

College of Arts & Sciences

2015-2016 Annual Report
Department Reports



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 **Northeastern**
ILLINOIS UNIVERSITY

**COLLEGE OF ARTS AND
SCIENCES**

ANNUAL REPORT

2015-2016

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*Unable to be included.

COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT

Executive Summary

The 2015-2016 academic year in the College of Arts and Sciences was again full of faculty, staff and student accomplishments. Although it was a challenging year due to state budget uncertainty, our outstanding faculty and staff continued to provide an exceptional environment for teaching and learning.

Despite Northeastern's enrollment issues in the last few years, the number of degrees conferred has steadily increased. In 2016, the College of Arts and Sciences had a total of 1192 degrees conferred, with an additional five certificates awarded in Geographic Information Sciences. The CAS continues to generate the most credit hours in the University, offering **69,955 (75%) of the total 92,953 credit hours in Fall 2015.**

This year our highly productive faculty scholars published nearly two hundred books, book chapters, and articles/abstracts, and made numerous presentations, both nationally and internationally. In addition, at least 40 of our faculty received grants or fellowships. Highlights include the following: Ken Nicholson (Chemistry) was Co-PI for a National Science Foundation-Improving Undergraduate Science Education grant (NSF-IUSE); Hardik Marfatia (Economics) earned a ChicagoCHEC partnership grant with faculty from Northwestern University and the University of Illinois at Chicago; Joshua Salzman (History) and Dave Green (Library) co-wrote a grant from the Consortium of Academic and Research Libraries; and Andreas Savas Kourvetaris (Sociology) received an Initiation Speaker Grant from Alpha Kappa Delta (AKD) for NEIU alumna Alexis Dennis. The National Institutes of Health-Maximizing Access to Research Careers (NIH-MARC) program, with Co-PIs Breckie Church (Psychology), Emina Stojkovic (Biology) and Joseph Hibdon Jr. (Math), graduated its first cohort of MARC scholars.

In 2015-2016, the CAS offered for the first time a Minor in Jewish Studies. This interdisciplinary program offers courses in Political Science, Linguistics, History, English, and World Languages and Cultures. In addition, the Masters of Social Work (MSW) program was approved and its first cohort of students began the two-year program in Fall 2016. Dr. Troy Harden was hired as the new MSW director in January 2016. The College is also pleased to report that the 2015 English & Math: Enrichment, Readiness & Growth Experience (EMERGE) program had another successful summer in support of our incoming students.

In April 2016, the CAS was well represented at the 23rd Annual NEIU Student Research and Creative Activities Symposium, as well as NEIU's 6th Annual Faculty Research Symposium in November 2015. Likewise, the Student Center for Science Engagement (SCSE) 6th Annual Research Symposium and the 10th Annual Fall Psychology Student Symposium were held in September 2015 and December 2015 respectively.

While there were countless other activities and programs this year in the College of Arts and Sciences, we continue to be extremely proud of our partnership with the Division of Student Affairs on NEIU's Economic Inequality Initiative. The Economic Inequality Initiative, which officially launched in April 2015, was in full swing by the Fall 2015 semester, with highly a successful and well attended Roundtable event. Some of the events and activities that were part of the Economic Inequality Initiative this year included the opening of the new NEIU Student Food Pantry; an Open Mic series that provided opportunities for discussions ranging from gender to climate change; as well as lectures on topics from financial literacy and borrowing/investment decisions, to transitioning to a global economy. Through collaboration with others on campus and in the community, the goal of the Economic Inequality Initiative is to help students think about and take action to confront the complex causes of growing economic inequality. The Economic Inequality Initiative calendar also highlighted and supported days of service (e.g., Dr. Martin Luther King Jr. Day and Cesar Chavez Day), the International Women's Day "Pledge for Parity," and various training sessions offered by the LGBTQA Resource Center, the Undocumented Student Ally Project and The (dis)Ability Project. Taken together, this work also contributes to the University's efforts to enhance student learning by adopting and expanding high-impact educational practices, including undergraduate research, service learning, and community-based learning, to increase student engagement and participation in civic life.

We were fortunate enough to hire six new faculty members in Fall 2015: Jorge Cantu (Biology), Jeffrey Bulanda (Social Work), Lewis Gebhardt (Linguistics), Xiwei Wang (Computer Science), Shan Wang (Mathematics), and David Kern (Psychology).

In the area of promotion and tenure, five faculty members were promoted to full professor: Sangmin Bae (Political Science), Russell Benjamin (Political Science), Jon Hageman (Anthropology), William Sieger (Art), and Charles Steinwedel (History). In addition, 13 faculty were promoted to associate professor and granted tenure: Jacqueline Anderson (Social Work), Marcia Buell (English), Sarah Cordell (Mathematics), Mateo Farzaneh (History), Scott Hegerty (Economics), Jin Kim (Social Work), Christopher Merchant (Psychology), Graciela Perera (Computer Science), Vida Sacic (Art), Shannon Saszik (Psychology), Angela Sweigart-Gallagher (Communication, Media and Theatre), Susan Tang (Music), and Ken Voglesonger (Earth Science). Finally, Laura Sanders (Earth Science) and Russell Zanca (Anthropology) were recommended for a Promotional Advance Increase.

Among the eight Professors awarded Emeritus status in December of 2015 were five retirees from the College of Arts and Sciences: Lucrecia Artalejo (WLC), Shelley Bannister (Justice Studies/Women's and Gender Studies), David Rutschman (Mathematics), Zachary Schiffman (History), and Venetia Stifler (Music and Dance).

The College is proud to report that Ana Fraiman, (Chemistry) was the recipient of the 2016 Audrey Reynolds Distinguished Teaching Award. One of the finalists of this award, Dan Milsky (Philosophy), is a College of Arts and Sciences faculty member. Likewise, [Saba Ayman-Nolley \(Psychology\)](#) has won the 2015-16 Janet Lerner Faculty Research Scholarship Award.

We are also delighted that two CAS faculty members received Fulbright Scholar Awards for 2015-2016: [Brandon Bisbey](#), (Spanish) and [Kristen Over](#) (English).

Additional recognition is being given to three CAS instructors who received NEIU Instructor/Academic Support Professional/Academic Resource Professional Excellence Awards: Nikolas Hoel (History), Cheryl Park (Biology), and John Ross (Communication, Media and Theatre), as well as to Michael J. Partipilo (Geography and Environmental Studies), who was the recipient of the 2016 Civil Service Employee Excellence Award.

Fifteen CAS faculty received a Faculty Excellence Award in 2016 (for work during the 2014-2015 academic year):

Teaching/Performance of Primary Duties

Rachel Adler, Computer Science
Rachel Birmingham, Justice Studies
Elyse Bolterstein, Biology
Joseph Hibdon Jr., Mathematics
Vida Sacic, Art
Cindy Voisine, Biology

Research/Creative Activities

Eze Chielozona, English
Mateo Farzaneh, History
Alfred Frankowski, Philosophy
Brooke Johnson, Sociology
Judith Kaplan-Weinger, Linguistics
Nathan Mathews, Art
Sarah Orlofske, Biology
Shencheng Xu

Service

Shayne Pepper, Communication, Media and Theatre

The following Civil Service Employees, Administrative and Professional Employees, and Faculty were recognized at the 2016 Annual Years of Service Awards Celebration:

30 YEARS: Laura Sanders (Earth Science)

25 YEARS: Vicki Byard (English), Andrew Eisenberg (History), Ana Fraiman (Chemistry)

20 YEARS: John Kasmer (Biology), Timothy Libretti (English), Wamucii Njogu (College of Arts and Sciences), Theophilus Okosun (Justice Studies)

15 YEARS: Bradley Greenburg (English), Lucia Lombardi (World Languages and Cultures), Victor Ortiz (Sociology), Michael J. Partipilo (Geography and Environmental Studies), Jorge Perez (Music), Charles Steinwedel (History)

10 YEARS: Paulo Acioli (Physics), Dwan Buetow (Physics), Cristina Joe (History), David Nissim-Sabat (College of Arts and Sciences), Alicia Perez (TESOL), Edie Rubinowitz (Communication, Media and Theatre), Stefan Tsonchev (Chemistry), Heather Weber (Art)

5 YEARS: Wilfredo Alvarez (Communication, Media and Theatre), Brandon Bisbey (World Languages and Cultures), Robert Hall (Linguistics), Joseph Hibdon Jr. (Mathematics), Francisco Iacobelli (Computer Science), Brooke Johnson (Sociology), Kyung-Hoon Kim (Music), Shayne Pepper (Communication, Media and Theatre), Melinda Storie (Geography and Environmental Studies), Susan Tang (Music)

As always, we are extremely proud of our dedicated faculty and staff who make the College of Arts and Sciences an exciting and special place for our students to learn.

Wamucii Njogu, Dean, College of Arts and Sciences

AFRICAN AND AFRICAN AMERICAN STUDIES

Annual Report 2015 - 2016

Submitted by Sharon Bethea

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 a part of a larger combined department that includes Sociology, Women Studies, and Latino and Latin American Studies programs.

AFAM is designed to provide a curriculum that prepares 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 curriculum and services to enrich the educational experiences of Northeastern Illinois University's diverse faculty, staff, and student body.

AFAM is an 18-credit hour program. The AFAM curriculum consists of three required core courses (9 credit hours). These three courses include: Introduction to African and American Studies (AFAM 200); Foundations of African Civilization (AFAM 301); and Foundations of Africans in the Diaspora (AFAM 302). The curriculum also includes three elective courses (9 credit hours) spread over 17 departments or programs. Students in the AFAM minor must select their three electives from at least two different departments including Anthropology, Art, Educational Leadership, Teacher Education, English, Foreign Languages, 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 objectives 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 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.

Highlights of 2015-16

During the academic year 2015-2016, AFAM continued to make major programmatic developments and organizational strides. Some of these achievements include: 1) the planning, development, and successful implementation of the African Summer Institute for Teachers at NEIU, 2) planning and implementing the Third Annual Genocide Research Symposium: Revisiting and Rethinking Genocide and Resistance in Africa and the Diaspora. 3) Planned and implemented the third annual Dr. Lawrence Frank Lecture. 4) sponsoring, co-sponsoring, or otherwise participating in numerous programs, events, and projects, and 5) the strengthening of our collaboration with the Program of African Studies at Northwestern University.

African Summer Institute

This course provides the student with an opportunity to analyze leadership not only as an understandable process, but also as a universal one by comparing and contrasting leadership theories, practices and actions as they are applied in social and educational systems different from the United States.

Institute Description:

The African Summer Institute for Teachers is designed to accomplish two main objectives: (1) to provide teachers and other participants with the interdisciplinary content required to teach about Africa in an accurate and objective manner; and (2) to assist participants in developing primary and supplementary resources for classroom use. Additionally, this institute will introduce teachers and other participants to the rich heritage of African culture, music and arts and give participants the opportunity to discuss the continent's geography, pre-colonial and colonial history, oral and written history, its languages and ethnicity, the family systems, and political and democratic systems.

Learning Outcomes:

At the conclusion of the institute, participants will be able to: (1) Incorporate what they have learned in the institute into their teaching tools; (2) Demonstrate an understanding of the rich and varied diversity of Africa and her peoples including histories, cultures, languages, social practices, religions, world views, political structures, and other social institutions; and (3) Develop an interdisciplinary and multicultural approach to scholarship and learning about Africa through a curriculum that examines the structure, organization, and perspectives of Africa and her peoples.

Third Annual Genocide Research Symposium – November 1, 2016

Christen Smith, author of “Afro-Paradise: Blackness, Violence and Performance in Brazil” and assistant professor of Anthropology and African and African Diaspora Studies at the University of Texas at Austin, delivered the keynote address.

Program

Sudanese refugees panel, Evelyn Akullo, Sarah Travis: Issues of Post-Genocide panel discussion. Keynote speech: Christen Smith, “A Campaign for Life: Struggle Against Anti-Black Genocide in Brazil,” Rwandan and Burundian dancers, Dora Urujeni, “Rescuing the Rescuers: An Education Tool to Build a Better Future” Lissa Skitolksy, “Genocide, Education and Mass Incarceration” Illinois Genocide Education panel, Kimberly Veal, Cris Toffolo: Resistance: Black Lives Matter panel discussion

The Genocide Research Symposium is co-sponsored by the Office of the Provost, the College of Arts and Sciences, African and African American Studies, Justice Studies, TESOL, the African and African American Resource Center and Northwestern University.

Lawrence Frank Lecture

Robert Launay, Professor Northwestern University, Department of Anthropology - A social/cultural anthropologist trained in the United States, England, and France. He has conducted extensive fieldwork in West Africa (specifically in Côte d’Ivoire) with Muslim minorities historically specializing in trade.

Publications

Chielozona Eze, Ph.D. - Ethics and Human Rights in Anglophone African Women's Literature - Feminist Empathy. New York: Palgrave MacMillan, 2016.

Recognitions

Nicole E. Holland, professor of Educational Inquiry and Curriculum Studies and African and African-American Studies, was the latest faculty member featured in Northeastern’s partnership with The Mash, the Chicago Tribune’s weekly publication for teens.

Events

Life and accomplishments of Civil Rights Movement leader Rev. Dr. Martin Luther King Jr. in a series of events in January 2015.

Jan. 15, Communication, Media and Theatre Assistant Professor Wilfredo Alvarez presented “What Makes the ‘I Have a Dream’ Speech the Greatest Speech of the 20th Century”.

In collaboration with City Year, University members and students will volunteer to create a welcoming and engaging learning environment for students through painting, construction and work on human service projects at Gage Park High School and Rachel Carson Elementary School.

Jan. 19, MLK Day of Service.

On Jan. 20, television personality, critic and “Who’s Afraid of Blackness? What it Means to be Black Now” author Touré delivered his keynote speech, “Because He Lived,” in the Auditorium at 2 p.m.

The Illinois Transatlantic Slave Trade Project published two Occasional Papers by Northeastern alums: “Volume 1, Number 1 – The African Origins of African Americans and the Black Codes: The Right to Citizenship and Education in the United States,” by Josef Ben Levi (M.A. ’78 Inner City Studies Education), who is now a Northeastern instructor; and “Volume 1, Number 2 – The Lamentations of Oppression: The Multifarious Nature of Race and Racism,” by Kamau Rashid (M.A. ’02 Inner City Studies Education).

I. Program Plan

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.

The AFAM program goals and learning outcomes are:

Goal 1: 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.

- Outcome 1.1: Students understand the language, concepts and theoretical paradigms of African and African American Studies.
- Outcome 1.2: Students appreciate the continuities and discontinuities among the peoples of Africa and the African Diaspora.

- Outcome 1.3: Students can apply appropriate language, concepts, and theory to analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora.

Goal 2: To facilitate students' knowledge and understanding of the process of knowledge production as a social construction.

- Outcome 2.1: Students have 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.
- Outcome 2.2: Students are able to recognize and debunk prevailing myths and stereotypes about Africa and its peoples throughout the world.
- Outcome 2.3: Students have the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora.

Goal 3: To prepare students for and help facilitate their advanced and specialized study in African Studies, African American Studies, Africana Studies, Social Sciences, and the Humanities.

- Outcome 3.1: K-12 teachers can develop lesson plans and classroom curricula about Africa and its peoples throughout the world.
- Outcome 3.2: Students have relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships.
- Outcome 3.3: Students have international educational opportunities through the encouragement of participation in the University's and other international study abroad programs.

B. Program Plan Requirements/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. Office Space: 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.
3. Secretarial and Student Help: The AFAM, WSP, and LLAS Programs together have one full-time office manager and one half-time secretary. As the three programs continue to grow, we hope to increase the office staff to 2 full-time positions.

C. 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 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), Northwestern University, the Chicago Urban League, etc. See the Frank Lectureship, discussed above.

ANTHROPOLOGY

Annual Report 2015-2016

Submitted by Lesa Davis

Executive Summary

Anthropology maintains a rigorous program emphasizing student success and research opportunities across the three subfields of anthropology: cultural anthropology, biological anthropology, and archaeology. As the study of what it means to be human, anthropology combines humanistic and interpretive approaches with methods and theories of the natural and physical sciences. Anthropology faculty are active researchers in the subfields and bring their expertise from the field and lab into the classroom.

This year there were five tenure line Anthropology faculty, one full time instructor, and three part time instructors. We learned in spring 2016 that one of our biological anthropologists (Siobhan Cooke) would be leaving to take a position at Johns Hopkins University, which will bring our tenure track faculty number down to four. Siobhan was a great addition to our program and we will miss her energy!

Anthropology highlights relevant to *Strategic Goals 1: Student Success, 2: Academic Excellence and Innovation, and 3: Urban Leadership*:

Our year began with a sterling report from our external reviewer, Dr. Fred Smith of Illinois State University and the American Association of Physical Anthropologists. In particular, Smith noted the successes of our graduates, the diversity of internship and other hands-on learning opportunities we provide, relevance of our curriculum, and the significant quality and quantity of research and service activities of anthropology faculty. We spent much of the rest of the year developing and starting to implement our five-year plan.

We identified four primary areas to address in our Five Year Plan: Recruitment, Retention, Curriculum, and Facilities and Resources, although many of the elements are relevant in more than one category. We identified a variety of ways to address the first two issues, from outreach to community colleges and local media, and expanding course offerings (topically and online), to working to build bridges with other NEIU departments with which we share interests, and organizing events on campus.

In Spring 2016 we held a combined information and recruiting event with Global Studies and Latina/o and Latin American Studies Program. Our goal was to show students the relevance of the perspectives of these fields to world issues today. The event was largely organized by Tracy Luedke and features several talks (including “*Archaeology and ISIS*”, “*Art and Memory*”), discussions (“*Global Media Through the*

Eyes of an Ethiopian Journalist in Exile”, “*Fraying of United Europe in the Midst of the Refugee Crisis*”), and panel sessions on classes, internships, and careers available in these fields. We also staffed tables with additional information and activities - some led by our majors – to engage our attendees. The event was a great success and allowed us to reach students who otherwise were unfamiliar with anthropology.

We regularly monitor our students’ engagement with and movement through the program and make adjustments as needed. This year we made several significant changes to our major program. First, we retired our original WIP course, ANTH 355 History of Anthropology. This course, heavily steeped in theory, has been a hurdle for our students and was not necessarily meeting the needs of our students. We replaced it with a 3 credit hour full semester version of our ANTH 200 Writing in Anthropology (1 cr., 6 week class). Developed by Tracy Luedke, ANTH 300 (WIP) Writing in Anthropology will fully engage our majors in the foundations of scholarship and research in the discipline.

This year we added another internship opportunity to our curriculum. Lesa Davis developed a museum studies internship at the National Museum of Mexican Art. Students get hands on experience working with collections, databases, exhibit design and construction, and other aspects of the inner workings of a museum.

One of the challenges facing anthropology this year is a reduction in full time faculty in the program. Full time faculty members Luedke and Hageman have coordinator positions in the Global Studies and University Honors programs, respectively. While we have made up the difference using instructors and adjuncts, it has put a strain on the department. We expect this will have an even greater impact on our program and workloads after May 2016 when Cooke leaves. At that point, we will have only one faculty member who is teaching a full load in anthropology.

Among our faculty accomplishments this year (sans Cooke’s as she did not submit any materials) were: 1 edited volume, 3 book chapters, 1 encyclopedia entry, 2 journal articles, and 4 conference presentations. Anthropology faculty also served state and national organizations as treasurer, division chair, conference planner, and executive editor.

I. Program Plan

A. Long term goals

Goal 1: To provide students with a rigorous and balanced anthropology curriculum that is current and relevant to other disciplines, world events, and daily life.

Goal 2: To equip students with a knowledge base integrating existing scholarship, data, theory, methods, technology, hands-on activities, and history of anthropology in each of the three major subfields of cultural anthropology, archaeology and biological anthropology.

Goal 3: To foster the development of critical thinking and writing skills that will enable students to evaluate and communicate ideas and information effectively and clearly in their future academic, professional, and personal lives.

Goal 4: To enable and encourage students to use the vast resources available in the Chicago area to enhance their academic, research, and field experiences.

Goal 5: To instruct students in the protocol of conducting original field-, lab-, or library-based anthropological research and to infuse students with a sense of and respect for integrity, ethics, and honesty in academic and other endeavors.

B. Projected needs

1. Faculty: Archaeologist with expertise in historical archaeology, urban archaeology, or similar;
2. Equipment
3. Other Resources: Renovation for the Anthropology Lab to include separated workspaces, plumbing, and venting

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Hill, Erica, and Jon B. Hageman, editors. 2016. *The Archaeology of Ancestors: Death, Memory, and Veneration*. University Press of Florida, Gainesville.

2. Book Chapters, Regional Exhibitions or Performances

Hageman, Jon B. 2015. Flotation. In *The Archaeology of Food: An Encyclopedia*, edited by M.C. Beaudry and K. Metheny, pp. 173-174. Rowman and Littlefield, Lanham, Maryland.

Hageman, Jon B. 2016. Where the Ancestors Live: Shrines and their Meaning among the Classic Maya. In *The Archaeology of Ancestors: Death, Memory, and Veneration*, edited by E. Hill and J.B. Hageman, pp. 213-248. University Press of Florida, Gainesville.

Hageman, Jon B. and Erica Hill. 2016. Leveraging the Dead: The Ethnography of Ancestors. In *The Archaeology of Ancestors: Death, Memory, and Veneration*, edited by E. Hill and J.B. Hageman, pp. 3-41. University Press of Florida, Gainesville.

Hill, Erica, and Jon B. Hageman. The Archaeology of Ancestors. In *The Archaeology of Ancestors: Death, Memory, and Veneration*, edited by E. Hill and J.B. Hageman, pp. 42-80. University Press of Florida, Gainesville.

3. Articles and Abstracts, Local Exhibitions or Performances:

Zanca, Russell. "God, Marx and Man in the Soviet Countryside ." *Central Asian Affairs*, vol. 3, 2016, pp. 287-300.

