught that included a research paper assignment. The Women's Studies Program taught Feminist Ideas (WSP 201) with a research paper requirement in fall 2007. This course has been approved to serve as Women's Studies Writing Intensive Course for future majors

| <b>Women's Studies Goals and Objectives</b>   | <b>2007<br/>Ave</b>      | <b>2008/9<br/>Ave</b>    | <b>2010<br/>Ave</b>      |
|---|--------------------------|--------------------------|--------------------------|
| Understand implications and applications of feminist theories.  | <b>2.6</b>               | <b>3.2</b>               | <b>2.4</b>               |
| 1) Read and understand feminist theory  | <b>2.7</b>               | <b>3.3</b>               | <b>3.4</b>               |
| 2) Compare different theories   | <b>2.9</b>               | <b>3.1</b>               | <b>2.9</b>               |
| 3) Create own feminist perspective  | <b>3.4</b>               | <b>3.5</b>               | <b>3.6</b>               |
| Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.                                       | <b>3.3</b>               | <b>3.7</b>               | <b>3.1</b>               |
| 1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system                             | <b>3.5</b>               | <b>3.6</b>               | <b>3.4</b>               |
| 2) Analyze the relationship between past feminist struggles and social change   | <b>3.0</b>               | <b>3.9</b>               | <b>2.8</b>               |
| Recognize intersections of inequality, power and oppression and apply them to own and others' lives.  | <b>3.3</b>               | <b>3.3</b>               | <b>3.0</b>               |
| 1) Understand how feminist theory about inequality, power and oppression is related to personal experiences   | <b>3.5</b>               | <b>3.6</b>               | <b>2.9</b>               |
| 2) Understand how inequality, power and oppression affect women's lives   | <b>3.6</b>               | <b>3.8</b>               | <b>3.9</b>               |
| 3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.   | <b>3.4</b><br><b>3.4</b> | <b>3.3</b>               | <b>3.4</b>               |
| Evaluate women's changing status, using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.                            | <b>3.1</b><br><b>3.3</b> | <b>3.4</b><br><b>3.4</b> | <b>3.1</b><br><b>3.5</b> |
| 1) Demonstrate familiarity with substantive information about women's diverse experiences   | <b>2.8</b>               | <b>3.2</b>               | <b>3.6</b>               |
| 2) Compare and contrast women's changing status historically using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality. |                          |                          |                          |
| Development of research skills by distinguishing the relative weight and value of library sources   | <b>3.1</b>               | <b>3.4</b>               | <b>3.5</b>               |
| Development of clear and effective writing in the discipline  | na                       | na                       | <b>3.4</b>               |
| 1) Understand audiences   | na                       | na                       | <b>3.6</b>               |
| 2) Makes clear argument   | na                       | na                       | <b>3.7</b>               |
| 3) Develops conclusions and implications  | na                       | na                       | <b>3.6</b>               |
| 4) Mechanics  | na                       | na                       | <b>3.8</b>               |
| 5) Appropriate academic style (APA, Chicago, etc.)  | na                       | na                       | <b>3.4</b>               |

## Women's Studies Assessment Rubric for the Presentations Spring 2007 - 2010

|   |                |  |
|---|----------------|--|
| 5 | Outstanding    | Effectively addresses goal/objective     |
| 4 | Strong         | May address some parts of goal/objective |
| 3 | Adequate       | Adequately addresses goal/objective      |
| 2 | Limited        | Goal/objective addressed inadequately    |
| 1 | Unsatisfactory | Goal/objective not addressed             |
| 0 | Not Applicable |  |

Below are the Women's Studies assessment averages for 11 presentations assessed in 2007, 13 in 2008, 9 in 2009 and 6 in 2010. As part of our assessment outcomes we want the student averages to be at 3 or above in all applicable categories. If they are not then the assessment committee makes recommendations about programmatic changes to help students achieve those goals and objectives.

| Women's Studies Goals and Objectives   | 2007<br>Ave | 2008<br>Ave | 2009<br>Ave | 2010<br>Ave |
|--|-------------|-------------|-------------|-------------|
| <b>Understand implications and applications of feminist theories.</b>  | <b>3.4</b>  | <b>3.27</b> | <b>3.5</b>  | <b>3.9</b>  |
| 1) Read and understand feminist theory   | 3.4         | 3.18        | 3.7         | 3.7         |
| 2) Compare different theories  | 3.3         | 2.98        | 3.3         | 3.4         |
| 3) Create own feminist perspective   | 4.4         | 4.26        | 3.5         | 4.4         |
| <b>Recognize intersections of inequality, power and oppression and apply them to own and others' lives.</b>  | <b>4.6</b>  | <b>3.62</b> | <b>3.7</b>  | <b>3.9</b>  |
| 1) Understand how feminist theory about inequality, power and oppression is related to personal experiences  | 4.2         | 3.85        | 4.0         | 4.1         |
| 2) Understand how inequality, power and oppression affect women's lives  | 4.6         | 4.08        | 3.9         | 4.3         |
| 3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.                                    | 4.3         | 3.51        | 3.1         | 4.0         |
| <b>Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.</b>                       | <b>4.6</b>  | <b>2.96</b> | <b>3.3</b>  | <b>4.1</b>  |
| 1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system                    | 4.1         | 3.55        | 3.7         | 4.0         |
| 2) Analyze the relationship between past feminist struggles and social change  | 3.8         | 3.02        | 3.7         | 3.8         |
| <b>Develop presentation skills</b>   | <b>4.9</b>  | <b>4.27</b> | <b>3.3</b>  | <b>4.2</b>  |
| 1) Adapt verbal messages to a specific audience  | 4.7         | 4.18        | 3.7         | 4.1         |
| 2) Use multiple strategies with audiences such as gestures, eye contact, visual aids, moving from behind the podium, asking questions and more           | 4.4         | 4.15        | 3.4         |             |
| <b>Develop discussion skills</b>   | <b>4.8</b>  | <b>4.32</b> | <b>4.2</b>  | <b>4.5</b>  |
| Respond effectively to others' arguments; listen to others; identify the main issue(s) in a group discussion; identify points of agreement and consensus |             |             |             |             |