Kamp, Marianne and Russell Zanca. "Recollections of Collectivization in Uzbekistan: Stalinism and local activism." *Central Asian Survey*, vol. 35, No. 3, 2016, pp. 146-165.

4. Conference Presentations, Group Shows

Hageman, Jon B. 2016. *Making the MED: Building the Mesoamerican Ethnobotanical Database*. Paper presented at the 81st Annual Meeting of the Society for American Archaeology, Orlando, FL.

Russell Zanca: "The Surreality of Reality: Central Asian Borders and the Madness of Sovereignty." *Bordered: Conceptualizing Eurasia*. April 7-8, 2016. Colgate University.

Russell Zanca: "Stalinism and Peasant Perceptions of Collectivization in Uzbekistan." *Stalinism in Central Asia Workshop*. March 18-19, 2016. Humboldt University, Berlin.

Russell Zanca: "Everyday Life in an Uzbek Village." *Central Asia in World History, NEH Workshop*. July 22, 2016. The Ohio State University.

5. Funded grants

Tracy Luedke: U54 Partnership to Advance Cancer Health Equity (funded by the National Cancer Institute in Fall 2015 for five year period), the partnership includes NEIU, Northwestern, UIC

6. Service

Lesia Davis, Executive Editor of *Transactions of the Illinois State Academy of Science*

Lesia Davis, Chair of the Anthropology and Archaeology Division of the Illinois State Academy of Science

Tracy Luedke: co-leader of the Research Education Core of the Chicago Cancer Health Equity Collaborative (ChicagoCHEC)

Russell Zanca: University of Chicago, *Committee on Central Eurasian Studies*, Treasurer. 2015-2016.

Russell Zanca: *Chicago Central Eurasia Group*, Founder. Conference Planner and Co-Organizer with *Konrad Adenauer Foundation*. *Central Asia: New Great Games or Great Opportunities*. Chicago, September 14-15, 2016.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications. Complete citation. Please use APA, Chicago or MLA style.

2. Acceptance to graduate or professional school; other honors/scholarships/awards, but only if from organizations other than NEIU.

E. Monaco, accepted with full funding to Primatology program at SUNY-Stony Brook.

A. Villasenor-Marchal, accepted with full funding to skeletal biology and anthropology program at Vanderbilt University.

ART

Annual Report 2015-2016

Submitted by Kim Ambriz

Executive Summary

The students and faculty of the Art Department continue to address the challenges of enrollment, recruitment and a shrinking budget. However, during this difficult time, the department has remained positive and has moved forward. This year, the department hosted a **NASAD (National Association of Schools of Art and Design) Accreditation** team to renew our accreditation. The final report to NASAD is due March 2017 and we expect to receive full accreditation in May 2017. Our new major, the **Bachelor of Fine Arts in Graphic Design** has finally made through all governance at the university and state level. We are currently working on the Plan Approval report for NASAD, which is to be turned in before enrollment of any students to the program. This degree will strengthen our offerings in the department, as it is a separate degree from the Bachelor of Arts degree. This BFA is a professional degree in the field of Graphic Design and our students who come out of this program will be marketable, competitive and employable as soon as they graduate. As the NASAD Plan Approval report comes together, the focus on recruitment in this area has already begun for Fall 2017.

The department completed a FT/TT faculty search and is pleased to welcome **Assistant Professor Katie Duffy** in Fall 2016. We look forward to her expertise in the area of Art & Technology and the possibilities of growth in this discipline in the department.

Students and faculty continued to be active in a variety of community events during the 2015-2016 academic year. Our students and faculty produced independent exhibitions, which highlighted student and alumni work. These were in addition to the senior exhibitions and the annual juried student show. Working with the community, students took part in the Kimball Community Mural Project, the mural that was designed by artist Nick Goettling and was installed on Kimball Avenue just outside the El Centro campus. This mural was implemented through the work of the Kimball Avenue Community Art Project Committee with main organization by former Chair, Mark McKernin.

The department was again involved in the planning and implementation of the **Annual Art in Response to Violence Conference** in October. The Art Department worked with Psychology and Special Education to coordinate exhibitions in various department galleries and workshops in the studios.

The department continues to sponsor visiting artists when feasible. This year, Dubhe Carreño organized a two-day ceramics and printmaking workshop with Chicago artist Paul Andrew Wandless. Open to all art majors, this workshop was very successful and a beneficial experience for our majors.

The international component to our program continues to be important and integral to our curriculum. **Shencheng Xu** took a group of students abroad during the Summer I session – the course was titled “Art and Business Study In China - A Focus on Environmental Art and Public Sculpture”. In relation to the Italian Renaissance art history course, **William Sieger** organized and led an international study tour to Venice, Florence, and Rome, Italy in March 2016. The tour group visited over thirty sites, including 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).

During the upcoming year we plan to focus on our recruitment initiative with a more aggressive outreach to high schools and two-year colleges. For years we have participated in the CPS Portfolio exhibit, offering scholarships to graduating CPS seniors. This year we continued our participation in the Illinois High School Art Exhibition as one of many state universities and private schools sponsoring the event and we offered two scholarships. The department also participated in the Marwen Foundation’s “College Night” as well as hosted a group of students from Marwen in Spring 2016. We continue to participate in all campus recruitment events.

2015-2016 Academic Gallery Season Summary

During 2015-2016, the Fine Arts Center Gallery had eight exhibitions and a sale of student work in eleven months (August 2015-July 2016). This summary will focus on the programming and exhibitions of the last academic year and the continued goals of the gallery. All exhibitions (with the exception of the student sale and student exhibition) included a gallery talk and/or workshop given by the exhibiting artist(s) and/or curator. The university hosted receptions for all exhibitions in conjunction with the Jewel Box concerts on Friday evenings with the goal of expanding the audience for visual arts on campus. 12, 102 visitors came to the gallery during the fall 2015-summer 2016 (through July) gallery season.

Last year, in addition to a growing audience and continued quality exhibitions, the gallery committee decided the following as its goals: collaboration with other departments, increased participation with art department faculty, a more comprehensive and informative website, and continued public lectures and workshops with visiting artists on campus. We have made exceptional progress towards these goals as is outlined in the following description of exhibitions.

The fall semester began with a show entitled *re. Rainbow Girl*, which included new work never before shown in the United States by the artist and educator **Tim Lowly**. Lowly is an Assistant Professor of Art and Gallery Director at North Park University. The showing of his work helped to foster the relationship between our two schools. Lowly creates ethereal paintings of his “disabled” daughter and muse. In addition,

Lowly is an accomplished musician. One of the events, as a part of the exhibition programming, was to have a musical performance in the gallery, which featured Tim Lowly and our own Director of Cultural Events, Christie Miller. The gallery committee felt this was a great opportunity to conjoin efforts with the music department. The reception also included live music performed by a professional jazz duo.

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 had two exhibitions featured. The first of the two was the **2015 NEIU Art Alumni Exhibition**. This show was juried by the NEIU Gallery Exhibition Committee and featured the work of 22 Alumni. The reception for this exhibition was in conjunction with the Annual *Alumni Reunion* Weekend held at NEIU. The results were so successful that we plan to continue this tradition (depending on scheduling) with a juried exhibition of work by Alumni every other year. The second show during October Artist’s Month was **Axis: Diana Gabriel and Tricia Rumbolz**. The drawings of Rumbolz were coupled with an installation by Gabriel due to their shared propensity for creating poetic, repetitive, often linear, patterned work.

At the end of the fall semester, the gallery hosted its annual **Student Art Sale**. Due to the past success and high quality of work for sale, the gallery has increased the number of sale days from 3 to 5 and will continue to do so as demand remains. The popular sale provides students with the opportunity to have their work shown in the main gallery on campus, learn how to present and price their artwork, and make extra money for the holidays.

The spring 2016 gallery calendar of exhibitions opened with the **Jennifer Yorke: Savage Breast**. Yorke’s collage pieces fuses fashion, in particular fashion advertising, the body and nature in simple yet suggestive compositions. One of the central pieces in the exhibition was a collaborative piece created with visiting writer/poet Valerie Witte. Witte flew in from Oregon for a reading of the poem from which the piece was based. Witte’s visit, along with the text-based work of Yorke, provided the gallery with an opportunity for outreach to the English Department at NEIU.

Jason Dunda: Bystander recalls various incidents with malignant enthusiasm was exhibited from mid-February through mid-March. Based on his experiences living and working in Paris, France, Dunda’s painterly, semi-abstract, paintings reference the unofficial “uniforms” worn by underprivileged populations such as “hoodies.” His work branches off to include, and question, the notion of standard uniforms and the way they are used to elicit control. Dunda’s relevant work provoked questions from viewers and led to many stimulated conversations. The spring semester closed with **The Annual Juried Student Art Exhibition**.

The NEIU Fine Arts Center Gallery teamed up with **Chicago Sculpture International** for the first of two summer 2016 exhibitions titled **Making Nature**. **Chicago Sculpture International** is dedicated to bringing sculpture to communities throughout the Chicagoland area. The gallery committee sent out a call to artists to the many members of *CSI* and chose two jurors to select the artwork for this

show. The two jurors were Deanna Krueger and Shencheng Xu (both instructors of art at NEIU). *Making Nature* was one of the most popular summer exhibitions at NEIU in the past ten years. *Making Nature* was followed with the ***Chinese Contemporary Lacquer Art Exhibition***, which consisted of 16 visiting artists from China and was curated by Shencheng Xu, Professor of Sculpture at NEIU.

Beyond successful exhibitions, the gallery is committed to continual growth and engaging educational activities. As a means to expand our visibility on and off campus, Vida Sacic, Instructor of Graphic Design at NEIU, has graciously continued to donate her design work to the gallery in the form of select exhibition brochures and catalogs. The production of such publications is a vital resource that attracts quality artists, provides educational material, promotes university gallery events and encourages press on behalf of the gallery and university. Now that the NEIU website has been updated, the gallery is working on expanding the gallery section to include video and links to press for past, current and future exhibitions. The use of Constant Contact as a means to send gallery announcements as well as post information to sites such as Facebook continues.

As a way to continually increase our visibility on-campus, the gallery plans to continue to have exhibitions that provide outreach to other departments. Heather Weber, Gallery Director/Coordinator, has met several times with Tim White, Manager of Web Communications at NEIU, to update and improve upon the website for the art gallery. As a means to continue to increase art department faculty involvement, the exhibition committee has agreed to offer gallery talks to all art faculty whose work is included in the ***Biennial Faculty Exhibition*** in spring 2017. Lastly and most importantly, the gallery continues to contribute to the university's educational curriculum and to provide opportunities for cultural enrichment.

I. Program Plan

A. Long term goals

- Recruitment
- Program Development
- Successfully launch new BFA in Graphic Design
- Incorporating technology into all studio courses
- Fully integrate new assessment practices (TK20) to use in program assessment

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

1. Faculty

Graphic Design

As the BFA in Graphic Design grows, we anticipate adding a FT/TT faculty member in order to be able to successfully run such a program. In the initial program proposal, we projected the need for a FT/TT faculty member by year three of the program.

Ceramics

Each studio discipline in the department has a FT/TT faculty member as the area head and the ceramics area has been without a faculty member since 2011. It is very important to have someone as the key faculty member since, along with course load, each studio faculty member is responsible for their area and oversees anything from daily maintenance to improvements and updates. An area faculty member also serves as a point person and advisor to students in a given area. The ceramics concentration serves the studio art concentration, is a K-12 requirement and general education classes in ceramics are traditionally full.

2. Equipment

Digital Photo Lab

The department has been at work on the conversion of one of the darkrooms in the photography area for many semesters now. We are aware that any new delegation of space is not foreseeable, so we are making best use and reuse of space that we can. Our goal is initial use of the space in Fall 2017 and with computers that were previously used in the Design Lab. These machines are outdated and we will eventually need to replace them with current machines. In an area such as photography, students need to be prepared for the job market upon graduation and need to be well-versed in industry standard tools.

Additional Design Lab

The new program in graphic design will be able to operate in our current design lab, which is used for photography, graphic design and foundations courses, for the first few years but as the program grows we will need a second design lab. Even though we have reconfigured spaces in the past, we have reached the end of that prospect and will need to expand beyond the space we have now.

We will need new machines for the design lab as well as for the new digital photography lab. More and more curriculum is (and has to) incorporating digital technologies. This is necessary to remain contemporary in the field and to better prepare students as they graduate. Not only do we run digital photography and graphic design courses out of our one design lab, we will now need to schedule Art and Technology courses in the same lab and leave room for foundations courses that also use the space as well as leave open studio time for students to work outside of class on their projects. This space is stretched to the limit and at the same time is operating with outdated equipment.

3. Other Resources

Creative Cloud Suite

The department is in desperate need of a technology upgrade, especially now with the new BFA program about to start. The current software in our department lab is now close to four years out of date. We are currently running the outdated Adobe Creative Suite CS6 on our machines in the lab even though the Adobe Creative Cloud Suite was released in 2013 to replace it. This is a license that the university has supported thus far and we are requesting the same support for the

update. The Creative Cloud is now standard software for use in Graphic Design, Digital Art and Photography. It is also used in our foundation courses (Color and Two Dimensional Design). In addition to updated versions of crucial design and art software (Photoshop, Illustrator, InDesign, After Effects etc.) this package includes brand new applications such as Adobe Portfolio and Adobe Experience Design, which will enable our students to develop interactive content. Additionally, Adobe Creative Cloud includes mobile apps that will allow our students to create content on the go, as well as Cloud storage. This is a necessary tool for the continued success and development of our students.

Short-term goals for FY17:

- Final Approval by NASAD for program accreditation
- The Plan Approval of a Bachelor of Fine Arts degree in Graphic Design (BFA) by NASAD
- Integrate and develop the new Art and Technology concentration into the studio art curriculum both as a stand-alone concentration as well as into all studio areas and foundations courses. Continue the development of our Fabrication Laboratory (Fab Lab), which houses our 3D printers and laser cutter. Curriculum from the outdated Computer Graphics concentration will be revised to fit the Art and Technology area as well as new course proposals put forth.
- Review and propose curricular changes and new courses to better serve students and strengthen the program
- Review Safety Plan and continue to revise and keep up-to-date individual area safety manuals.
- Increase enrollment via recruitment efforts by actively reaching out to all two-year institutions and area high schools.
- Focus on stronger advising in the department

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Criner, David

Among the Lost and Found, University of Michigan Health System, Ann Arbor, Michigan

Kommanivahn, Chantala

Dead or Alive, Galeria 409, Brownsville, TX

Lecture:

Lao American Writer's Summit, San Diego, CA (panelist)

Krueger, Deanna

Deanna Krueger: Shards, Olympia Centre/737 North Michigan, Chicago, IL
Art from the Heartland, Indianapolis Art Center, Indianapolis, IN

Mathews, Nate

A Sense of Place, Photo Place Gallery, Middlebury, Vermont

The New American Garden: The Landscape Architecture of Oehme, van Sweden, National Building Museum, Washington, D.C.

Midwest Photo Emerge Exhibition, Center Gallery at the Midwest Center for Photography, Wichita Kansas

Porterfield, Mary

Waysides, Kohler Arts Center, Sheboygan, WI

Sacic, Vida

Personal Histories, Redland Art Gallery, Cleveland, Australia, 29 March - 10 May 2015

2. Book Chapters, Regional Exhibitions or Performances

Criner, David

Sentience, Ukrainian Institute of Modern Art, Chicago, IL

A Curious Reality, Union Street Gallery, Chicago Heights, IL

One Inspired Evening, Revel, Chicago, IL

Speak to Me, Form: Art + Floral, Chicago, IL

Lecture:

Sentience, Ukrainian Institute of Modern Art, Chicago, IL

Kommanivahn, Chantala

Sabai Sabai, Nych Gallery, Chicago IL

Lecture/ Artist Workshop:

Milwaukee Institute of Art & Design Symposium, Milwaukee, WI (lecture)

Layering into abstraction, Elephant Room Gallery, Chicago IL (workshop)

Krueger, Deanna

Art as Artifact, Union Street Gallery, Chicago Heights, IL

Meditative Surfaces, The Art Center, Highland Park, IL

Awards:

\$5000 stipend award by sponsor CBRE for *Deanna Krueger: Shards*, solo exhibition at Olympia Centre/737 North Michigan, Chicago, IL

Art Slant Award: *Palici*, won the 4th 2015 ArtSlant Prize Showcase Winner in the mixed-media Category, July 2015.

http://www.artslant.com/global/artists/show/83099-deanna_krueger?tab=AWARDS

Press/Reviews:

Gniech, Chuck, "Deanna Krueger: Shards," *Chicago Fine Art*, 10 May, 2016.
<https://chicagofineart.blogspot.com/2016/05/shards-glistening-imagery-of-deanna.html>

Zarley, B. David, "Brutal and Beautiful Aesculapian Collage: A Review of Deanna Krueger at 737 North Michigan," *Newcity Art*, 27 April, 2016
<http://art.newcity.com/2016/04/27/brutal-and-beautiful-aesculapian-collage-a-review-of-deanna-kreuger-at-737-north-michigan/>

Goesling, Lisa, "IN OTHER(S) WORDS-FEATURED ARTIST DEANNA KRUEGER," *Lisa Goesling's Blog*, 24 AUGUST, 2015,
<http://www.lisagoesling.com/in-others-words/>

Mathews, Nate

Amalgamation, Victorian House Gallery, Olivet Nazarene University, Bourbonnais, Illinois (three person exhibition)

2015 Midwest Contemporary, Lillstreet Art Canter, Chicago, Illinois

Lecture:

Artist talk, Judson University, Elgin, Illinois

Awards:

Photographic/Digital Award, 39th Annual Beverly Art Competition, Beverly Art Center

Nieves, Ana

"Quilcas en el Contexto de la Civilización Paracas" (co-autored with Gori Tumi Echevarría), *Colección Paracas: Joyas Sanmarquinas*, pp. 93-119, Universidad Nacional Mayor de San Marcos, Fondo editorial. 2016.

Porterfield, Mary

Solo Exhibition, Great River Road Museum of Contemporary Art, Potosi, WI
As They Like It, Dan Addington Gallery, Chicago, IL (traveling exhibit to Elmhurst Art Museum, Carthage College, Bowling Green State University and the Beverly Arts Center)

Press/Reviews:

"Potosi Museum will Host Show," *Dubuque Telegraph Herald*, September 29, 2015, p. 8A.

Lisa Goesling. "In Other(s) Words: Mary Porterfield," LisaGoesling.com, September 14, 2015.

Collection:

Ukrainian Institute of Modern Art

Sacic, Vida

Animation + Printmaking Showcase, Southern Graphics Council International Conference, Portland, OR

Award (Residency):

Windgate Resident Project Manager, Hamilton Wood Type Museum, Two Rivers, WI

Press/Review:

"Type As Image," exhibit review by Jonathan Goodman, published in The Brooklyn Rail (online and print publication), September 2015.

Lecture:

Artist talk and workshop: Art Insights Speaker Series, Southern Utah University

Sterling, Megan

This Image: It is yours, 2-person exhibition with Matt Bodett at the Hamdard Center, Chicago, IL.

Flight Patterns, Chicago Printmakers Collaborative, Chicago, IL (group exhibition)

3. Articles and Abstracts, Publications, Local Exhibitions or Performances and awards:

Carreño, Dubhe

This Quiet Dust, Kevin Reilly Collection: The Space, Chicago, IL

Mathews, Nate

Re:Place, Perspective Gallery, Evanston, Illinois (four person exhibition)

39th Annual Beverly Art Competition, Beverly Art Center, Chicago, Illinois

Award:

2015-2016 Committee on Organized Research grant, Northeastern Illinois University, Chicago, Illinois

Nieves, Ana

Award:

2015-2016 Committee on Organized Research grant, Northeastern Illinois University, Chicago, Illinois

Sieger, William

Session Chairperson, *2016 Midwest Art History Society Conference*, Chicago, IL

Sacic, Vida

Words Matter, Arts on Elston Gallery, Chicago, IL

Lecture:

Artist talk and studio visit, Chicago Printers Guild, Chicago, IL

Xu, Shencheng

Winter Arts & Crafts Expo, Evanston Art Center, Evanston, IL

Public Sculptures:

Wonderful Tonight, The 15th Annual Chicago Sculpture Exhibit

City Scope, The Clark Street and the Lincoln Park Chamber of Commerce 3D Public Art Project

Dream Seeker, Chicago Flower & Garden Show: Chicago Sculpture Exhibit at Navy Pier

Award:

Winner of "*The 15th Annual Chicago Public Sculpture Competition*"

Faculty Summer Research Stipend, Northeastern Illinois University

4. Conference Presentations

Nieves, Ana

"Beyond Style and Iconography: Reflectance Transformation Imaging at Rock Art Sites of the Rio Grande de Nasca Drainage (Department of Ica, Peru)" (co-authored with Gori Tumi Echevarría) presented at the *2016 Midwest Art History Society Conference*, Chicago, IL

6. Service

Krueger, Deanna

Co-Juror and Co-Curator, *Making Nature: Members of Chicago Sculpture International*, The Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

McKernin, Mark

"*Kimball Avenue Art Project*", Community Art Project, Chicago, Illinois

Nieves, Ana

Organizer of the "Art of the Americas" talk, Northeastern Illinois University

Xu, Shencheng

Co-Juror and Co-Curator, *Making Nature: Members of Chicago Sculpture International*, The Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

B. Student Achievements

Art Department Student Merit Awards

Criterion: Art students are given this award based on the evaluation of a work of art selected for the annual Art Department Juried Student Show. Each year a different juror is chosen from among Chicago area artists, critics, and educators. This year's juror was **Robin Dluzen**. Awards are based on technical ability, conceptual depth, and/or aesthetic achievement. **Award:** Monetary

Recipients:

Best in Show:	James Welch
Best 2D:	Matthew Bardelas
Best 3D:	Amanda Iverson
Honorable Mention 3D:	Martin Espinoza
Honorable Mention 2D:	Juleesa Torres
Winner of Gallery Poster Competition:	Felicia Akus

Art Department Fritzmann-Halberg Award

Criterion: This award is given annually to an art student with senior standing, has at least a university GPA of 3.7 and who has demonstrated leadership in Art Department activities, has clearly produced and shown significant art work in a given area of specialization and has participated in student exhibitions and/or research. **Award:** Monetary

Recipient: Jessie Kinyon

Graduate School

Recent graduates who began graduate school in Fall 2015 include **Brigid Gardner (BA '15)** - M.A. program in art history at Wayne State University, **Sunny Ibrahimova (BA '15)** - M.A. program in art history at the University of Illinois-Chicago, and **Samuel Hernandez (BA' 15)** was selected for a paid summer curatorial internship at the Art Institute of Chicago. He was also accepted to the M.A. program in public history at Loyola University of Chicago with a full scholarship.

C. Alumni News

NEIU Alumni Weekend

In conjunction with the *Alumni Reunion* Weekend held at NEIU, the department hosted the **2015 NEIU Art Alumni Exhibition** in the Fine Arts Center Gallery. This show was juried by the NEIU Gallery Exhibition Committee and featured the work of 22 Alumni. The reception for this exhibition was during the *Alumni Reunion* Weekend and the results were so successful that we plan to continue this tradition (depending on scheduling) with a juried exhibition of work by Alumni every other year. In conjunction

with the exhibition, **Todd Irwin (BA '12)** gave an artist talk and printmaking workshop, which was open to all art majors. This was a great opportunity for students to hear about his graduate school experience at Ohio University (MFA '16) and to learn a studio technique based on his work.

Alumni who are currently in MFA programs: **Rachelle Hill (BA '14)**, **Millicent Kennedy (BA '14)**, **Crystal Nelson (BA '13)**, and **Rebecca Montalvo (BA '14)**

Victoria Hepburn (BA '13) completed the M.A. program in art history at Case Western Reserve University in Cleveland in May 2016. She will begin the Ph.D. program in art history at Yale University this fall.

Juan P. Altamirano-Ruiz (BA '11) completed the MFA program at the Pennsylvania Academy of Fine Arts in May 2016.

Lisa Stefaniak (BA '13), curated *Evolution*, a group exhibition at studio Oh! located in the Pilsen Arts District and where she works as a gallery assistant.

Will Velez (BA '10), led the first Sip & Paint night for the Alumni Association, which was open to all faculty, staff and students.

BIOLOGY

Annual Report 2015-2016

Submitted by **John M. Kasmer**

Executive Summary

I am again pleased to report that the Department of Biology remains productive and healthy (or as healthy as can be expected given the current fiscal situation of the state), that we continue to serve our students well, and that we continue to both make progress toward our goals and to set new goals (all despite the current fiscal situation of the state). A few major accomplishments of the department over this past year were the successful completion of another search for a tenure-track biologist (see next paragraph), and additional improvements to our teaching and research spaces that were supported by ADA accommodations for our newest hire; these improvements included conversion of an office/storage space into an accessible office, conversion of a storage space into an accessible Microscopy Lab with stations for three research microscopes, rehabilitation of the former Microscopy Lab into a small, minimally-equipped faculty research lab, renovation of a small research lab (which will not be completed until next year), and outfitting three teaching laboratories with AppleTVs. We are also grateful for the opportunities provided by the Title III grant to continue to improve our ability to support our students and faculty with the completion of one of our main laboratory-preparation rooms (BBH-366), which was finally completed in January 2016, and to be able to continue to support students engaged in exciting, meaningful and productive research with funding for summer faculty-undergraduate student research provided through the Student Center for Science Engagement.

The most notable change in personnel this year was the addition of a new tenure-track hire to support (but not funded by) the goals of the NIH-MARC (Maximizing Access to Research Careers) grant. Thanks to the dedication and hard work of the entire department, our search for a Biologist came to a successful conclusion when Dr. **Jorge Cantú** accepted our offer and joined the faculty in Fall 2016. Dr. Cantú came to us from a post-doctoral position at Northwestern University, where he also earned his Ph.D. studying neurodevelopment in zebrafish. We look forward to having Jorge as a colleague for the years to come.

I am also pleased to report that our faculty members continue to be recognized for professional excellence. We congratulate Drs. **Geddes** and **Schirmer**, who were awarded sabbaticals in the upcoming academic year. In addition, we have continued a long tradition of having faculty and instructors being recognized with excellence awards: when awards were finally announced for the 2013-2014 academic year, Mr. **Habib** and Dr. **Jadin** received Instructor Excellence Awards, Drs. **Orlofske** and **Rumschlag-Booms** received Faculty Excellence Awards for Teaching, and Drs. **Geddes** and

Schirmer received Faculty Excellence Awards for Service. In addition, Dr. **Voisine** received a Summer 2016 Research Project Stipend, and was awarded a Fulbright Research Fellowship to conduct research in Heidelberg, Germany (which will be described in next year's report).

In terms of research and grant-supported activities, the NIH-MARC program (Co-PIs Church (Psych), **Stojković** and Hibdon (Math)) graduated its first cohort of MARC scholars, and sponsored seminars from a distinguished group of scientists, including Dr. Gustavo Arrizabalaga (Indiana University), Dr. Heather Pinkett (Northwestern University), Dr. Beronda Montgomery (Michigan State University), Dr. Antonio Giraldez (Yale University School of Medicine), Dr. Ernesto R. Bongarzone (UIC College of Medicine), Dr. Geraldine Cochran (Rochester Institute of Technology), Dr. Nicole Woitowich (M.S. Biology 2011 from NEIU; Rosalind Franklin University), and Dr. Melissa Simon (Northwestern University). Having the support to bring such a diverse set of renowned scholars to our campus and interact with our students is a terrific opportunity for our students and our faculty.

Student enrollment and student successes: Overall undergraduate enrollment was unchanged, with a total of 432 majors (compared to 434 last year) and 32 graduate students (down from 43 last year); note, however, that much of the “decline” in graduate students is most likely due to the fact that we graduated a near-record 11 graduate students during this past academic year. During FY2016 (Summer 2015-Spring 2016), 97 students earned their B.S. in Biology, our greatest number yet (even exceeding the 90 that were awarded degrees last year).

Students have also been extraordinarily active in conducting research with faculty both here at NEIU and at other institutions in the midwest, and have presented their results at both local and national/international venues: almost 70 different students were involved in over 50 different presentations (most with multiple authors). 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, and we thank the SCSE for this support.

I. 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.

We are continuing to make progress toward achieving these goals.

B. Projected needs

1. Faculty: We completed another successful search this past year, which brought the number of tenure-line faculty in the department to 14 in Fall 2015 (16 if we include Dr. Stern, Dean of the College of Graduate Studies & Research, who is actually an active researcher in the department). Complemented by the 12 full-time instructors in the department, we are well-positioned to meet the demands of our students by having tenure-line instructors providing more instruction in our general education courses, and by expanding our graduate program and our elective course offerings for our majors/minors. These new positions have allowed us to satisfy our curricular needs, but also enable the department to continue to be fully engaged in the activities of the college and university. However, the furloughs of faculty (and staff and administrators) that were imposed during the spring of 2016 in order to keep the university solvent made it exceedingly difficult to fully satisfy the needs of students and the full functionality of the department.

2. Facilities and Equipment: With the help of the College of Arts & Sciences, Office of Academic Affairs, Facilities Management, other units of the university, funding from the Title III grant, funds to provide an accessible workspace for our latest tenure-line hire, and funds generated by course charges (lab fees), we have been able to make continued progress toward updating our teaching and research spaces, and updating an aging collection of equipment. The fact that our course laboratory fees are now being returned directly to the department is allowing 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. We also hope that the aggressive “give-backs” from both state budget lines and internal accounts (including course charges and the indirect costs that have provided start-up funding for new faculty) demanded by the university that were implemented in order for the university to stay solvent will not be demanded again, and that the restrictions on spending funds that we do have in our accounts will be eased sometime soon.

3. Other Resources: At this point in time, the major constraint on our ability to support faculty and faculty research continues to be a lack of office and research space, and must be addressed in the immediate future. With the increased number of tenure-line faculty members and an increased number of non-tenure line faculty being engaged in research with students, we will be hard-pressed to provide a space for our new tenure-line hire (Cantú) in Fall 2015, but were able to do so through creative re-purposing of a space previously used for storage of supplies for our teaching labs. Thus, as I indicated in the last several Annual Reports, it remains essential that we renovate an existing space in the upcoming year (either converting BBH-105 (which has temporarily been set up for use by Dr. Cantú), or the DNA Analysis Suite in BBH-324/328A/328B into a dedicated faculty research lab). Likewise, the department (as well as other departments housed in Brommel Hall, and in fact the entire college) continues to face a severe shortage of office space that can be assigned not only to an increasing number of full- and part-time instructors, but to new tenure-line hires. Both of these issues regarding availability, assignment and utilization of space are ones that can not be solved by any single department, and we look forward to working with the powers that be on coming up with solutions that will be universally acceptable (if not universally embraced!).

II. Accomplishments

(NOTE: Throughout this section, the names of **faculty members** are in bold, the names of *undergraduate students* are italicized, and the names of graduate students are underlined.)

A. Faculty Research/Creative Activities

1. Articles and Abstracts:

Cheng H, Koning K, O'Hearn A, Wang M, **Rumschlag-Booms E**, Varhegyi E, Rong L. 2015. A parallel genome-wide RNAi screening strategy to identify host proteins important for entry of Marburg virus and H5N1 influenza virus. *Virology Journal* 12:194

Guo, P. Q. Liu, T. Wen, R. Xiao, M. Fang, G. Zhong, N.Q. Truong, F. Zhu, **R.C. Jadin**, and C. Li. 2016. Multilocus phylogeny of the Asian Lanceheaded pitvipers (Squamata, Viperidae, *Protobothrops*). *Zootaxa* 4093:382–390.

Hua, J., Buss, N., Kim, J., **Orlowski, S.A.**, Hoverman, J.T. 2016. Population-specific toxicity of six insecticides to the trematode *Echinoparyphium* sp. *Parasitology* 143: 542-550.

Mário F. Neto, Quan H. Nguyen, *Joseph Marsili*, Sally M. McFall, **Cindy Voisine**. 2016. The nematode *Caenorhabditis elegans* displays a chemotaxis behavior to tuberculosis-specific odorants. *Journal of Clinical Tuberculosis and Other Mycobacterial Diseases* 4:44–49.

Spear TT, Riley TP, **Lyons GE**, Callender GG, Roszkowski JJ, Wang Y, Simms PE, Scurti GM, Foley KC, Murray DC, Hellman LM, McMahan RH, Iwashima M, Garrett-Mayer E, Rosen HR, Baker BM, Nishimura MI. 2016. Hepatitis C virus-cross-reactive TCR gene-modified T cells: a model for immunotherapy against diseases with genomic instability. *J Leukoc Biol.* 100(3):545-57. doi: 10.1189/jlb.2A1215-561R.

2. Conference Presentations

Buell, M., **J. Slate**, **P. Geddes**, and J. Lukasik. Engaged Learning Experiences for the new University Core Curriculum: Requirements and Potentialities. Learn and Lead Symposium. Northeastern Illinois University, Chicago IL 8 Feb 2016.(oral presentation)

Geddes, P. Extinction by hybridization? A probable fate for a native cattail species. NEIU Faculty Research Symposium, Chicago, IL 8 Feb 2016 (oral presentation).

Geddes, P. Invasive plants that hybridize: Challenges in cattail identification and in estimating hybridization rates. 13th International Conference on Ecology and Management of Alien Plant Invasions (EMAPi), Kona, HI (oral presentation).

Orlofske, S.A. 2015. Foraging ahead: re-inventing the niche of parasitologists in natural enemy ecology. Newton Kingston Memorial Lecture. Rocky Mountain Conference of Parasitologists. Ogallala, Nebraska. 10 September 2015.

Prete, Frederick, AE Schirmer, B v Alphen, *ES Mantes*, *W Bogue*, *AF Urdiales*, *SA Patel*, *C Carrion*, *G Prete*, *VM Skital*. The circadian modulation of physiology in the praying mantis: a novel insect model system. 6th Annual Faculty Research and Creative Activities Symposium, NEIU, Chicago IL, 13 Nov 2015

Prete, Frederick. How praying mantises recognize prey: merging ecology, psychology, and neurobiology. Sapienza–Università di Roma, Rome, Italy. 25 Nov 2015. (invited seminar)

Prete, Frederick. If you want students to learn science and math, teach them like you teach sports...Lessons learned by a special ed., high school, university teacher. 6th Annual Faculty Research and Creative Activities Symposium, NEIU, Chicago IL, 13 Nov 2015.

Prete, Frederick. If you want students to learn science and math, teach them like you teach sports... TEDx, NEIU, Chicago IL, 9 Oct 2015.

Prete, Frederick. Understanding how praying mantises recognize prey: from cognitive psychology and ecology to potassium channels. Washington & Lee University, Dept. of Biology, Lexington VA, 31 March 2016. (invited seminar)

Prete, Frederick. What my special ed, high school and college students have taught me about teaching. Learn & Lead Symposium, NEIU, Chicago, IL, 8 Feb 2016.

Schirmer, Aaron E., Frederick R. Prete, Edgar S. Mantes, Wil Bogue, Andrew F. Urdiales, Salim A. Patel, Christina Carrion, Greg Prete, and Veronica M. Skital. The circadian modulation of physiology in the praying mantis: A novel insect model system. Society for Neuroscience Annual Meeting. Chicago, IL. 17-21 October 2015.

Voisine, Cindy. Proteostasis imbalances impact sensory and motor neuron function in *C. elegans* animals expressing TDP-43. 55th American Society for Cell Biology Meeting, San Diego CA, December 2015.

Voisine, Cindy. Proteostasis imbalances impact sensory and motor neuron function in *C. elegans* animals expressing TDP-43. 45th Society for Neuroscience Meeting, Chicago, IL, October 2015.

3. Funded grants

Voisine, Cindy. “Unraveling the mechanism of neurotoxicity for Amyotrophic lateral sclerosis: Does TDP-43 spread like a prion from neuron to neuron?” US Fulbright Scholar award, Travel and Stipend for 2 ½ months (7500 euros) in Fall 2016.

Voisine, Cindy. “Prostate Cancer Disparity in Chicago-Area African American Men: Patient-derived models and biomarkers of cancer risk” NIH U54 Chicago CHEC [15-069 A (Nonn)] \$30,000 each year for two years

4. Service

F. Prete served as a member of the Scientific Advisory Board for the journal *Fragmenta Entomologica*, and as an Associate Editor for the *International Journal of Comparative Psychology*

R. Jadin served as a subject editor for the journal *Zookeys*

E. Rumschlag-Booms served as a Contributing Editor for the *American Journal of Microbiology*

A. Schirmer served as a member of the Chicago Symposium Series on Excellence in Teaching Mathematics and Science planning board.

C. Voisine served as Chair of the Career Achievement Award Committee and Chair of the Alternative Career Table for the Chicago Society for Neuroscience Council

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications. (Again, throughout this section, the names of **faculty members** are in bold, the names of *undergraduate students* are italicized, and the names of graduate students are underlined.)

>> **National venues**

*Garcia, Jason, **Cindy Voisine.*** Using *C. elegans* as a model for amyotrophic lateral sclerosis to study the relationship between TDP-43 aggregation and neuronal dysfunction. SACNAS National Conference. 29-31 October 2015. Washington, DC (poster presentation)

Joly, Rifka. Investigating the presence of a secondary receptor in influenza H5N1. Annual Biomedical Research Conference for Minority Students. 11-14 November 2015. Seattle WA

*Knapton, Kirsten, **Cindy Voisine.*** Imbalances in proteostasis lead to neuronal dysfunction in *C. elegans* expressing TAR DNA-binding protein. SACNAS National Conference. 29-31 October 2015. Washington, DC (poster presentation)

*Lee, Da In, **Cindy Voisine.*** Understanding the relationship between aggregation-prone proteins and neurotoxicity by assessing sensory neuronal function in *C. elegans*. Annual Meeting of the American Society for Cell Biology. 12-16 December 2015. San Diego CA

*Rebiai, I., Aguilar, A. and **Bolterstein. E.*** Evaluating a *Drosophila* model system to determine protein interactions with Werner exonuclease. SACNAS National Conference. 29-31 October 2015. Washington DC (poster presentation)

*Skital, Veronica, Salim Patel, Christina Carrion, Gregory Prete, Emily Fioramonti, Bart van Alphen, **Aaron Schirmer, Frederick Prete.*** First analysis of the unique breathing patterns in the praying mantis (Insecta: Mantodea). SACNAS National Conference. 29-31 October 2015. Washington, DC (poster presentation)

>> **Regional venues**

*Blaszczak, T., Ciupuliga, R., Fonseca, S., Nazneen, F., **Bolterstein, E., and Kimble, M.*** Analysis of the effects of acetyl-para-aminophenol on *Drosophila melanogaster* development. Chicago Area Undergraduate Research Symposium. 9 April 2016. Chicago IL (poster presentation)

- Blaszczak, T., Ciupuliga, R., Fonseca, S., Nazneen, F., Bolterstein, E., and Kimble, M.* Analysis of the effects of acetyl-para-aminophenol on *Drosophila melanogaster* development. Chicago Symposium of SACNAS Midwest Chapters. 14 May 2016. Northwestern University, Evanston IL (poster presentation).
- Blaszczak, Terry, Raluca Ciupuliga, Stephanie Fonseca, Fareha Nazneen, Elyse Bolterstein, and Mary Kimble.* Analysis of the effects of acetyl-para-aminophenol on *Drosophila melanogaster* development. Chicago Area Undergraduate Research Symposium (CAURS), 9 April 2016. **and** Chicago Symposium of SACNAS Midwest Chapters. 14 May 2016. Northwestern University, Evanston IL
- Block, J., Villegas, A., Borchert, R., Jadin, R.C., Orlofske, S.A.* Swimming in Disease: parasite diversity driven by water quality. Annual Midwestern Conference of Parasitologists. 10 June 2016. Carbondale, IL
- Block, J., Villegas, A., Borchert, R., Mendoza, A.G., Carmona, A., Jadin, R.C., Orlofske, S.A.* Swimming in disease: parasite diversity driven by water quality. Rocky Mountain Conference of Parasitologists. 9 September 2016. Ogallala, NB
- Choi, O.N., Jadin, R.C., Orlofske, S.A.* Adding missing links: an empirical assessment of the role of birds in parasite life cycles and food webs. Annual Midwestern Conference of Parasitologists. 10 June 2016, Carbondale, IL
- Fidis, Robert, Miriam Domowicz² and Nancy B. Schwartz^{2,3}.* Proteoglycan regulation of chondrocyte differentiation. ² Department of Pediatrics and ³ Department of Biochemistry & Molecular Biology, University of Chicago, Chicago, IL. 2016 Spring Symposium in STEM. 26-27 February 2016. Lisle IL (poster presentation). [**Winner** 2nd place poster award in Biology]
- Guzman, E., J. Somoo, R. Ostro, and J. E. Slate.* Effect of buckthorn on soil composition: nutrient levels, organic matter, and pH. Chicago Symposium of SACNAS Midwest Chapters. 14 May 2016. Northwestern University, Evanston IL (poster presentation)
- Lee, Da In, Quan Nguyen and Cindy Voisine.* Understanding the relationship between aggregation-prone proteins and neurotoxicity by assessing sensory neuronal function in *C. elegans*. 2016 Spring Symposium in STEM. 26-27 February 2016. Lisle, IL (poster presentation) [**Winner** second place poster award in Biology]
- Marsili, Joseph, Cindy Voisine.* The nematode *Caenorhabditis elegans* displays a chemotaxis behavior to tuberculosis-specific odorants. Michigan *C. elegans* Meeting. 9 April 2016. Grand Rapids MI
- Mendoza, A.G., Jadin, R.C., Orlofske, S.A.* Finding three P's in a pond: assessing the diversity of three plagiorchids in Midwestern wetlands. Annual Midwestern Conference of Parasitologists. 10 June 2016. Carbondale, IL

Monterroso, G., **J. P. Olfelt**, and **P. Geddes**. *Typha* species that hybridize: Importance of molecular markers in monitoring invasion. Chicago Symposium of SACNAS Midwest Chapters. 14 May 2016. Northwestern University, Evanston IL (oral presentation).

Vujanovic, M., N. Zulovic, O. Morales, and **J. E. Slate**. Paleolimnological indicators in a 6,300-year sediment core from Volo Bog, a *Sphagnum* wetland in northeastern Illinois. Wisconsin Wetlands Association Meeting. February 2016. LaCrosse WI

>> **Local venues**

SCSE (Student Center for Science Engagement) 7th Annual Research Symposium, Northeastern Illinois University, Chicago, IL. 18 September 2015.

Oral presentations:

Block, Jason, Alejandra Villegas, Ryan Borchert, **Robert C. Jadin**, **Sarah A. Orlofske**. Swimming in disease: parasite diversity driven by water quality.

Carmona, Anthony, Alma Mendoza, John Murphy², **Sarah A. Orlofske** and **Robert C. Jadin**. All is one or one is all: an evolutionary mystery of the brown vine snake (*Oxybelis aeneus*). ²Department of Zoology, The Field Museum, Chicago, IL

Cervantes, Alyson, Ameer Noureldin, and **Joel Olfelt**. Investigating population demographics and genetic variability in Leedy's roseroot.

Dooley, Brenna and **Emily Rumschlag-Booms**. Exploring the entry capabilities of H5N1 influenza in the absence of sialic acid binding in hemagglutinin.

Fioramonti, Emily, Veronica Skital, Greg Prete, Salim Patel, Bart van Alphen², **Aaron Schirmer**, **Frederick Prete**. The integration, modulation and hierarchical control of central nervous system arousal and respiration in the praying mantis. ² Department of Neurobiology, Northwestern University, Evanston, IL

Garcia, Janet, Barbara Rokita, and **Elyse Bolterstein**. Optimization of a DDPH assay to determine antioxidant activity in *Drosophila*.

Knapton, Kirsten, Zelene Figueroa, Jason Garcia, **Cindy Voisine**. Organismal and neuronal health declines in *C. elegans* expressing TAR DNA-binding protein.

Vujanovic, Michael, Naida Zulovic, Omar Morales Luna, and **Jennifer E. Slate**. Inferring changes through time from paleolimnological indicators in a 6,300-year sediment core from Volo Bog, a *Sphagnum* wetland.

Whidden, Sarah, **Joel Olfelt**, and **Pamela Geddes**. Hybridization of *Typha latifolia* and *Typha angustifolia* across the US Midwest.

Poster Presentations:

Borchert, Ryan, Alejandra Villegas, Jason Block, **Robert Jadin**, **Sarah Orlofske**. Snail super-spreaders: determining the key factor behind parasite infection.

Cocking, Grace E. and **Jennifer Slate**. Freshwater sponges as paleolimnological indicators in Volo Bog.

Fidis, Robert, Miriam Domowicz² and Nancy B. Schwartz^{2,3}. Proteoglycan regulation of chondrocyte differentiation. ² Department of Pediatrics and ³ Department of Biochemistry & Molecular Biology, University of Chicago, Chicago, IL

Figueroa, Zelene and **Cindy Voisine**. Expression of aggregation-prone proteins associated with Huntington's and Lou Gehrig's disease reduce *Caenorhabditis elegans* adult lifespan.

Garcia, Jason and **Cindy Voisine**. Using *C. elegans* as a model for amyotrophic lateral sclerosis to study the relationship between TDP-43 aggregation and neuronal dysfunction.

Gosling, Rebecca, Russell Moskal, Renee Chellson, Kate Hillard, **Siobhán B. Cooke** (Anthropology), **Terrence Puryear**. Role of folic acid in the development of jaw and skull of ICR mice – size does matter.

Hilliard, Kate, Renee Chellson, Robert Fidis, Rebecca Gosling, Russel Moskal, Sarette Tilton, **Terrence Puryear**. A comparative model: effects of folic acid on neural tube development in mice and zebrafish.

Joly, Rifka (Chemistry) and **Emily Rumschlag-Booms**. Investigating the presence of a secondary receptor in avian influenza H5N1.

Lee, Da In, Quan Nguyen and **Cindy Voisine**. Understanding the relationship between aggregation-prone proteins and neurotoxicity by assessing sensory neuronal function in *C. elegans*.

Mendoza, Alma G., Anthony Carmona, John C. Murphy², **Sarah A. Orlofske**, and **Robert C. Jadin**. An island of marooned serpents: assessing evolutionary distinction and endemism of Trinidad snakes. ² Department of Zoology, The Field Museum, Chicago, IL.

Rebiai, Imad Eddine, Angel Aguilar, and **Elyse Bolterstein**. Evaluating a *Drosophila* model system to determine protein interactions with Werner exonuclease.

Roman, Adriana and **Aaron Howard**. The influence of floral-visitor anatomy on pollen removal from the common milkweed *Asclepia syriaca*.

Segura, Karen and **Aaron F. Howard**. The impact of *Asclepias syriaca* (common milkweed) flower pigmentation on floral-visitor behavior and pollination.

Szot, Isabelle and **Emily Rumschlag-Booms**. Determining the ability of H5N1 influenza to mediate entry in the absence of a functional hemagglutinin sialic acid binding pocket.

Villegas, Alejandra, Jason Block, Ryan Borchert, Robert Jadin, Sarah A. Orlofske. Missing links: the importance of parasites in food webs.

Wilson, Luke, Anthony J Flores, Maha Khan, Charles D'Lavoi², Matt von Konrat², and Thomas Campbell. Digitization of collection helps scientists track biodiversity changes of the world's ecosystems. ² The Field Museum, Chicago, IL

24th NEIU Student Research and Creative Activities Symposium,
Northeastern Illinois University, Chicago, IL. 15 April 2016

Oral Presentations:

Agoglossakis, Kalliopi M., Joel Olfelt. Examination of leaf characteristics to resolve subspecies relationships within *Rhodiola integrifolia* (Crassulaceae).

Block, Jason M., Robert C. Jadin, Sarah A. Orlofske. The invisible bird killer: NEIU campus windows.

Bogue, Wil H. (Computer Science), **Frederick R. Prete**. Assessing mantis optic-lobe responsiveness to luminance decrements using a microcontroller-based LED matrix.

Borchert, Ryan, Alejandra Villegas, Jason Block, Robert Jadin, Sarah Orlofske. Snail super-spreaders: determining the key factor behind parasite infection.

Choi, Olivia N, Robert C Jadin, Sarah A Orlofske. Adding missing links: an empirical assessment of the role of birds in parasite life cycles and food webs.

DiNello, Elisabeth, Ting Liu(G&ES), **Aaron Schirmer, Caleb Gallemore** (G&ES). Effects of urban photopollution on mammalian behavior.

Dooley, Brenna, Alexandra Gokee, (Chemistry), *Paras Mehta*, (Chemistry and Biology), *Emily Fioramonti, Ana Fraiman* (Chemistry). Peer-led team learning in organic chemistry courses: peer leaders authoring a workbook for students.

Lotesto, Krista, Gabriela Martinez, (Chemistry, University Honors Program), *Monica Elabed, Jing Su* (Chemistry). Investigation of fluorescamine and dabcyI as a new fret donor-quencher pair for protease activity analysis.

Marsili, Joseph, Mário F. Neto, Quan, H. Nguyen, Sally M. McFall, Cindy Voisine. The nematode *Caenorhabditis elegans* displays a chemotaxis behavior to tuberculosis-specific odorants.

Mendoza, Alma G., Anthony Carmona, John C. Murphy², Sarah A. Orlofske, Robert C. Jadin. An island of marooned serpents: assessing evolutionary distinction and endemism of Trinidad snakes. ² Department of Zoology, The Field Museum, Chicago, IL

Monterroso, Giovanni, Joel P. Olfelt, Pamela Geddes. *Typha* species that hybridize: importance of molecular markers in monitoring invasion.

Mueller, Monica, Joel Olfelt. Genetic diversity in North American *Rhodiola rosea*.
Noureldin, Ameer, Joel Olfelt. Investigating population demographics and genetic variability in Leedy's roseroot.

Rebiai, Imad Eddine, Elyse Bolterstein. Evaluating a *Drosophila* model system to determine protein interactions with Werner exonuclease.

Tilton, Sarette T. (University Honors Program), Jennifer Slate. Behaviors of gray squirrels, *Sciurus carolinensis*, in urban environments of varying densities.

Varela, Joseph D., Angela Nugent, Kevin D. Gallagher, Phu Duong, Emina A. Stojkovic. Structural and functional characterization of bacteriophytochromes in non-photosynthetic myxobacteria.

Poster Presentations:

Allende, Luis, Pam Geddes. Using lichenometry to age cirque talus.

Blaszczak, Terry, Raluca Ciupuliga, Stephanie Fonseca, Fareha Nazneen, Elyse Bolterstein, Mary Kimble. Analysis of effects of aceryl-para-aminophenol on *Drosophila melanogaster* development.

Garcia, Jason, Cindy Voisine. Using *C. elegans* as a model for amyotrophic lateral sclerosis to study the relationship between TDP-43 aggregation and neuronal dysfunction.

Guzman, Emanuel, Ronen S. Ostro, James M. Somoo, Jennifer Slate. Effects of buckthorn on soil composition, nutrient levels, and organic matter.

Knapton, Kirsten M, Quan Nguyen, Cindy Voisine. Imbalances in proteostasis lead to neuronal dysfunction in *C. elegans* expressing TAR DNA-binding protein.

Lee, Da In, (McNair Scholars Program), Quan Nguyen, Cindy Voisine. Understanding the relationship between aggregation-prone proteins and neurotoxicity by assessing sensory neuronal function in *C. elegans*.

Monterroso, Giovanni, Chandana Meegoda (Chemistry). Stability study of Li-ion battery cathode materials.

Rahman, Hamid U., Mary Kimble. Analysis of gene expression in nicotine-resistant and nicotine-sensitive fruit flies (*Drosophila melanogaster*).

Rehn, Justina, (University Honors Program), **Cindy Voisine**. Using *Caenorhabditis elegans* to examine whether the amyotrophic lateral sclerosis-associated TDP-43 acts like a prion.

Stefinko, Mariya, Cindy Voisine, Michael Stern (Biology & College of Graduate Studies and Research). Probing the molecular mechanisms of receptor tyrosine kinase enzymatic activation through the analysis of heterodimers of the *C. elegans* FGF receptor, EGL-15.

Vujanovic, Michael, Naida Zulovic, Omar Morales Luna, Jennifer E. Slate. Inferring changes through time from paleolimnological indicators in a 6,300-year sediment core from Volo Bog, a *Sphagnum* wetland.

Graduate Theses Defended

Norwick, Sadie. A review and analysis of microbiome content in formal and informal educational programming. M.S. Library Thesis (**Kasmer**)

Sgouros, Kate. A revised molecular phylogeny reveals polyphyly in *Schistura* (Teleostei: Cypriniformes: Nemacheilidae). M.S. Research Thesis (**Orlofske and Jadin**)

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

HONORS & AWARDS

In addition to being selected as a ChicagoCHEC Research Fellow for the summer of 2016, **Da In Lee** (B.S. 2016) was awarded second place in the Illinois Louis Stokes Alliance for Minority Participation Poster Competition (second place) and received an American Society for Cell Biology Undergraduate Travel Award to attend the organization's annual meeting.

Alma Mendoza was awarded a Willis A. Reid undergraduate research grant by the Education Committee of the American Society of Parasitologists. The \$500 grant helped fund her research on diversity of Plachiorchids in Midwestern wetlands

Emily Fioramonti (B.S. 2016) was selected to be NEIU's 2015 Lincoln Academy Student Laureate, for having demonstrated academic excellence balanced with leadership in both co-curricular and volunteer activities. She conducted genetics research since April 2013 (supported for two summers by funding through the SCSE), leads organic chemistry seminars for course credit, authored a student workbook for the NEIU Chemistry Department, and serves as a peer tutor for upper-

level biology students at the NEIU Center for Academic Writing. At the community level, she served as: hospital clinical volunteer at Advocate Illinois Masonic Medical Center; patient triage volunteer at Community Health Clinic; stroke rehabilitation patient volunteer at Rehabilitation Institute of Chicago (AIMMC); and after-school tutor for inner-city children at Bezazian Library. She was recognized in Nov 2015 at the Old State Capitol in Springfield where she was awarded the Lincoln Academy Student Laureate Medallion, a certificate of achievement, and a monetary grant.

INTERNSHIPS/SUMMER RESEARCH

Three current students and one alumna in Biology were selected as Summer 2016 Research Fellows for the Chicago Cancer Health Equity Collaborative (Chicago CHEC): **Christy AlBazboz** (B.S. 2016), **Esperance Urayeneza**, **Omar Hashlamoun**, and **Da In Lee** (B.S. 2016). This program is a comprehensive paid eight-week summer learning experience for undergraduate and post-baccalaureate students from Northeastern, Northwestern University, University of Illinois at Chicago, and the City Colleges of Chicago.

Lilyvette Barajas (B.S. 2015) is serving as a Marine Mammal Care intern at Brookfield Zoo, where she will help to look after the dolphins and seals; she is helping to prepare food, assisting with husbandry care, observing animal care, conducting enrichment sessions, and interacting with guests.

Sui Man Lau was accepted for a spring 2016 internship with the Friends of the Chicago River.

Omar Morales (B.S. 2015) was accepted to the Field Museum's 2016 Urban Ecology Lab summer program.

Two students in Biology were accepted to Summer 2016 undergraduate research programs: **Alejandra Villegas** (University of Colorado), and **Anthony Smith** (Michigan State University)

ACCEPTANCE INTO GRADUATE PROGRAMS

Kate Sgouros (M.S. 2016) is now a Ph.D. student at Tulane University in the Ecology and Evolutionary Biology program.

Leslie Carrillo (B.S. 2016) is participating in the University of Iowa's post-baccalaureate program.

Monika Rasic (B.S. 2015, with a minor in Chemistry) was accepted to the M.S. Program in Chemistry at NEIU for Fall 2016.

Alexandra Cabanov (B.S. 2013) will begin her studies in the Immunology Graduate program at the University of Chicago in Fall 2016.

After successfully defending his master's thesis at NEIU (Summer 2015), **Phu Duong** began in the Ph.D. program in Cell and Molecular Pathology at the University of Wisconsin-Madison, where he hopes to become involved in the field of epigenetics, which is the study of changes in gene activity that are not caused by changes in the DNA sequence.

ACCEPTANCE INTO MEDICAL/HEALTH-PROFESSIONS PROGRAMS

Jacqueline Alvarez (B.S. 2014) will begin a 5-year program at the University of Illinois at Chicago College of Medicine in August 2016.

Katla Buitron (B.S. 2012) was accepted into the University of Alabama at Birmingham's Occupational Therapy program.

Catherine Carvajal (B.S. 2014) was accepted into the M.S. Nursing program at Rush University.

Cindy Dang (n.d.) was accepted into the M.S. Nursing program at Resurrection University.

Emily Fioramonti (B.S. 2016) is attending Rosalind Franklin University in its M.D. program.

Jason Garcia (B.S. 2016) will begin the Ph.D. program at the University of Illinois at Chicago College of Medicine in August 2016, where he will participate in their Bridge to the Doctorate Program.

Anh Ho (B.S. 2015) was accepted by the Midwestern University College of Dental Medicine for Fall 2016.

Mikholae Hutchinson (B.S. 2016) was accepted into the Michigan State University College of Osteopathic Medicine, and will be supported by the US Navy's Health Professional Scholarship Program.

Annalise Jacobsen (n.d.) was admitted to the Molecular Genetic Technology program at the University of Texas MD Anderson Cancer Center.

Zain Malik (B.S. Chemistry, minor in Biology 2015) was admitted into College of Pharmacy at the University of Illinois at Chicago, and began in Fall 2015.

Erene Mihalas-Sanchez (B.S. 2015) was accepted into and will begin the Doctor of Chiropractic program at National University of Health Sciences in Fall 2016.

Salim Patel (B.S. 2014) is attending the M.S. program in Nursing at DePaul University/Rosalind Franklin University.

Justina Rehn (B.S. 2016) was accepted into the Masters of Medical Biotechnology at University of Illinois at Chicago.

Luhan (Tracy) Zhou (GSAL, n.d.) was accepted to the Reproductive Science and Medicine M.S. program at Northwestern University, and will begin in Fall 2016.

C. Alumni News

Nawaf Habib (M.S. 2011, and now an Instructor in Biology at NEIU) and **Tanya Gorgis** (B.S. 2011) met at Northeastern, graduated from Northeastern and, in Spring 2016 got engaged at NEIU.

Zelene Figueroa (B.S. 2016) is currently a research technician in the laboratory of Dr. Wyndham Lathem in the Department of Microbiology-Immunology at Northwestern University Feinberg School of Medicine.

Samantha Kempkiewicz (B.S. 2016) landed a full time position as a medical assistant in a cardiology clinic.

The Chronicle-News of Trinidad, CO featured **Elizabeth Ritz** (B.S. 1992), who recently was hired as an internal medicine specialist at the clinic of Mt. San Rafael (CO). (URL: http://www.thechronicle-news.com/local/new-doctor-glad-to-come-home-now-seeing-patients-at/article_0d099082-4856-11e6-a237-179f4d93453b.html)

Chris Sferra (B.S. 2012) completed his M.S. in Biology at the Department of Biological Sciences, Program in Ecology, Evolution, and Systematics, University of Alabama. The title of his thesis was: *Habitat age, the environment, and space: Factors structuring zooplankton in pond metacommunities.*

Sarah Wilson (B.S. 2015) is now a full-time employee for Almost Home Kids (an affiliate of Lurie Childrens Hospital), which is a transitional and respite home for children.

CHEMISTRY

Annual Report 2015-2016

Submitted by John Albazi

Executive Summary

The undergraduate degree program in Chemistry at NEIU fulfills the needs of students with diverse academic goals, while preparing them for careers in the industry and academia. The program is accredited by the American Chemical Society (ACS) and meets the standards established by the ACS committee on Professional Training. The Chemistry Department has submitted the 2015-2016 annual report to indicate its compliance with the guidelines established by the American Chemical Society (ACS) Committee on Professional Training. The Masters in Chemistry program provides graduate education for students planning careers in industry, business, teaching, or students planning additional graduate work or professional studies. There are three options available in the program; Separation Science Emphasis, the General Program Emphasis, and the Chemical Education Emphasis. This program continues to grow. Reported active students have reached 64 students. Over 25 students have graduated during July 2015- July 2016.

To maintain the guidelines established by the American Chemical Society (ACS) Committee on Professional Training for the 2015-2016 academic year, chemistry lab skills as well as lab safety was our concentration during the 2015-2016 academic year assessment. The assessment was administrated on three lab sessions of General Chemistry I & II at the end of the Spring 2016 semester with a total of 182 students participating in the assessment. Students' assessment was based on their competency at basic laboratory skills learned throughout the course. Our goal was set for an average of 42.0% of students to exceed our expectations, and 47.5% to meet our expectations—our goal was to reach a total of 89.5% of students who either exceeded or met expectations set by the department. The learning outcome shows that 95.9% of students met or exceeded expectations. We need to focus on the 4.12% of students who have not met expectations. In addition, we need to increase the percentage of students who have exceeded our expectations to 60%.

The faculty within the Chemistry Department continues to be actively engaged in research. During the 2015-2016 academic year, Dr. Stefan Tsonchev continued his work in scanning probe microscopy (SPM) characterization of bacteriophytochromes (BphPs) in collaboration with Dr. Ken Nicholson (Chemistry) and Emina Stojkovic (Biology) and several students from these departments. They are working on a long term project involving studies of the transition between the light-adapted and dark-adapted states of such BphPs. Dr. Tsonchev also developed new methods and computational algorithms for the nano and micro-scale systems, for which there are no known computational

procedures, as well on the mechanisms of channel crossing in the cell membrane by charged polymers such as DNA and RNA. Dr. Ken Nicholson is a Co-PI for a National Science Foundation-Improving Undergraduate Science Education grant (NSF-IUSE). This project involves designing and implementing 3-4 week miniature research projects into the General Chemistry I and II curricula. This is a multidisciplinary effort involving faculty and students from Chemistry, Physics, Earth Science, Computer Science, and Mathematic backgrounds. This project incorporates the use of peer leaders to assist the faculty and students through the research process.

The Chemistry faculty continues to be actively engaged with students in research involving undergraduate and graduate students. With the help of Dr. Stefan Tsonchev, Oscar Gerra is developing new and improved methods for etching of STM tips which are to be used to analyze quantum dots and nanoscale materials. Graduate student involved in this project are Vibha Deshpande and Neil Doering. They are studying carbon nanomaterials to be used in biological applications. Part of this project is done in collaboration with colleagues at Northwestern and involves former graduate student Scott Russell. Dr. Ken Nicholson continues to work with a graduate student who is interested in studying the water quality in northeastern Ohio, near her hometown. Dr. John Albazi has supervised thesis research projects of 18 students who successfully defended their thesis projects and graduated. A total of 20 students have fulfilled their graduate requirements and graduated during 2015-2015 academic year.

The Chemistry students have also been active in conducting research with faculty, and in presenting their results at both local and national conferences. Students were involved in over 12 presentations in the NEIU 24th Annual Student Research and Creative Activities Symposium. Students also participated in the SACNAS conference as well as the NEIU Student Center for Science Engagement Research Symposium. The research work conducted by most of these students was supported by the Chemistry Department or by grants made to our faculty members from the NEIU Student Center for Science Engagement. It is worth mentioning that our former student, Sarah Vorphahl, co-authored an article published in the "**Science**" journal last year. This year, another of our Alumni, Thach Nguyen, co-authored an article published in the March 2016 issue of another prestigious journal, "**Nature**". Thach received his Bachelor Degree in Chemistry in May 2010, a Master Degree in Chemistry in May 2013, and is now pursuing his Ph.D in Chemistry at Boston College. Thach's publication can be viewed in the link:

<http://www.nature.com/nature/journal/v531/n7595/full/nature17396.html>.

Other students' accomplishments involve our alumni, Dr. Mark Majewski, who received his Ph.D. from the University of Notre Dame, and is pursuing his Postdoctoral fellowship at Marquette university. In addition, Rima Rebiai and Norberto Gonzales are pursuing their Ph.D. degree at the University of Illinois and Loyola University in Chicago, respectively. Moreover, Atlantis Frost has been accepted to Ph.D program at the University of Texas at Austin. These students graduated from the Chemistry Department during 2015-2016 academic year.

The Chemistry Department has been successfully implementing Peer-led Team Work Learning (PLTL) in several Chemistry courses for over 15 years. Dr. Ana Fraiman has been actively involved in this approach of student engagement in learning Chemistry through team building and collaboration since its initiative. Most recently, she has been collaborating with other institutions to design a model that will sustain PLTL workshops independently. She has presented this model at several conferences. For year 2015-2016, the winner of the NEIU Student Choice Awards was Dr. Denana Miodragovic. The goal of this award is to recognize outstanding faculty and staff who are truly and genuinely dedicated to helping NEIU students succeed in school and beyond. The award committee received over 80 nominations, and finalists was selected based on the number of nominations received for each individual.

Dr. Albazi continues to organize the NEIU Annual Faculty Research and Creative Activities Symposium. The 6th Annual Faculty Symposium was held on November 2015. Forty-seven faculty participated in presenting their research work or creative activities. Dr. Albazi was also involved in organizing the NEIU 24rd Annual Student Research and Creative Activities Symposium held on April 2016. Over 200 students participated in presenting one-hundred and fifty-four projects. Over 100 faculty and instructors contributed as Faculty Sponsors, Session Presiders, or Discussants.

This year we are fortunate to have had the Quantitative Analysis laboratory renovated. In addition, a total of \$12,939 was spent during the 2015-2016 academic year in upgrading, repairing, or purchasing new equipment as follows:

- a. Fisher Scientific: 2 of Spectronic 200 Edu spec each \$ 1347.05 → \$2694.10
- b. Whirlpool Ice maker for prep room → \$ 1272.01
- c. Agilent: Standard flow cell for HPLC 1100 → \$1201.90
- d. Anasazi: PNMR software update and NUTS software & Site License update → \$ 800.00
- e. CEM : Mars probe for microwave → \$315.00
- f. Vacuum filtration apparatus (funnel and base) → 340.12
- g. Wisco 2 stage regulator → \$ 235
- h. Bruker Nano Improved fluid probe holder for Multi mode → \$ 3195.00
- i. Bruker Nano SANASYST-FLUID + Sharpened Silicon Tips +Sharpened four levers → 1385.50
- j. Bruker Nano Multimode AFM Optical Head Repair → \$ 1500

Also, a total of \$6,080 was spent in upgrading equipment in the Physical Chemistry Lab as follows:

- Bruker Nano Improved fluid probe holder for Multi mode à \$ 3195.00
- Bruker Nano SANASYST-FLUID + Sharpened Silicon Tips +Sharpened four levers à \$ 1385.50
- Bruker Nano Multimode AFM Optical Head Repair à \$ 1500

In addition, I initiated and coordinated the donation of the "Prodigy High Dispersion ICP Spectrometer" that Fenwal, "Fresenius Kabi Company" made to the Chemistry Department. This instrument has an estimated market value of \$15,000.00. It is a powerful equipment to quantify trace levels of lead and mercury in tap water samples.

To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment, the Chemistry Department Lab Manager works closely with the University Safety Committee to better articulate safety procedures and policies for the chemistry labs. The following initiatives were accomplished as to enhance safety inside the chemistry labs during the 2015-2016 academic year:

- a. Reviewed and updated the chemical hygiene plan.
- b. Conducted lab audits for BBH 238 and BBH 232 and found to be compliant with safety rules.
- c. Placed new safety signs (Globally Harmonized System) outside the labs to communicate the hazards within.
- d. We are in the process of turning the Haz-com training document into an SOP format and creating a form for the research projects to ensure safety.
- e. For the new instruments that were bought this year (Spec 200's), training videos were made, and SOP's were created. The new PicoSpin 80 NMR and the new Atomic Absorption Spectrometer that were bought at the end of last fiscal year were installed at the beginning of this fiscal year.
- f. Maintained hazardous waste sheets with details, listing the contents and composition.
- g. All the new student aides and graduate assistants were provided Training on chemical hygiene plan and other relevant SOP's
- h. No major accidents occurred related to lab safety this year, no reported incidents.

The faculty of the Chemistry Department is regularly trained for the Laboratory Safety SOPs and Chemical Hygiene Plan. Reviewing of essential SOPs with students by the faculty begins during the first laboratory session of each semester.

I. Program Plan

A. Long Term Goals

The Chemistry Department will continue assessing program goals following the department's assessment cycle. Criteria to evaluate student learning will be established for each course studied. We will continue in maintaining the guidelines established by the American Chemical Society (ACS) committee on professional training. We will also continue to fully implementing the Chemical Hygiene Plan and to maintain our labs in a safe environment. The chemistry department will continue motivating students to become involved in research early at their early stages in in their undergraduate work to improve student learning, student skills, student retention, and the effectiveness of the Chemistry program. The Chemistry Department will continue to develop 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. The chemistry department will work to step-up the recruitment efforts for new undergraduate students, and working out better strategies to retain and graduate existing students.

B. Projected Needs

1. Faculty

Our ultimate success and timeliness is dependent on resources available and the continued success of current and recruited faculty. The Chemistry department has lost Dr. Veronica Curtis-Palmer, who retired in summer 2014, and Dr. Tom Weaver who retired in summer 2016. We are fortunate to receive a Polymer Chemistry tenure-track line to replace Dr. Curtis-Palmer. In order to reach the goals, we hope that the department will receive a tenure-track faculty line in Inorganic Chemistry to substitute for Dr. Tom Weaver.

2. Students

- a. Increase in student aid money to hire chemistry students to support teaching labs
- b. A budget to financially support our Peer leaders for CHEM 211, 212, 231, 232, 311 and 312 courses
- c. Increase in the number of Graduate Merit Tuition Scholarship to support our graduate program.

3. Space

We are grateful to have Quantitative Analysis lab renovated. As the department grows, we are in need of more space for research. Faculty is still using some of teaching labs for research work.

4. Budget increase to support the following:

- a. Purchase of state-of-the-art instruments to replace the old ones.
- b. Calibration and maintenance of the existing instruments
- c. Service Contract for the state-of-the-art equipment
- d. More support the Chemistry Department in the University wide policy on safety compliance

II. Accomplishments

A. Faculty Research/Creative Activities

1. Book Publications

Emily Fioramonti, Paras Mehta, Alexandra Gokee, Brenna Dooley and **Ana Fraiman**, Organic Chemistry 1 “Peer-Led Team Learning Workbook”, ISBN: 978-1-944996-00-0

2. Articles and Abstracts, Local Exhibitions or Performances:

A. E. Dreyfuss¹, A. Fraiman². PEER-LED TEAM LEARNING: AN ACTIVE LEARNING METHOD FOR THE 21ST CENTURY, proceedings ICERI (International Conference of Education, Research and Innovation) 2015, 698-706 ISBN: 978-84-608-2657-6

¹City University of New York, New York City College of Technology (UNITED STATES)

²Northeastern Illinois University (UNITED STATES)

3. Conference Presentations, Group Shows

Fraiman, A. PEER-LED TEAM LEARNING: AN ACTIVE LEARNING METHOD FOR THE 21ST CENTURY: ICERI 2015, 8th International Conference of Education, Research and Innovation, 18-20 November, 2015 Seville, Spain

Su, J.¹, M. C. Tapia², C. Kalinich² and M. Mrksich². Profiling Protein Phosphatase Activity Using Peptide Arrays and Mass Spectrometry. Spring national meeting of the American Chemical Society, San Diego, March 2016.

¹Chemistry Department, Northeastern Illinois University

²Biomedical Engineering Department, Chemistry, and Cell and Molecular Biology, Northwestern University

Su, J.¹, M. C. Tapia², C. Kalinich², M. Mrksich² and R. Seftor³. Profiling Protein Phosphatase Activity Using Peptide Arrays and Mass Spectrometry. Spring national meeting of the American Chemical Society, San Diego, March 2016.

¹Chemistry Department, Northeastern Illinois University

²Biomedical Engineering Department, Chemistry, and Cell and Molecular Biology, Northwestern University

³Feinberg School of Medicine, Northwestern University

Rebiai, R.¹, S. **Tsonchev**¹, **K. Nicholson**¹, E. Stojkovic². Structural Characterization of Bacteriophytochromes by Scanning Probe Microscopy. Gordon Research Conference, Houston, Texas, February 2016.

¹Chemistry Department, Northeastern Illinois University

²Biology Department, Northeastern Illinois University

Rebiai, R.¹, E. Stojkovic², S. **Tsonchev**¹, **K. Nicholson**¹. Structural Characterization of Photoreceptors Isolated from *Stigmatella Aurantiaca* using Atomic Force Microscopy. American Chemical Society meeting, San Diego, CA, March 2016

¹Chemistry Department, Northeastern Illinois University

²Biology Department, Northeastern Illinois University

Nicholson, K. Peer Enhanced Experiential Research in STEM. NEIU Sixth Annual Faculty Research and Creative Activities Symposium, Northeastern Illinois University, November 2015.

Albazi J. The Power of Mathematical Modeling in Pharmaceutical Analysis Using DRYLAB® Software”, The 6th Workshop on Mathematical and Statistical Modeling, Mathematics Department, Northeastern Illinois University, Chicago, IL (December 2015).

Albazi J., The Power of Mathematical Modeling in Pharmaceutical Analysis Using Drylab Software, Chemistry Department, Illinois Institute of Technology, Chicago, IL (April 2016).

4. Funded grants and registered Patents

Nicholson K., Co-PI for a National Science Foundation-Improving Undergraduate Science Education grant (NSF-IUSE).

Denana Miodragovic and Thomas V. O'Halloran, "Arsenoplatin - anticancer agents", filled on February 16, 2015. Patent application number 14/421,982

5. Service to academic organization (office holder only), editorial boards

A. Fraiman, reviewer for the Journal of Scholarship of Teaching and Learning

A. Fraiman, reviewer for the Journal of Chemical Education

A. Fraiman, PLTLIS (peer lead Team Learning International Society) Innovations in leading and learning June 2-4, 2016

S. Tsonchev, Refereed numerous articles submitted to the Journal of Physical Chemistry.

S. Tsonchev, Served on the Editorial Advisory Board of "The Open Nanotechnology and Nanomedicine Journal"

J. Albazi, Reviewer for the Journal of Chromatographic Science.

K. Nicholson, reviewer for the ACS publication, Langmuir

Workshops and Conferences Attended

A. Fraiman, Coached Workshop "Basics of Entrepreneurship" August 15, 2015 in Boston, MA

A. Fraiman, Session Chair- Pedagogical Methods and Experiences (1), ICERI 2015, Seville, Spain.

C. Meegoda, Attended, Triton College Annual Adjunct Faculty Teaching Workshop.

B. Student Achievements:

Following students successfully defended their thesis research work and graduated in the 2015-2016 academic year:

Aktham Mestareehi (December 2015)

Gulustan Tahmisoglu (December 2015)

Selam Totonchi (December 2015)

Rafal Turek (December 2015)

Enas Almughmisi (December 2015)

Mohammed Nizamuddin Syed (December 2015)

Andrew Apals (December 2016)
Norberto Gonzalez (May 2016)
Sareh Mobaleghnasseri (May 2016)
Nermein Hanini (May 2016)
Sandra Neri (May 2016)
Eyup Zengin (August 2016)
Monika (Pacek) Parad (August 2016)
Faisal Ahmed (August 2016)
Mohammad Shatat (August 2016)
Rajwa Alghareeb (August 2016)
Hussain Kayani (August 2016)
Khalid Boukallaba (August 2016)
Eman Mohammad (December 2016)

Chemistry Department awarded the following students for their outstanding achievement in the Chemistry:

Sara Abuhadba - Outstanding Achievement in General Chemistry
Etai Kalimi - Outstanding Achievement in Organic Chemistry
Rima Rebiai - Outstanding Achievement in Analytical Chemistry
Alexandra Gokee - Outstanding Achievement in Physical Chemistry

1. Presentations, conference papers, symposium participation, publications

- **Breenna K. Dooley, Alexandra A. Gokee** and Ana Fraiman, "Through Hardships to Mastering Organic Chemistry: Interactive Learning and Student Centered Lab with mastery Lab and Chem-Wiki. A students perspective." NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016
- **Giovani Monterroso** and Chandana Meegoda, "Stability Study of Li-Ion Battery Cathode Materials", SACNAS National Conference, October 2015, Washington DC.
- **Giovani Monterroso** and Chandana Meegoda, "Stability Study of Li-Ion Battery Cathode Materials", NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016.
- **Sara Abuhadba**, Denana Miodragovic, T. V. O'Halloran, "Investigating the DNA targeting properties of arsenoplatin compounds on MDA-MB-231 (triple negative breast) cancer cell line", 8th Annual Student Center for Science Engagement Research Symposium, NEIU, September 16, 2016.
- **Frost, A., Kalimi, E., Rebiai, R., Stojkovic, E.A., Tsonchev, S., Nicholson, K.T.**, "Characterization of Red Light Photoreceptors Derived from *Stigmatella Aurantiaca* using Atomic Force Microscopy" Student Center for Science Engagement Summer Research Symposium at Northeastern Illinois University, September 2015.

- **Andrew Apals**, and Jing Su, “A Reverse-Phase High Performance Liquid Chromatography Method for the Separation and Analysis of Synthetic Ingap peptide and Analogs”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016
- **Krista Lotesto, Gabriela Martinez, Monica Elabed**, and Jing Su, “Investigation of Fluorescamine and Dabcyl as a new FRET Donor-Quencher Pair for Protease Activity Analysis”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016.
- **Norberto M. Gonzalez**, and John Albazi*, Chemistry, “Method Development and Validation for the Determination of Racemic Nicotine and R- and S-Nicotine Present in E-Liquids by High Performance Liquid Chromatography”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016.
- **Oscar Herrera, Sara Abuhadba, David Wypych**, and Stefan Tsonchev¹, “Investigating the Electromagnetic Effects of Copper and Metal-Alloy Coils on Electrochemical Etching of Platinum-Iridium Tips”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016.
- **Sandra Neri** and John Albazi, “Method Development, Degradation Studies, and Validation of Bupropion Hydrochloride Using Reversed Phase High Performance Liquid Chromatography”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016
- **Rima Rebiai**, Emina A. Stojković, Stefan Tsonchev and Kenneth T. Nicholson, “Structural Characterization of Bacteriophytochromes by Scanning Probe Microscopy”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016
- **Sara Abuhadba, Oscar Herrera**, and Stefan Tsonchev, “Electrochemical Etching Technique of Platinum-Iridium Tips for Scanning Tunneling Microscopy”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016
- **Brenna Dooley, Alexandra Gokee, Paras Mehta, Emily Fioramonti**, and Ana Fraiman, “Peer-Led Team Learning in Organic Chemistry Courses: Peer Leaders Authoring a Workbook for Students”, NEIU 24th Annual Student Research and Creative Activities Symposium, April 2016

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

- **Atlantis Frost** has been recently admitted into a Ph.D. program in Chemistry at the University of Texas – Austin. She began her graduate work in Fall 2016.
- **Rima Rebiai** has been recently admitted into a Ph.D. program in Chemistry at the University of Illinois-Chicago. She began her graduate work in Fall 2016

- **Norberto Gonzalez** has been recently admitted into a Ph.D. program in Chemistry at the Loyola University of Chicago. He began his graduate work in Fall 2016
- **Aktham Metareehi** is pursuing his PHD in Pharmacognosy at the department of medical chemistry and pharmacognosy. at UIC, IL

C. Alumni News

- **Steven Jerome** recently graduated from Columbia University, receiving a Ph.D. in Chemistry.
- **Brian Lampert** is pursuing a M.S. in Education at the University of Illinois-Chicago. He completed a M.S. in Chemistry at the University of Illinois – Urbana Champaign.
- **Ralph Tobias** is continuing his Ph.D.in Chemical Education at the University of Illinois at Chicago
- **Umesh Chaudhary** is continuing his Ph.D. in Chemistry at Iowa State University
- **Max Goldmeier** completed a M.S. in Polymer Science at Akron University
- **Blaire Sorenson** completed a M.S. in Chemical Engineering at Cornell University. She is now pursuing a Ph.D. in Chemical Engineering at Cornell University.
- **Keith Arntson** continuous to pursue a Ph.D. program in Chemistry at the University of Minnesota (Minneapolis, MN). He began his graduate work in Fall 2013.
- **Thach Nguyen** continuous to pursue a Ph.D. program in Chemistry at Boston College. He began his graduate work in Fall 2013.
- **Joe Schwab**, Chemistry 87 Alumnus received Ph.D. in Chemistry from the University of Illinois Urbana-Champaign and has started his own business, Hybrid Plastics Inc. in 2001. He has 27 patents listed.
- **Nasos Athanasiou**, NEIU Alumnus in Chemistry, is now CEO of AVVA Pharmaceuticals.
- **Syed Shahbaz Ahmed**, Senior Associate in Pharmacovigilance Operations, AMGen located in Thousand Oaks, California.
- **Chandrakant lunagariya**, a Scientist II at Therapeutic Proteins International, LLC, Des Plaines, IL has moved to Akron, Inc where he is promoted to Analyst Scientist III.
- **Yating Wei**, has been employed as a Chemist by Deibel Laboratories, IL

- **Syed Shahbaz Ahmed** started working in Pharmaceutical Product Development (PPD) in North Carolina, as Drug Safety Specialist.
- **Mark Majewski** recently graduated with Ph.D in Organic/Medicinal Chemistry from Notre Dame University and he is pursuing his postdoctoral at Marquette University.
- **Hussain H Kayani**, recently employed by Gilead Sciences, San Francisco as a Master Data Management in Laboratory Information Management System.
- **Faisal Ahmede**, recently employed by Gilead Sciences, San Francisco.
- **Gulustan Tahmisoglu**, recently employed by **Abbvie Inc.**
- **Eyup Zengiu**, employed by Fresenius Kabi Company, IL.
- **Rafal Turek** continuous to work as a Research Chemist, R&D at AmeriCoats.
- **Monika Parad** continuous to work as a chemist at Wockardt, Morten Grove Pharmaceuticals, USA.
- **Shaheed Alam** continuous to work as a Senior Scientist (Analytical R & D) at Impax Pharmaceuticals, California.
- **Syed Shahbaz Ahmed** continuous to work as Drug Safety Associate at Pharmaceutical Product Development (PPD) in North Carolina.
- **Rajeshwar Raja** Continues to work at Pharmaceutics International Inc., (Baltimore).
- **Mohammed Aziz Shaik** continues to work at ERP Analyst (Ohio).
- **Syed Shafeeq Ahmed** Continues to work as Drug Safety Associate in California.
- **Syed Shahzaib Mehdi** Continues to work as Validation Transcription services. in New Jersey.
- **Mohammed Shatat** Continues to work at Ingredion Incorporated in Bedford Park in Illinois.
- **Monika Boba** Continues to work at Abbvie Inc.
- **Taral Patel** Continues to work at Abbvie Inc.
- **Adelf Alvarado** Continues to work at Abbvie Inc.

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Annual Report 2015-2016

Submitted by Melanie Bujan

Executive Summary

The College of Arts and Sciences Education Program (CASEP) marked its fifteenth year with a celebration. Just prior to the start of fall 2015 classes, the program's coordinator, along with program faculty, hosted an orientation for the incoming CASEP freshmen, which was co-facilitated by CASEP upper classmen. CASEP students and faculty were then joined by Northeastern staff and administration for a celebratory luncheon in Alumni Hall that included remarks by Provost Richard Helldobler **marking the program's 15-year milestone**. Over these 15 years, CASEP has retained much of its original mission. Using a cohort model, careful selection of courses and teachers, as well as support services for students—CASEP continues to seek to increase student success. This success includes: retaining students at Northeastern, whether they ultimately select Education as their major or not; and decreasing time to degree by encouraging 15 hours of study a semester beginning no later than a first-year student's spring semester. CASEP's ultimate objective, however, is to establish, retain, and foster a diverse group of determined and mature students to enter Northeastern's Daniel L. Goodwin College of Education to pursue their goal of becoming teacher-leaders in an urban/suburban environment.

CASEP's Three Goals:

1. Increase overall retention at Northeastern Illinois University
2. Create high-quality candidates for the Daniel L. Goodwin College of Education, who profess to being committed to teaching as a profession
3. Decrease time to graduation

CASEP began the 2015-16 academic year with 34 first-year, full-time freshman and 27 returning sophomores (**original enrollment of 35 students; 77 % retained**). In addition to the cohort structure of linked courses, CASEP students in their first year benefited from the addition of an FYE course in TESL. Experiential learning is an essential component of CASEP and in the FYE TESL course, students were required to tutor an English language learner. This experience, in addition to first year classroom observations, offers students further insight into teachers' real experiences in the classroom.

First year students also benefited from changes to the observation assignment to better prepare them for the 300-level EDFN course they take in their sophomore year. In consultation with Dr. Nicole Holland, Professor of the CASEP EDFN 306 course in fall 2015, the observation assignment was altered to include not only a journal but also an analysis paper of the observation experience. Using communication concepts and terms, first-year CASEP students shared their assessment of their classroom observation experiences:

“A classroom may be one of the most interesting settings for experiencing different forms of communication. There are a variety of different cultures and norms that students bring from home and mix into class. Then there is the teacher, who has to unify the classroom in order to help them learn and keep order. Multiple strategies of communication are used from teacher to student, from student to teacher, and from student to student that can either help or hinder the creation of a productive learning environment.” – Samantha Foster, first year CASEP student; **recipient of the 2015-16 FYE Award**

“Another thing I constantly witnessed was the use of paralanguage messages, which are vocal but nonverbal dimensions of speech. They include word emphasis and stress, vocal pitch which is the highness or lowness of one’s voice, volume at which one speaks, the rate at which the thing being said is spoken at, etc. While giving notes, Ms. Hughes read the parts that were important aloud. Then, she went back and emphasized the material students had to know and gave mnemonics for certain things.” – Ayesha Riaz, first year CASEP student

As evidenced in the above examples, **and a continuing pedagogical feature of CASEP, is the incorporation of student reflection.** First year course assignments often call upon students to reflect using two lenses: that of their individual experience and that of the prospective teacher. Seeing situations from multiple perspectives allows students to assess their own readiness to become teachers or to be in college in general. In fact, reflection is the hallmark of CASEP’s Cooperative Learning in Adventure Education (PEMT 342T) course. These comments from last year’s cohort highlight the power of reflection:

“The most important thing that happened to me in this class is that my idea of respect became more complex. It isn’t just listening to others; it’s trying to make them feel comfortable in speaking. This can either be through body language, eye contact, or physical comfort. Empathy and respect go hand-in-hand for me. Even though you can’t understand everyone’s situation, you can still bring someone a little bit of happiness by talking to them about their weekend and listening to them attentively, being aware of the limits other people have and not asking them to push their boundaries, and just being aware of yourself and how the other person might perceive you.”
– Victoria Valentine, first year CASEP student and **Golden Apple Scholar**

“I do have to say that the activities made people get closer to one another. It even made me feel comfortable with the whole class. Now I understand why this class was a requirement for CASEP. It helped build trust and teamwork, and that is something you need for teaching.” – Christina Yon, first year CASEP student

“Problem solving activities were honestly my favorite. I was able to think in ways I wouldn’t normally think in other classes because I couldn’t just think about myself; I had to think about the whole entire class. Through these activities, I was able to not only see my thinking but also everyone else’s. Everyone was comfortable speaking and expressing their ideas. I was able to communicate effectively with everyone else to be able to resolve the problem.”

– Xiomara Ramirez, first year CASEP student

“This learning experience made me realize that I am not alone. I learned that everyone is different, and everyone goes through their own battles, just like me. One activity in particular that made me feel more close and understanding of my classmates was the day we stood around in the fire circle. This, I think was the turning point of my learning experience in our class, basically what I was affected by the most.” – Elida Newton, first year CASEP student

“ I don’t think students pursuing a degree in teaching [through CASEP] should be the only ones required to take this class; I think all students should take this class before taking required classes towards a specific degree. ...it helps students get out of their comfort zone and really become more in tune with other students and stop being shy if they’re that kind.”

- Jose Nungaray, first year CASEP student

For 15 years now, CASEP students have found this experiential course to be revelatory as they journey towards self-awareness. Indeed Goal 1 for this course is: “Developed self-awareness and self-management skills to achieve school and life success.” CASEP students appear to finish their first semester at Northeastern having a better understanding of who they are.

Also in fall 2015, the CASEP theatre class joined their professors at Lookingglass Theatre for Lookingglass’ highly-acclaimed production of “Treasure Island” and then students wrote critical reviews following the experience. Two CASEP sophomores, Christian Popoca and Jessica Davies, worked with GEAR UP through the Center for College Access and Success. Melanie Bujan, CASEP Coordinator, who works closely with Academic Advising on behalf of the CASEP students, served as chair of a search and screen committee tasked with hiring two new advisors. The search was successful and in fact, one of the new advisors, Kendra Stern, replaced Jamie Riess as CASEP Advisor. Melanie, who is also pursuing a second MA in TESL at Northeastern, attended an IL-TESOL conference hosted by Northeastern in fall 2015.

I. Program Plan

A. Long term goals

For CASEP, long term goals are three-fold: focus on retention of students at Northeastern; help students who are determined to enter the Daniel L. Goodwin College of Education succeed in that desire; and devise qualitative and quantitative assessment tools to measure program success.

Retention:

Though the cohort structure is affirming and supportive for some students, that is not the case for all students; for some, it is intimidating. Indeed, though the retention rate for 2014-15 freshmen was 77%; the retention rate for the 2015-2016 cohort of 34, who enrolled as sophomores in fall 2016, was only 58%. And though the inclination might be to blame this retention rate on the Illinois State budget situation, that inclination would be incorrect. The students who left CASEP after one year did so for a variety of reasons: a few joined the military; a few chose a major we did not offer, e.g. nursing; a few simply professed to not being emotionally prepared for college. Few to none of these students gave indications of difficulty when they first joined CASEP in fall 2015, and their ACT score was not a sound predictor—the two students with the highest ACT scores found themselves emotionally unprepared for the demands of college.

Each CASEP first year cohort is inherently different. Some minor changes to the program may aid in retention. The CASEP Coordinator is teaching both halves of the cohort in fall and spring to remain in constant contact with all first-year students and to address any student issues as soon as they present themselves. The addition of a 1 hour advisory course is being considered for the 2016-17 academic year as well. This advisory session would allow students to discuss their progress or any other issues about university life they wish to share. Even with more focused attention to student's individual need, the fact remains that in general, students at Northeastern already are offered a great number of supportive services. The question may not be *what* to offer students but *how* we get them to take advantage of what is offered.

Applying to the Daniel L. Goodwin College of Education:

Beginning in their first semester in CASEP, students become aware of the necessary qualifications to apply to the Daniel L. Goodwin College of Education. Because all CASEP first-year students must test into ENGL 101, most of them meet that requirement after their first year of classes. The two daunting elements in the application for some CASEP students are: passing a college-level math course and attaining the necessary score on the ACT.

For CASEP students who begin their first year in MATH 090, the path is a long one. This past summer, CASEP students who registered for courses early were encouraged to take advantage of the EMERGE Math program. A few of the students did, and tested into a higher level on their subsequent math placement test. CASEP students have a variety of math abilities and offering tutoring in the area of math may be a necessary addition to CASEP.

Often a student's struggles with math may also be an indicator of a struggle with improving their ACT scores. Though one-on-one tutoring has been successful, other options are being explored in collaboration with the Goodwin College and MSTQE. One option being proposed is an FYE course that incorporates ACT skills; another is to incorporate ACT study skills into an ELE course.

B. Projected needs

1. Faculty/staff: Currently, CASEP has one Coordinator who is also an Instructor in the program. The Coordinator teaches at 50% during the academic year (a higher teaching load than the previous coordinator) and recruits/helps advise new CASEP students during the school year and in the summers (in addition to many other responsibilities).

CASEP cannot grow as a program or attain its retention or assessment goals in its current incarnation. Most, if not all student support programs at Northeastern have administrative staff, e.g. Project Success, Proyecto Pa'Lante, and the Honors Program. Therefore, CASEP requests an *at least* half-time position to assist the Coordinator with student-centered activities:

- Contact and coordinate CASEP alumni to form an advisory group for current CASEP students
- Create a database of past and current CASEP students for the purpose of:
 - documenting students' achievements and
 - beginning a process of fundraising for scholarship purposes
- Assist with orientations in the summers

2. Equipment: the CASEP office requests a color printer for in-program use.

COMMUNICATION, MEDIA AND THEATRE

Annual Report 2015-2016

Submitted by Tony Adams

Executive Summary

The Department of Communication, Media and Theatre links three creative and demanding disciplines, all of which take as their focus social interaction, technology, and performance. Students in the CMT program acquire proficiency in the theory and practice of communication, media, and theatre and develop an appreciation of differing values and perceptions of the world. CMT is again proud to report being named one of NEIU's top 10 majors (#8). This is the sixth year we have maintained a top-10 distinction, which we owe to the talent and dedication of our faculty and staff, and to the interest and enthusiasm of our students. We also owe this success to the program's continued focus on balancing the theoretical knowledge, practical skills, and opportunities for personal and professional development that students need to compete in today's workforce. Our undergraduate major in CMT and our five minors (Communication, Media and Theatre; Communication; Media; Theatre; Journalism) integrate technology and a liberal arts curriculum. CMT's graduate program provides an in-depth study of the principles and practices of communication, media, and theatre and is designed for students interested in advanced corporate positions, those preparing for positions in higher education or further graduate study, and teachers at the elementary or secondary level.

CMT continues to work hard to offer a program that is timely and relevant, grounded in the best practices of our discipline, and that meets the needs of NEIU's diverse student population. Faculty-directed internships, service learning experiences, and hands-on work in our Theatre and Media areas (at both the undergraduate and graduate level) continue to be essential elements of our curriculum and hallmarks of our students' experience in the program. CMT student and alumni achievements continue to reflect their positive experience in the program, as well as the high quality of instruction, advising and support for professional development strived for by our faculty. CMT also continues to contribute to the University's General Education program with two regular course offerings in the Fine Arts (*CMTT-130: Introduction to Theatre* and *CMTM-160: Introduction to Cinema*) and one course in the Humanities (*CMTC-100: Introduction to Communication*). These courses emphasize effective oral and written communication skills and prepare students for more advanced study in the CMT program and at NEIU.

As of Fall 2015, CMT has 288 undergraduate majors (including double majors), 93 undergraduate minors, and 31 graduate students. Undergraduate degree conferrals have been strong, with 92 degrees awarded in 2015-2016. CMT enrollment and student credit hour (SCH) production remain comparatively strong, with 4,590 SCH for Fall 2015 and 4480 SCH for Spring 2016. We continue to appreciate student interest in our undergraduate and graduate degree programs, as well as to our five undergraduate program minors.

Program Activities and Accomplishments

Major activities during the 2015-2016 academic year include: 1) maintaining the partnership with the Northwest Chicago Film Society, 2) organizing the second CMT Internship Fair, 3) annual events such as CMT Day and the North by Northeastern Media and Performance Festival, which continue to be a success and to give us an opportunity to showcase and celebrate our program and students, and 4) publishing the 7th edition of *ComMuniTy*, the annual newsletter for the department.

All of the activities and accomplishments tie to our recruitment and retention goals. We seek to recruit and retain CMT majors and graduate students by offering an effective and relevant curriculum, an interactive learning environment, and opportunities for students to develop skills that will provide them professional success and personal satisfaction.

Partnership with Northwest Chicago Film Society

We are also pleased to report the CMT-sponsored partnership between NEIU and the Northwest Chicago Film Society to offer 35mm archival (“true”) film screenings on the NEIU campus. The Northwest Film Society is a non-profit organization that educates the public about the cultural history of film, and this partnership has continued the 30-year tradition of local theatres providing the Classic Film Series to the Chicago area arts community. This film series partnership complements NEIU’s existing academic and arts programming; offers increased engagement with the local Albany Park and North Park communities; garners audiences from nearby Skokie, Evanston and other Northwest Chicago communities; and provides opportunities for internships and other student learning experiences in the technical aspects of film exhibition, rights acquirement, publicity and social media management. The screenings have been integrated into CMT’s film studies courses, which serve more than 200 students each semester.

A few highlights from the first year (2015-16) of the partnership:

- We have screened a total of 29 feature-length films plus shorts and vintage trailers;
- Sold over 3,000 tickets total (including general public, faculty/student/staff, and comps);
- We have collaborated with World Languages and Cultures (one film was introduced by Paul Schroder-Rodriguez) and Music and Dance (the original score for one film was written and performed by Jeff Kowalkowski);

- We have had two silent feature films with live organ accompaniment;
- We have screened multiple films that are not available on VHS or DVD and are nearly impossible to see outside of this venue (e.g., *So This is Paris*, *Follow Thru*, *Old Ironsides*, *Naked Dawn*)

The partnership has received great press, including from the *Chicago Tribune*, *Chicago Reader*, *WTTW*, and *Crain's Business Chicago*.

CMT Internship Fair

Faculty member Edie Rubinowitz, Office Administrator Linda Leyva, and work-study student Erick Lopez partnered with CMT alum Tim McMahon and the NEIU Office of Career Services to coordinate the second annual CMT Internship Fair. More than 150 students and 30 employers attended the event, including Chicago Public Media, The Chicago Reporter, and Comedy Club. In 2016-17, CMT will continue this event.

CMT Day

The 5th annual CMT Day Celebration was held in April 2016 to celebrate the accomplishments of the CMT community – our program, our faculty and staff, and most importantly our students. CMT Day is an opportunity to recognize our faculty and special guests, recognize CMT scholarship and CMT Award winners, and honor those who support our program and students. This year we presented six students with the CMT Distinguished Student Award (Miguel Moreno, Philip Hasso, Denise Conrad, Adewale Anifowose, Joseph McCaffrey, and Tasiana Villalobos) and three students with the Anna Antaramian Excellence in Theatre Award (Tyler Miles, Sean Ihnat, and Mark Tacderas). The recipients of these awards are nominated and selected from a committee of CMT faculty and receive medals to wear at NEIU's commencement ceremony. We also recognized the recipients of five CMT scholarships endowed by Professor Emeritus, Dr. Bernard J. Brommel: the Brommel-Kramer-Barnitz Scholarship (Denise Conrad), the Brommel-Hanson-Ijams-Hayward Scholarship (Krystyna Naryzhna), the Brommel-Adams-Bell-Jordan Scholarship (Mary Kroeck), the Brommel-Levy-Staniec Scholarship (Nicole Leavey), and the Brommel-Denson-Everson-Snell Scholarship (Adewale Anifowose and Lacy Marlow).

North by Northeastern Media and Performance Festival

In April 2016, the CMT Department proudly presented its 7th annual North by Northeastern Media and Performance Festival. This year the festival featured 26 audio, video and performance entries by NEIU students and alumni, which highlighted social, cultural and economic issues facing the community, region and world. Because Chicago is home to many festivals, we are pleased to see the growth of NxNE over the last seven years and to have the opportunity to showcase the work of these artists.

ComMuniTy Newsletter

We published the 7th issue of *ComMunity*, the annual newsletter for the Department of Communication, Media and Theatre. The *ComMuniTy* newsletter is an important tool and opportunity for showcasing the academic successes and professional accomplishments of CMT students, faculty and alumni. The newsletter also plays an important role in the Department's efforts to recruit and retain CMT students, as well as

to remain connected with alumni. Each issue of *ComMuniTy* features faculty, staff, alumni and student activities; CMT program updates and events; Stage Center Theatre information and programming; CMT Department events; and links to the CMT Department website, Facebook page and Twitter.

Stage Center Theatre

A hallmark of the Stage Center Theatre and CMT's Theatre program is our integral role in NEIU's liberal arts education. The Theatre introduces students to all aspects of theatre: from the technical, organizational and management skills needed for success in the theatre world, to the conceptual and artistic elements needed to understand the theatre arts. In 2015-2016, nearly 700 students were enrolled in Theatre courses and more than 160 students took practicum courses that involved work on our Main Stage Theatre, Summer Theatre and/or Children's Theatre Workshop. Each year we also involve more than 200 students in every aspect of production; we offer opportunities for student set designers; and we provide students with opportunities as playwrights, directors and designers.

In 2015-16, the Stage Center Theatre presented seven shows via the Main Stage, Summer Theatre, and Children's Theatre. Our season offers the audience a broad range of plays, and provides students an opportunity to read, produce, and watch both classical and contemporary productions. Fall 2015 featured two comedies: Gina Gionfriddo's *Becky Shaw*, directed by John Bliss, and an original adaptation of Aristophanes' *Wealth*, directed by Derek van Barham. Spring 2016 featured Suzan-Lori Parks' Pulitzer Prize winning drama, *In the Blood*, directed by Angela Sweigart-Gallagher, and *Death Defying Acts*, a comedy directed by Rodney Higginbotham. Ann Hartdegen and the Children's Theatre Workshop crew also performed *Walk! Don't Ride!* (Fall 2015) and *King Midas and the Golden Touch* (Spring 2016). In Summer 2016, Angela Sweigart-Gallagher directed *The Emperor's New Clothes*.

Our Theatre program prepares students to meet current workforce demands through hands-on training and experience in production, design and performance – skills that are all highly transferrable to numerous fields. Our students have worked at Steppenwolf Theatre, the North Shore Center for the Performing Arts and the Lyric Opera; they have produced and/or performed at the Greenhouse Theatre and Circle Theatre; they have earned advanced degrees in Theatre and now teach at institutions around the country; and they learn from faculty who are accomplished, award-winning and highly-respected members of professional theatre.

Children's Theatre Workshop

The Stage Center Theatre's *Children's Theatre Workshop* continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the theatre arts. Children's Theatre productions bring hundreds of children from over 20 Chicago-area public schools to NEIU each semester (reaching an average of 1,800 elementary/middle school students and teachers). These schools are regular visitors to the Stage Center Theatre and NEIU, and each year we work to maintain this interest and involvement by continuing our Theatre and Theatre education promotional campaign, which targets counselors and teachers at high schools around the Chicago area, as well as schools from which many NEIU students graduate.

We are proud that our Children's Theatre curriculum is not only a valuable "hands-on" experience for our students, but also serves as important community outreach and as a way to cultivate a love of theatre among children. This year, Children's Theatre Workshop produced *Walk! Don't Ride!* (Fall 2015) and *King Midas and the Golden Touch* (Spring 2016).

Media Production

CMT's Media Lab is in its eighth year of operation. The Media Lab continues to be a tremendous asset to our media production curriculum, exposing students to both audio and video production, and hands-on learning experiences that allow students to compete for internships and other employment in the media industry. We continue to find resources to acquire and maintain the best computers, editing and computer graphics software, cameras, and lighting kits.

A critical component of the Media Lab is the work of student tutors. The hands-on learning experience CMT students gain from use of the Media Lab as both students and tutors; this opportunity not only responds to their professional development needs, but also foregrounds the program's curricular focus on student success, and academic excellence and innovation.

Student Research

The CMT Department continues to excel in the area of student research and creative activities. In April 2016, eight CMT students—GeGe Carr, Daniel Dadesho, Leland Humbertson, Mary Kroeck, Toreana Meeky, Jose Navarette, Nadezhda Panayotova, and Carrie Reffitt—presented in the NEIU Student Research and Creative Activities Symposium. Carrie Reffitt won a best presentation award for her website, "Sexual Difference and Why It Matters," and Mary Kroeck received the Library Award for Excellence in Research.

Scholarships

Thanks to the continued generosity of Professor Emeritus Bernard Brommel, the CMT Department now offers five annual scholarships. With these scholarships, Dr. Brommel has endowed more than \$200,000 to the Department, which provides important financial assistance to our students. We are also proud to announce that in 2015, the National Communication Association awarded the 18th annual Bernard J. Brommel Award for Outstanding Scholarship or Distinguished Service in Family Communication, an award that pays tribute to our esteemed NEIU Professor Emeritus.

In the 2014-15 report, we mentioned that Carrie Reffitt (B.A., 2011; M.A., 2016) and CMT alum Nikki Nigl (M.A., 2014) also established the "Communicating Sexualities" scholarship available to CMT, Sociology, and Women and Gender Studies students. In Spring 2016, we awarded this scholarship for the first time to Patricia Morales, Citlali Arroyo, and Rolando Serna.

CMT Website/Facebook/Twitter

The continued use of NEIU's website has had a positive and immediate impact on the CMT Department's visibility and the ease of access to information about our program. The Department's social media presence, CMT Facebook page and Twitter account (@cmtneiu), also continue to significantly enhance our effectiveness in delivering CMT program information, as well as contribute to the enrollment and retention of CMT students.

University Core Curriculum/Engaged Learning Experiences

In response to student need/feedback and the new University Core Curriculum (UCC) requirements especially the Engage Learning Experience requirement, we have revised thirteen of our CMT courses to meet this requirement. These courses include:

- CMTC305: WIP: Writing In Communication, Media & Theatre
- CMTC313 Communication, Gender and Identity
- CMTC330 Communication Research Methods
- CMTM362 Video Production Workshop
- CMTM366 Multimedia Storytelling
- CMTM367 News Writing
- CMTM377: Gender And Media
- CMTT350 Children's Theatre Workshop: Elementary
- CMTT351 Children's Theatre Workshop: Middle and High School
- CMTT393 Drama For Teaching And Learning
- CMTC383-384-385 Professional Internship
- CMTM383-384-385 Professional Internship
- CMTT383-384-385 Professional Internship

CASEP

The College of Arts and Sciences Education Program (CASEP) is a pre-service education program for full-time, first- and second-year students that employs a cohort model, team teaching, community initiatives, professional development, field experience and a laboratory school setting, in order to enhance pre-teacher retention and produce high quality teachers. In FY 2013, CASEP became a free-standing program within the College of Arts and Sciences, and was officially recognized with its own organizational structure and budget.

The CMT Department continues its involvement and commitment to CASEP, most prominently through the General Education courses, CMTC-100: *Introduction to Communication* and CMTT-130: *Introduction to Theatre*, and CMTC-101: *Public Speaking*, one of CMT's core courses.

WGS and LGBTQ Studies Program Course Offerings

The CMT Department continues to contribute the following courses to the WGS major/minor as well as the minor in LGBTQ Studies: CMTC-313: *Communication, Gender and Identity* and CMTM-377: *Gender and Media*. The WGS program/LGBTQ Studies minor offers an interdisciplinary approach to studying the lives, histories and cultures of Lesbian, Gay, Bisexual, Transgender and Queer communities and their allies.

Courses in history, culture, health, politics, justice, education, literature and the arts reflect a commitment to understanding and representing the contributions of LGBTQ individuals and communities.

CMT Program Advising

Finally, we reiterate in our reporting each year the importance of advising in the retention of our students. CMT seeks to meet the ongoing advising needs of our majors and minors, by providing extensive program information, course planning, and professional consultation. CMT faculty make advising accessible to our students, whose busy and demanding schedules sometimes make advising a challenge in relation to their work-school-life balance. To be sure, we remain focused on how intentional advising, together with strong curriculum, attractive course offerings and careful scheduling, are all best practices for encouraging the retention of students.

Faculty Engagement

CMT faculty engagement is a hallmark of the CMT program – and directly related to the quality educational experience the program is able to provide our students. CMT faculty contribute significantly to their disciplines, professional and scholarly communities and local community. They are acclaimed authors and recipients of awards for their research, teaching, and creative activities.

In 2015-16, Melanie Bujan received an Excellence Award for Teaching, and Angela-Sweigart Gallagher received an Excellence Award for Research. Tony Adams, Seung-Hwan Mun, Bob Ritsema, and John Ross Jr. were awarded sabbaticals/educational leaves. Cyndi Moran edited a film on epilepsy research that premiered at the Field Museum. Bernard Brommel had a paper, “Life in the Dialysis Clinic,” accepted for publication; Tony Adams co-authored a manuscript with Michael Kramer, a 1982 alum of NEIU/CMT and a namesake for one of our annual scholarships; Nancy McVittie’s book, *Fade to Gray: Aging in American Cinema*, was published by the University of Texas Press; and Cyndi Moran gave the 2014 Audrey Reynolds Teaching Award lecture, *Swimming Upstream: Making Positive Impact in Difficult Times*.

CMT faculty continued significant service to the College and University: They participated on General Education and Shared Governance Task Forces; they continued to serve in lead roles on critical NEIU constituencies, such as the NEIU chapter of the University Professionals of Illinois and the College of Arts and Sciences Academic Affairs Committee; and they maintained membership on the Latino and Latin American Studies Faculty Board and University Honors Program Board;. Likewise, CMT faculty participated in important University initiatives such as the University Without Walls, the annual NEIU Student Research and Creative Activities Symposium, the NEIU Faculty Research and Creative Activities Symposium, and the CAS Economic Inequality Initiative. Finally, CMT faculty serve their professional, local/community and state organizations as officers, members of professional editorial boards, facilitators of professional workshops, and in various key leadership roles.

A specific enumeration of 2015-2016 CMT faculty research/creative activities and service is presented in the “Accomplishments” section of this report.

I. Program Plan

A. 2016-2017 goals

Although 2015-2016 was another year of severe budget cuts to state universities, we will continue to work on community outreach, student recruitment and retention; be more resourceful with diminished funds, courses, and faculty; and find innovative ways to support our students and maintain a curriculum that meets the needs of an ever-changing workforce. This past year, it also has been great watching CMT folks work their CMT magic—their negotiating skills to protect workers’ rights; their use of media connections; their ability to facilitate meetings with politicians and engage in letter-writing campaigns; and their willingness to orchestrate an array of public protests.

CMT has identified the following tasks for the 2016-2017 academic year:

- Consider connections between the new MPH program. CMT has established good relationships with this program, and many CMT graduate courses will serve as electives for the MPH program;
- Organizing the 2017 6th CMT Day/8th North by Northeastern Media Festival.
- Organizing the 3rd Internship Fair;
- Creating and editing the 2016-17 edition of *ComMuniTy*;
- Finding additional resources to help the theatre area and advocating for another tenure/tenure-track theatre hire. We only have two faculty members able to oversee the Stage Center Theatre budget, advise students about theatre careers, and revise and assess the theatre curriculum;
- Consider ways in which the primary theatre practicum course (CMTT339) can serve as an active recruitment/retention tool
- Consider creating a CMT Student Ambassadors program that will invite committed and stellar CMT students to assist with recruiting new students and retaining current students;
- Consider the development of an Undergraduate Student Handbook with the goal of recruitment, increasing retention, and to ensure quality and effective advising;
- Consider ways CMT can fulfill the new University Core Curriculum (UCC) requirements especially the Engage Learning Experience requirements;
- Continuing to find innovative ways to financially support NEIU students; being more resourceful with diminished funds, courses, and faculty; maintaining morale among CMT faculty, staff, and students; and engaging in community outreach regarding Illinois’ unprecedented budget impasse.

Alumni Relations

Each year we grow our communication and relationship with CMT program alumni through our social media presence on Facebook and Twitter, through increasingly more submissions by alumni to the *ComMuniTy* newsletter, through interest and enrollment of graduates of the CMT program in our graduate program, and through ongoing research and creative activity among CMT faculty and our alumni. CMT continues to use social media to establish and maintain contact with alumni, and we have seen evidence that new media are encouraging our alumni to stay interested and invested in the CMT program and community.

Fundraising and Outreach

Fundraising and outreach are ongoing areas of consideration in CMT, with specific attention to promoting the Stage Center Theatre and now the relationship with the Northwest Film Society. We hope to work more closely with NEIU's Marketing, Public Relations and Alumni Relations offices to increase the visibility of the Stage Center Theatre and to promote the significant and positive impact that structural development of the F-Wing would have on the arts at NEIU. To be sure, fundraising and outreach efforts would also provide incredible support to the CMT Program as a whole – advancing CMT program initiatives, providing infrastructure, space, and technology that would support both the growth of the Theatre and expansion of our Media production area (for example via a proposed Black Box studio), and student development.

B. Projected needs

Based on the identification of ongoing program needs, disciplinary changes, and the economic reality facing the University and higher education generally, the following are issues facing the CMT Department:

1. Faculty/Instructional Support

Since 2014, CMT has experienced significant faculty losses. CMT faculty member Katrina Bell-Jordan (Communication; Media) transitioned to Associate Dean of the College of Arts and Sciences; CMT instructor Melanie Bujan (Communication) became the full-time coordinator of the CASEP program; tenure-track (TT) faculty Kristin Hunt took a position at Arizona State University and TT faculty Angela Sweigart-Gallagher moved to St. Lawrence University; instructors Richard Pierson and Ron Mace retired after more than a decade of instruction; CMT instructor Lisa Cantwell (Theatre) relocated to Colorado; and CMT instructor Shannon Gore became a lecturer at Arrupe College.

Thankfully, in response to our needs articulated in the 2014-2015 report, we were able to hire, Sarah Fabian, a T/TT hire with an emphasis in Theatrical Design and Technology (August 2016). Prof. Fabian will manage the technical demands of its Main Stage, Studio Series, Summer Theatre and Children's Theatre. CMT's Theatre area curriculum is designed to prepare students to meet current workforce needs through hands-on training, teamwork and production experience, which are all highly transferrable to numerous fields. Prof. Fabian will help us accomplish these goals.

However, CMT still only has two tenure-track/tenured faculty members in Theatre. The lack of faculty in this area will adversely affect student advising and retention, especially students who want to make theatre a primary focus. Two theatre faculty members are also tasked with overseeing all activities of the Stage Center Theatre, supervising talent scholarships and theatre internships, advising theatre students, and monitoring the theatre curriculum.

And although CMT has had strong enrollment numbers over the last five years, the loss of full-time faculty members also impacts heavily on the ongoing issue of program advising. Although we rely on our very capable full-time and part-time instructors to meet our instructional needs, advising responsibilities are not required of these faculty members. Therefore, they cannot help us respond to the issue of high CMT faculty advising load, nor the need for faculty support of important Department, College and University initiatives.

2. Theatre Performance and Theatre History/Literature and Criticism

As mentioned, since June 2015, we have lost two T/TT faculty members: Dr. Angela Sweigart-Gallagher (June 2016) and Dr. Kristin Hunt (June 2015). Both Dr. Sweigart-Gallagher and Dr. Hunt had emphases in Performance and Theatre History/Literature and Criticism. Although we are thankful for being able to hire Prof. Sarah Watkins, a new T/TT hire with an emphasis in Theatrical Design and Technology (August 2016), Prof. Rodney Higginbotham will be the only T/TT faculty member who has an emphasis in Performance and Theatre History/Literature. Further, Prof. Higginbotham has officially declared that he will retire by December 2019.

In 2016-2017, we seek to hire an Assistant Professor of Theatre with an Emphasis in Performance and Theatre History/Literature and Criticism. This hire would have the theoretical background, applied skills and professional experience to respond to the following programmatic needs: 1) teaching a range of introductory, advanced, and graduate courses in performance (e.g., Acting, Directing) and theatre literature/history (e.g., Contemporary Theatre, American Social Problem Plays); 2) directing at least one mainstage production every year; 3) collaborating with CMT faculty to supervise and strengthen the Theatre curriculum; 4) collaborating with CMT's Managing and Artistic Director to coordinate Stage Center Theatre productions; 5) advising students about theatre careers; and 6) directing graduate research/creative projects in theatre. Additionally, this hire would support outreach efforts in the surrounding community, and through interdisciplinary collaborations within the University (e.g., Economic Inequality Initiative).

3. Theatre Administrative Staff Support

The CMT Department encounters the recurring issue of how to address our administrative needs in the Theatre area, as indicated below from last year's report:

The Stage Center Theatre's Main Stage, Studio Series, Summer Theatre and Children's Theatre require additional support personnel in the form of an administrative/business management staff member. Currently, graduate assistants who seek work in theatre-related contexts after graduation do this administrative work. However, the challenges related to yearly turnover in this area call for a more permanent staff assignment to assure consistency and oversight of administrative and business issues in the Theatre area. A permanent staff position would assist greatly the work of our Managing Artistic Director in handling such tasks as Box Office management, publicity and accounting. It is also important to reiterate that this staff member could also support the Department's efforts to provide leadership, training and development for Theatre Practicum students.

4. Equipment and Technology

The CMT Department is pleased to report that the E-112 Media Lab, which is in its eighth year of operation and supports both our audio and video production courses, is preparing for an equipment upgrade in 2017. We hope to upgrade included new computers, new editing and computer graphics software, as well as new High Definition cameras and lighting kits. We appreciate the University's recognition that ongoing technical support, periodic software upgrades, and continued access to the Media Lab are required for the maintenance of the facility. This support is: 1) essential in the administration of CMT's audio and video production curriculum; 2) required for the lab to remain timely and current in meeting disciplinary and industry standards in audio and video production; 3) important in meeting ongoing student demand for courses in media production; and 4) necessary for our students to be more competitive in their search for internships and other employment in media.

Attention to equipment and technology resources for the Media Lab, general maintenance of the facility, ongoing technical support, and continued access to the space are areas of consideration each year. It is also important to be responsive to the need for future support for equipment and software that will facilitate developments in our video and audio production curriculum, TV studio production, and film instruction. Additionally, support for student tutors in the Media Lab must continue to be prioritized as it is an important aspect of learning accomplished in this space.

In Theatre, it is important to reiterate (as we do every year) that there is ongoing need for equipment and technology that responds to the infrastructure challenges in the F-Wing Theatre area that impact the production of shows for the Stage Center Theatre, Children's Theatre Workshop and Studio Series. The equipment and technology needs in this area continue to be too numerous to describe here, but we are grateful for the ingenuity of our Theatre faculty, who face these ongoing constraints.

5. Space and Infrastructure

The CMT Department has long been confronted with space and infrastructure challenges in the F-Building Theatre area. Not only do we maintain that an entire renovation of the Theatre would have a significant and positive impact on the CMT program and the NEIU arts, it is long overdue.

We continue to struggle with ongoing issues of storage for equipment, props, and materials, as well as instructional space for technical theatre courses and office space for Theatre faculty. We also face the concern about flood damage to valuable props, costumes and essential stage equipment currently stored in the F-Wing and Fine Arts Building basements.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

McVittie, Nancy

Shary, T., & McVittie, N. (2016). *Fade to Gray: Aging in American Cinema*. University of Texas Press.

Moran, Cyndi

Moran, Cyndi (Editor). (2016). *CURE 2016: Post-Traumatic Epilepsy*. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy).

Moran, Cyndi & Eric Scholl (Producer/Director). (2016). *Divine: The Lives of Nicole and Grace episode 1*. [Motion picture]. Chicago, IL: Amalgamated MediaWorks.

2. Book Chapters, Regional Exhibitions or Performances

Adams, Tony

Boylorn, R. M. & Adams, T. E. (2016). Queer and quare autoethnography. In N. K. Denzin & M. D. Giardina (eds.), *Qualitative Inquiry Through a Critical Lens* (pp. 85-98). New York: Routledge.

Adams, T. E. (2016). Watching reality television. In D. Waskul & P. Vannini (eds.), *Popular culture as everyday life* (pp. 29-37). New York: Routledge.

Berry, K. & Adams, T. E. (2015). Notes on Andy Cohen. In R. Silverman (ed.), *The fantasy of reality: Critical essays on The Real Housewives* (pp. 175-189). New York: Peter Lang.

Adams, T. E. & Holman Jones, S. (2016). Queer ethnographies/autoethnographies. In A. Goldberg, *The SAGE encyclopedia of LGBTQ studies* (pp. 910-911). Thousand Oaks, CA: Sage.

Adams, T. E. (2016). The closet. In A. Goldberg, *The SAGE encyclopedia of LGBTQ studies* (p. 235). Thousand Oaks, CA: Sage.

Alvarez, Wilfredo

Alvarez, W., De Walt, P. S., Genao-Homs, M. J., & Yun, J. (2016). Multidisciplinary Graduate Student Alliance (MGSA): Crafting a peer network within and beyond a predominantly white institution (PWI). In B. G. Johansen (Ed.), *Global mentoring networks in a diverse 21st century higher education context*. New York, NY: Springer.

3. Articles and Abstracts, Local Exhibitions or Performances

Adams, Tony

Berry, K. & Adams, T. E. (2016). Family bullies. *Journal of Family Communication*, 16, 51-63. doi: 10.1080/15267431.2015.1111217

Adams, T. E. & Manning, J. (2015). Autoethnography and family research. *Journal of Family Theory & Review*, 7, 350-366. doi: 10.1111/jftr.12116

Manning, J. and T. E. Adams (2015). Popular culture studies and autoethnography: An essay on method. *The Popular Culture Studies Journal*, 3, 187-222.

Adams, T. E. (2015). Family shame. *Critical Departures in Critical Qualitative Research*, 4, 124-126. doi: 10.1525/dcqr.2015.4.1.124

Alvarez, Wilfredo

Alvarez, W. (2016). A new age of connection [Review of the book Personal connections in the digital age, by N. Baym]. *Association for College and Research Libraries*.

Alvarez, W. (2015). Troubling talks [Review of the book Talking about troubles in conversation, by G. Jefferson]. *Association for College and Research Libraries*.

Alvarez, W. (2015). Media advocacy [Review of the book Sounds of belonging: U.S. Spanish language radio and public advocacy, by D. Casillas]. *Association for College and Research Libraries*.

Alvarez, W. (2015). Criminal portrayals [Review of the book Hate crime in the media: A history, by V. Munro]. *Association for College and Research Libraries*.

Higginbotham, Rodney

Higginbotham, R. Creator/Webmaster. The Theatre Ephemera website:
<http://www.neiu.edu/~rghiggin/ephem/Ephemera.html>

4. Conference Presentations/Group Shows

Adams, Tony

Manning, J. & T. E. Adams (2016, April). Popular culture studies and autoethnography: An essay on method. Central States Communication Association, Cincinnati, OH.

Adams, T. E. (2016, May). Autoethnography, activism, and public scholarship. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2015, November). Critical interpersonal communication, forgiveness, and the paranoid queer. National Communication Association. Las Vegas, NV.

Adams, T. E. (2015, November). Forgiveness and compassionate interviewing. National Communication Association. Las Vegas, NV.

Berry, K. and Adams, T. E. (2015, November). Family bullies. National Communication Association. Las Vegas, NV.

Adams, T. E. (2015, November). Response to *Transgender Communication Studies: Histories, Trends, and Trajectories*. National Communication Association. Las Vegas, NV.

Adams, T. E. (2015, October). Oral history and forgiveness. Oral History Association, Tampa, FL.

Adams, T. E. & Manning, J. (2015, November). Autoethnography and family research. National Communication Association. Las Vegas, NV.

Alvarez, Wilfredo

Alvarez, W. (2016, May). *Ethnographic analysis of Latino/a immigrant janitors' organizational experiences: Implications for social identity intersectionality*. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Alvarez, W. (2015, October). *Responding to a challenging "situation:" Barack Obama's presidential rhetoric as a response to a great exigency*. Paper presented at the Latina/o and Latin American Studies Faculty Symposium, Northeastern Illinois University, Chicago, IL.

Pepper, Shayne

Pepper, S. (2015, November). HBO and the Logics of Public Television: Reframing the Prehistory of HBO's Signature Style. NEIU Faculty Research and Creative Activities Symposium.

5. Invited Lectures/Presentations:

Adams, Tony

Adams, T. E. (2015, November). Narrating Forgiveness. University of Edinburgh.

6. Service:

Adams, Tony

- Editorial Board Member, The Qualitative Report
- Editorial Board, Health Communication
- Editorial Board, Western Journal of Communication
- Editorial Board, Journal of Family Communication
- Editorial Board, Departures in Critical Qualitative Research
- Editorial Board Member, Kaleidoscope: A Graduate Journal of Qualitative Communication Research
- Editorial Board, Women's Studies in Communication
- Editorial Board, QED: A Journal in GLBTQ World Making
- Associate Editorial Board Member, Communication Studies

- Chair, Ethnography Division, National Communication Association
- Chair, Member Working Committee, National Communication Association

Alvarez, Wilfredo

- Reviewer, Social Construction Communication Division
- Reviewer, Intercultural/International Communication Division, National Communication Association
- Reviewer, Asian American/Pacific American Communication Division, National Communication Association

Pepper, Shayne

- Submission Reviewer for the National Communication Association Conference
 - Mass Communication Division
 - Critical/Cultural Studies Division
- Manuscript Reviewer for the *Sage OPEN*
- Manuscript Reviewer for *Communication and Critical/Cultural Studies*
- Book Reviewer for *Choice Magazine*

B. Student Achievements

Kroeck, M. (2016, April). *Missing Pieces: Exploring the Life and Work of Shel Silverstein*. Unpublished Master's Thesis. Northeastern Illinois University.

Reffitt, C. (2016, April). *Sexual Difference*. Unpublished Master's Thesis. Northeastern Illinois University.

Presentations at the NEIU Student Research Symposium (April 2016)

- SEXUAL DIFFERENCE AND WHY IT MATTERS, Carrie D. Reffitt
- OLD DOG, NEW TRICKS: SKYFALL, GENDER ROLES, AND OBJECTIFICATION IN JAMES BOND FILMS, Leland Humbertson
- THE VAGINA MONOLOGUES BY EVE ENSLER, Nadezhda Panayotova
- IN THE BLOOD, Toreana J. Meeky, Jose F. Navarrete, and GeGe Carr
- MISSING PIECES: EXPLORING THE LIFE AND WORKS OF SHEL SILVERSTEIN, Mary C. Kroeck
- SACRED ASSYRIAN TREE OF LIFE, Daniela Dadesho

C. Alumni News

Taylor Seletos (B.A., 2015) is an Account Manager for LaSalle Network. She has received numerous awards for her work.

Robert Schein (B.A., 2015) is a legal advertising representative with the *Chicago Tribune*. He assists customers with advertising legal notices (Name Changes, Probate Notices, Divorces, Foreclosures). He enjoys the position, is currently looking for other opportunities within the company, and may soon pursue a graduate degree.

Michalina Maliszewska (M.A., 2009) is the Coordinator of Graduate Studies at Northeastern Illinois University. She also completed an M.A. in Human Resource Development at NEIU in 2015.

Avrohom Steinberg (M.A., 2015) is working with the aging community in Israel and with Livnot U'Lihibanot, a community service program.

Carolyn Bernal (M.A., 2013) continues to work at Univision News Studios in Chicago as a freelance operation technician and the weekend assignment desk editor. She is now a new mom to her son Diego Alejandro who was born October 2015.

Johnny (Jay) Stewart (B.A., 2003) has been a successful Computer Systems Administrator working in the IT field for about 15 years. He currently holds two Microsoft Certifications, received a Masters in Information Systems from Robert Morris University, and received Information Technology Infrastructure Library (ITIL) certification. He is focusing on PMP certification and beginning a PHD program.

Lakena Figueroa-Foreman (B.A., 2011) works as an Office Manager of Student Leadership Development at Northeastern Illinois University. She is currently pursuing a Master's in Higher Education at Chicago State University.

Matthew Greenberg (B.A., 2014) is the co-founder of Camberg Editing, a writing and editing company he started with fellow CMT alum, Ashley Campbell. Matthew's talents as a wordsmith have been the foundation for the fervor with which he delivers top-quality results, as a writer when drafting words, and as an editor when fixing words.

Amanda DiCianni (B.A., 2010) is an Office Manager at Roberts and Ryan.

Dale Rivera (M.A., 2011) is the Chicago Business Development Associate for Zippy Shell, one of the 50 fastest growing companies in the country. He also continues his film and television career, recently appearing as Agent Ramirez on NBC's *Chicago Med*. He can be seen on FOX Television's *Empire* this spring. He currently resides in Chicago with his wife Stefanie and their two children, Eva-Rae and Lorenzo. Stefanie teaches at Roycemore School in Evanston, where Dale conducts occasional acting seminars for drama students.

Catherine Tondelli (B.A., 1983) works for HelmsBriscoe an international venue finder in Italy. She met her husband 16 years ago at the Trevi fountain and moved to Italy. She has worked as marketing and business development for an international architectural company, marketing director for a hotel company (The Charming Hotels), VP sales for Premier Hotels and Resorts, and Sales Manager for Travel Click. She specializes in meetings and events for companies all over the world.

Hugo Rosado (B.A., 2008) is a Center Manager at FedEx Office. He writes and performs in sketch comedy throughout Chicago.

Ron Ben-Joseph (M.A., 2009) is co-owner of, and digital content producer for, Kerramel Media.

Tammy Czeszewski (M.A., 2010) works as a Merchandiser for American Greetings.

Tony Colon (B.A., 2010; M.A., 2014) served as a creative consultant, camera operator, and performed in *Michael Myers: Absolute Evil*, a fan-film based on the Halloween horror movie franchise.

Iona Brinson (B.A., 2011) is a certified paralegal, specializing in intellectual property at the University of Arizona in Tucson. Iona also holds a post-baccalaureate certification in paralegal studies from Roosevelt University.

Michael W. Kramer (M.A., 1982) is Professor and Chair in the Department of Communication at the University of Oklahoma. He teaches undergraduate and graduate courses in group and organizational communication. He has published five books and more than 50 scholarly articles. He recently teamed up with current chair Tony Adams to write an entry on ethnography in *The SAGE Encyclopedia of Communication Research Methods*. Michael also received the Jablin Award for Outstanding Contributions to Organizational Communication, from the International Communication Association in 2014.)

John Ruckauf (B.A., 1998) received a M.A. in International Relations from Webster University (2009). He was recently promoted to the rank of Lieutenant Colonel in the US Army. He is currently serving in the Republic of Korea, as the Chief of Ground Forces, for United States Forces Korea.

Sheenita Robinson (B.A. 2011) is a wife of 16 years, mother of 4, activist and visionary advocate for children. Working as the Civic and Cultural Engagement Coordinator for Greater Auburn-Gresham Development Corporation, Sheenita bolsters the healthy development of youth in the troubled Auburn-Gresham area by leading the Literacy Gold Summer Camp and supporting the growth of the The Peace Diet Program. Sheenita also does the essential work of educating and training new teachers from Illinois State University on cultural diversity, social justice and restorative methods for teaching in urban schools. Sheenita also finds the time to serve as CEO/Owner of Audacity of HERstory, which celebrates women in business by documenting their successes, their struggles and the Audacity of HERstory!

Javier Aquino (B.A., 2015) is pursuing a Master's in Higher Education Leadership at Concordia University Chicago. He currently works in the Graduate Admissions Office at Northeastern Illinois University.

Nikki Nigl (M.A., 2012) is FoundHER/ProduceHER/CreateHER of the successful ABOUT WOMEN series: live events, Facebook group, and now YouTube videos. She is also a Public Speaking Skills coach for TED Talk speakers, Women's EmpowHERment Coach, and a weight-loss coach for Weight Watchers. She designs and curates empowHERment workshops. Recently, she was a TEDxNEIU Speaker 2015 (The ABCs of How Women Are Socialized) and a speaker/performer at Milwaukee PrideFest 2016. You can find out more about Nikki at www.nikkinigl.com

Sara Feigenholtz (B.A., 1979) is a State Representative at State of Illinois, Recently, she was elevated to the position of Assistant Majority Leader in the Illinois House of Representatives. She proudly carries the lessons she learned at NEIU with her today.

Abraham “Abe” Harb (B.A., 2015) works in Member Services at Raise.com, an online marketplace for buying and selling gift cards. He recently made his directorial debut in a Bring Your Own Theatre Production and continues to write creatively, mostly poetry and music reviews. For more of his writing, visit portfolio.abeharb.com

Samia E. Siddiqui (B.A., 2014) is a CELTA (Certificate in Teaching English to Speakers of Other Languages) certified ESL Teacher and Literacy Coach. She is currently pursuing a M.A. in TESOL and International Teaching at Concordia University (Chicago).

Alvin Raúl Cardona (B.A., 2007) received a Master of Science in Journalism from Roosevelt University in 2008. He opened CarTurk, a company working in Illinois as Distributors and Importers of wines, spirits and specialty foods. The skills he gained at NEIU help him on a daily basis with ads, promos, and listening to his team. Traveling and meeting people from various cultural backgrounds also reminds him of being in the diverse classrooms at NEIU.

Thelma Sardin (B.A. 2011) is lead marketing communications specialist at LifeSource, Chicagoland’s Blood Center. Thelma helps develop blood donor incentive programs, handles media relations, and also implements outreach campaigns to appeal to donors of multicultural backgrounds. Thelma earned a master’s degree in journalism from DePaul University in 2013. She has also worked for Mayor Rahm Emanuel and was a print reporter at the Chicago Citizen Newspaper for two years.

Sally Bianca Berkia (B.A., 2001) has worked for numerous non-profit organizations, including Oprah’s Angel Network, The Rotary Foundation, and currently at Heartland Alliance in Donor and Community Relations. She has formed life-long friendships with many of her NEIU classmates.

Tim Wambach (B.A., 1999) will be running 1,200 miles in 40 consecutive days (August 29-October 8) to raise money for Keep On Keeping On (KOKO), a charity he started in 2007. KOKO helps those living with severe physical disabilities. Tim also travels the country in a two-man stage show *Handicap This!* with Mike Berkson who is the inspiration behind KOKO.

Lynn Levy (M.A., 1991) is a Manager of Supplemental Instruction (SI) Peer Study Groups and New Student Placement—two college-wide student success programs at Columbia College Chicago. SI improves academic success and retention and New Student Placement helps place students in appropriate English and Mathematics courses. Lynn is married, with a family, and is beginning her 20th year at Columbia.

Lara Becker (M.A., 1999) has been an English and Acting teacher since 1996 at John Hersey High School of Arlington Heights, IL. She is also the Arts Unlimited Coordinator and the Improvisation Club Sponsor.

David Dahlman (B.A., 2013) is a Corporate Alliances Sponsorship Fulfillment Coordinator at Six Flags Great America.

Maria Gutierrez (B.A., 2014) is a Career Advisor at Malcolm X College (City Colleges of Chicago). She is passionate and dedicated in assisting her students and alum meet their career aspirations by coaching and educating them throughout the job search process.

Stacy Brill (B.A., 2008; M.A., 2012) is pursuing a doctorate in Educational Leadership at DePaul University. She began The Stacy Brill Project to foster candid and transparent discussions to students and family members of all academic attainments about the benefits of a college education. After the completion of her doctoral studies, she plans to become a college professor, making sure to remain an educational advocate to those who need it most.

Tony Craine (B.A., 1989) is a strategic communications writer in the Marketing and Communications Department at University of Iowa Health Care. He is also a freelance voiceover talent featured in numerous TV and radio commercials, video narrations, and 19 audiobooks.

Abby Lenz (B.A., 2010) is a Senior Paralegal at Neal & McDevitt, a boutique intellectual property and marketing law firm in Northfield, Illinois. Abby's work focuses on trademarks, copyrights, and domain names. Abby also serves as Co-Chair for the Paralegal Committee for the Intellectual Property Law Association of Chicago and serves on the Trademark Administrators Committee for the International Trademark Association.

Tim McMahon (B.A., 2010) received an M.S. in Rehabilitation Counseling from Virginia Commonwealth University. Currently, he works at Northeastern Illinois University's Career Development Center advising students on all matters related to career development. He also builds partnerships with surrounding employers for the career advancement of NEIU students and alumni.

COMPUTER SCIENCE

Annual Report 2015 – 2016

Submitted by Peter G. Kimmel

Executive Summary

The Computer Science Department continues its extraordinary growth in the number of undergraduate majors, but sees a slight dip in the number of graduate students. There are two possible reasons why we have slightly lower numbers for graduate students this year over last year. The first is that during Fall, Spring, and Summer of FY 2015, we had 26 Master's students graduate, during Fall, Spring, and Summer of FY 2016, we had 55 Master's students graduate.

The second reason is that we have graduate program more rigorous—not in terms of the actual material changing, but in terms of stricter enforcement of policies. More graduate students were dismissed in Summer and Fall of 2015 because of unsatisfactory academic performance. We also implemented a change in the order that the Master's degree courses must be taken. We started strongly advising students to take two of the more difficult courses core classes before taking any other CS Master's courses. These courses are CS-400 (Discrete Analysis) and CS-404 (Analysis of Algorithms). These courses had often been taken towards the end, which was not good because then students would complete 8 or 9 courses before attempting these two core courses, and it was harder to dismiss students that were nearly done with the program but had trouble passing these two courses. Now with students taking these courses first, it is easier to uphold the standards that should be upheld for these courses. This has led to more dismissals earlier. We are having more students take undergraduate prerequisites, even if they have them on their transcripts already, so that they have a better chance of doing well in these core classes.

In addition, in Spring 2016, we changed the format of our CS-200 (Programming I) common final exam. The exam was changed to pass/fail, and each of the five questions on the exam are graded pass/fail, with no partial credit. Students need to pass at least 3 out of the 5 questions in order to move on to the next course, CS-207 (Programming II). Although this caused the percentage of students that passed CS-200 to go down, it has been a more accurate indicator of success in CS-207 than before. This change affected graduate students with conditional admissions who were required to take CS-200—not as many were able to pass than in previous terms, so this also led to more dismissals than in previous semesters. We are currently working on ways that we can improve the pass ratio of CS-200, the first course in our undergraduate major.

Despite the slight dip in our graduate enrollment, our undergraduate enrollment increased significantly, as well as our total number of credit hours. At the end of this section are specific data and charts that show the growth this year in more detail.

Again this year, we conducted a successful search for a new tenure track Assistant Professor. This resulted in the hiring of **Rachel Trana** (in Fall 2016). She received her Ph.D. in Engineering Sciences and Applied Mathematics in August, 2012, from Northwestern University. Her area of specialty is Computational Biology. She had been an instructor in the CS Department for several years before, and we were very happy to bring her on board as tenure track.

We continue to increase research involving undergraduate students. In Summer 2016, the CS Department had 5 undergraduate students involved with a Student Center for Science Engagement summer research group, working on a project to incorporate computational thinking into preservice science classes. This was led by **Rachel Adler**.

Two undergraduate students presented research (this was joint work with faculty) on one of the pilot projects for the U54 NIH grant at the 24th Annual NEIU Student Research and Creative Activities Symposium in April 2016: **Melinda L. Rodriguez, Alexie Porres, Francisco Iacobelli, Rachel Adler**: "*Mi Guia: A Mobile Application for Latina Breast Cancer Survivors*".

We also had five undergraduate students who served as Peer Leaders for PLTL in Fall 2015 and/or in Spring 2016. This was led by (then instructor) **Rachel Trana**, who piloted this her two sections of CS-207 (Programming II) sections in Fall 2015, and then expanded this to all four sections of CS-207 in Spring, 2016. By creating and modifying the research components for the Programming II sections, peer leaders improved their own computer science fundamentals and written communication competency, essential skills for entry into more advanced academic programs or the technical industry workforce.

As far as Computer Science Clubs go, the ACM Chapter at NEIU, also known as the Computer Science Society (CSS), has continued to be quite active this year. With **Rachel Adler** as the faculty advisor, CSS ran various workshops (on topics such as "Github" and "Eclipse"), held two semester kick off parties, held "meet and greets" with faculty, were represented at our Advisory Board Meeting in November 2015, and helped with the Annual Computer Science Alumni Panel and Job Fair in April 2016.

In addition, the NEIU Sec (Security) student group was formed in Fall 2015 under the advisement of **Graciela Perera**. hosted a talk on April 23rd, 2016 at El Centro. The talk featured Robert Burke from Patrick Engineering and CD Phatak from Argonne National Laboratory, and the subject was IEEE Student membership and how it can benefit you with your professional career.

The CS Department has taken on a huge endeavor that which has been extremely time consuming throughout Fall 2015, Spring 2016, and Summer 2016 (and has continued even heavier since then). There is a new initiative in Chicago called "CS4All." Soon Chicago high school students will be required to take a computer science class in order to graduate. This has created a huge demand for CPS teachers to obtain a Teaching Endorsement in Computer Science.

Professor Kenton Machina, from Illinois State University first contacted me in February 2015 to discuss setting up a joint NEIU/ISU teacher endorsement program. By Spring of 2016, the website for this program went live, and it is officially called The Joint NEIU/ISU Teacher Education in Computer Science (TECS) Program. By Spring, 2016, we had created a study plan of courses to be taking by CPS teachers that would lead to an Endorsement in Computer Science for Teachers in Chicago. This plan can be found here: <http://tecs.illinoisstate.edu/resources/teachers/pathways/chicago/>.

The program consists mainly of CPS teachers taking six courses at NEIU and two courses at ISU. There was a huge amount of work and discussion throughout Spring and Summer 2016 with the Disney Magnet School, trying to set up a contract course for CS-200 (Programming I). The goal was to have this course taught at Disney in Fall 2016, but despite the huge efforts, we were not able work out all the details to start in Fall 2016. Discussions then started with CPS to start a cohort in the NEIU/ISU TECS program at NEIU. Two sections of CS-200 have been contracted and are up and running this semester.

The final pages of this Summary show in detail the growth of the CS Department, according to this Table of Tables:

Tables 1 and 2 compare the number of Bachelor's degrees (Table 1) and the number of Master's degrees (Table 2) by semester during 2014-2015 vs. 2015-2016.
Tables 3 and 4 compare the number of Bachelor's students (Table 3) and the number of Master's students (Table 4) enrolled each semester during 2014-2015 vs. 2015-2016.
Tables 5 and 6 compare the number of credit hours generated by Bachelors students (Table 5) and the number of Master's students (Table 6) by semester during 2014-2015 vs. 2015-2016.
Table 7 shows the growth in enrollment in CS-200 (Programming I) by semester during 2014-15 vs. 2015-16. These numbers are enrollments at the time of the final exam, not at the 10 day count, so these numbers do not include any withdrawals.
Tables 8, 9, and 10 show the CS Department's 5 year trends in degrees granted, Fall Enrollment, and Fall Credit Hours respectively.

This data for these tables was obtained from Cognos, Institutional Research (both their website and specific requests made to them), and from our CS-200 common final exam grading spreadsheets.

Table 1. CS Bachelor's Degrees By Semester				
Academic Year	Fall	Spring	Summer	Total
2014-2015	32	28	13	73
2015-2016	23	41	15	79

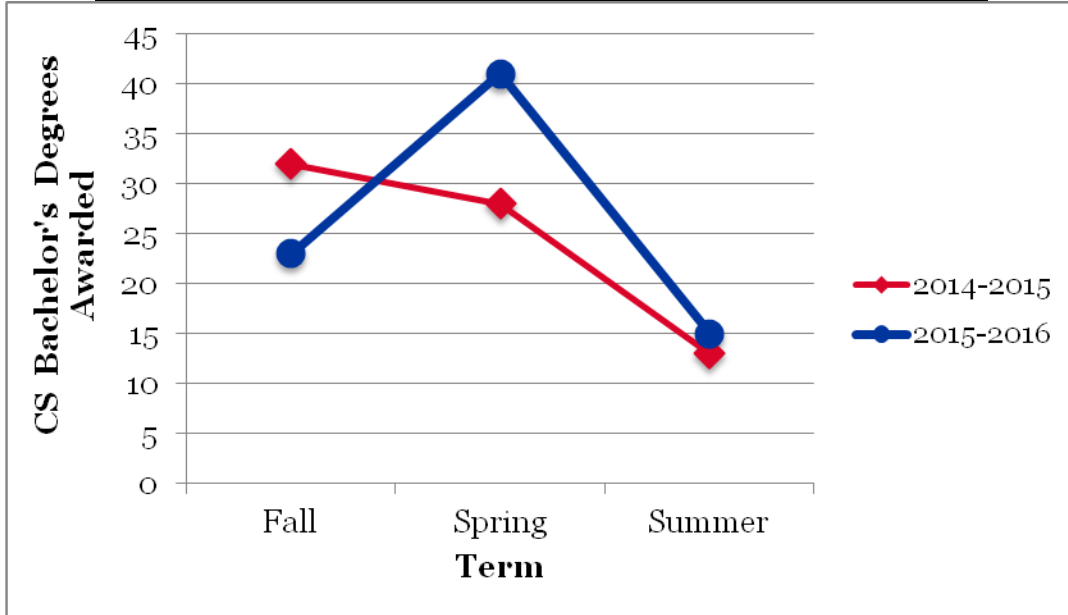


Table 2. CS Master's Degrees By Semester				
Academic Year	Fall	Spring	Summer	Total
2014-2015	9	13	4	26
2015-2016	16	20	19	55

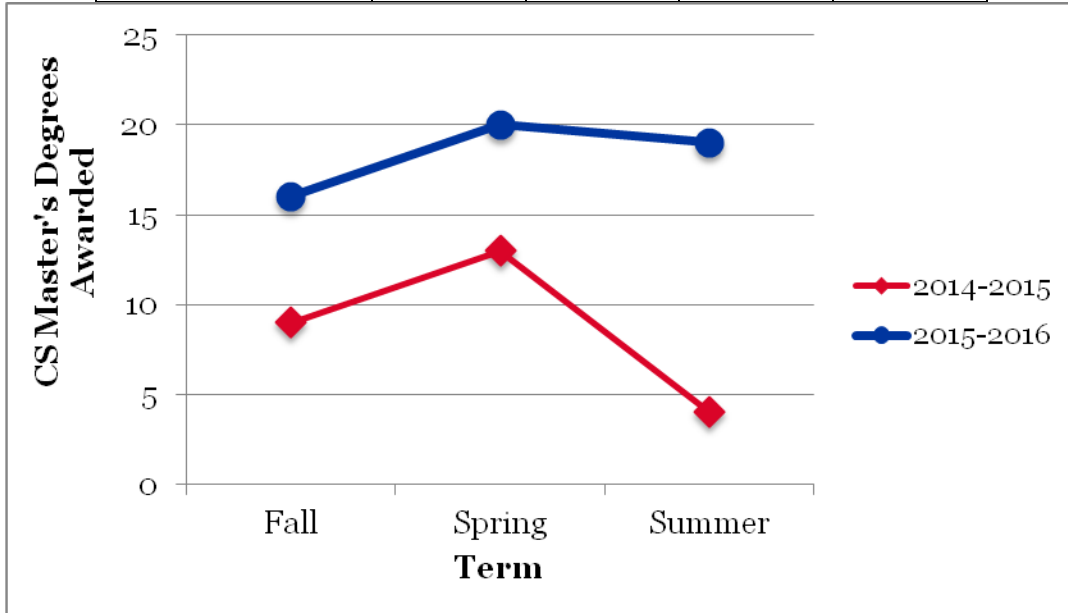


Table 3. CS Bachelor's Students By Semester				
Academic Year	Fall	Spring	Summer	Total
2014-2015	303	296	132	731
2015-2016	360	367	159	886

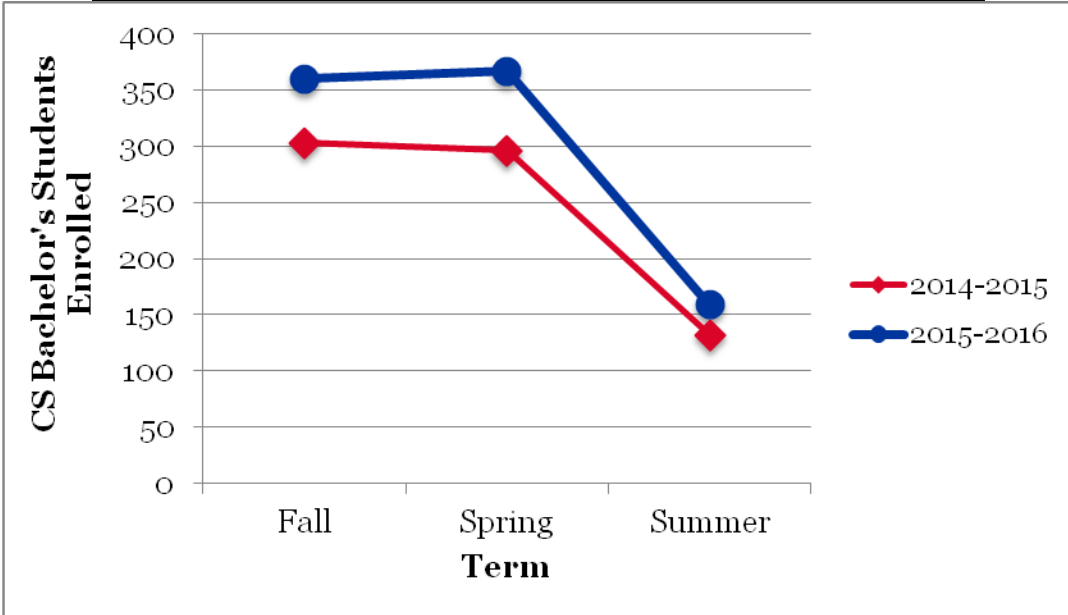
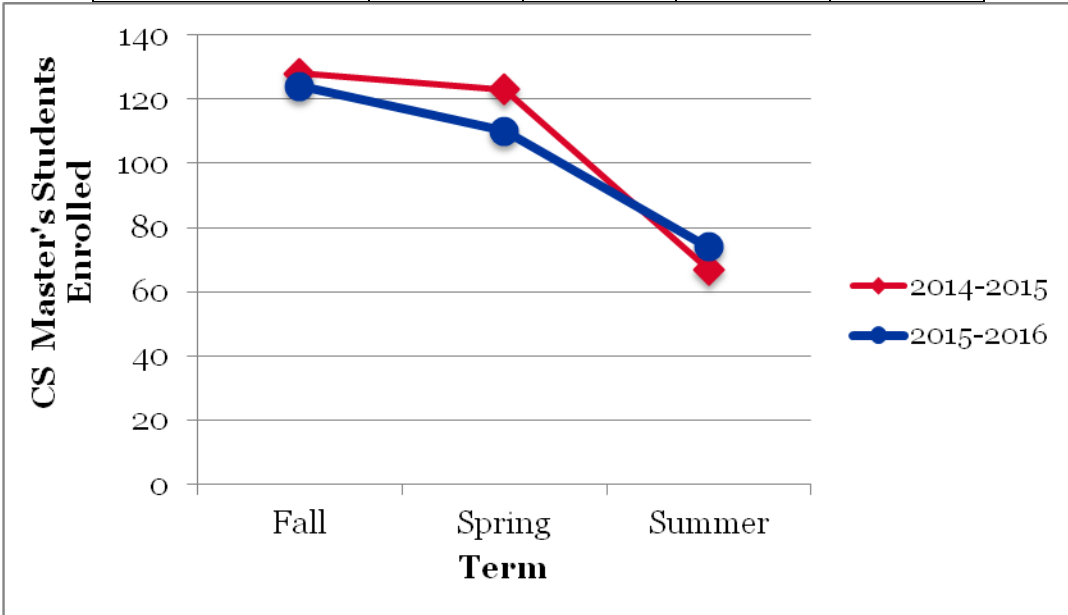
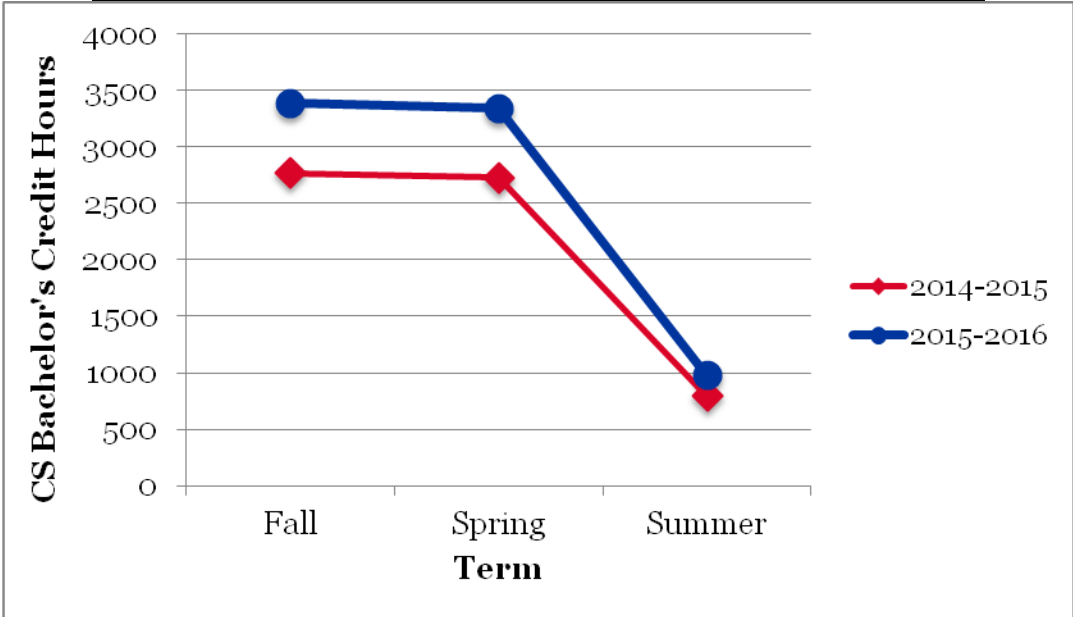


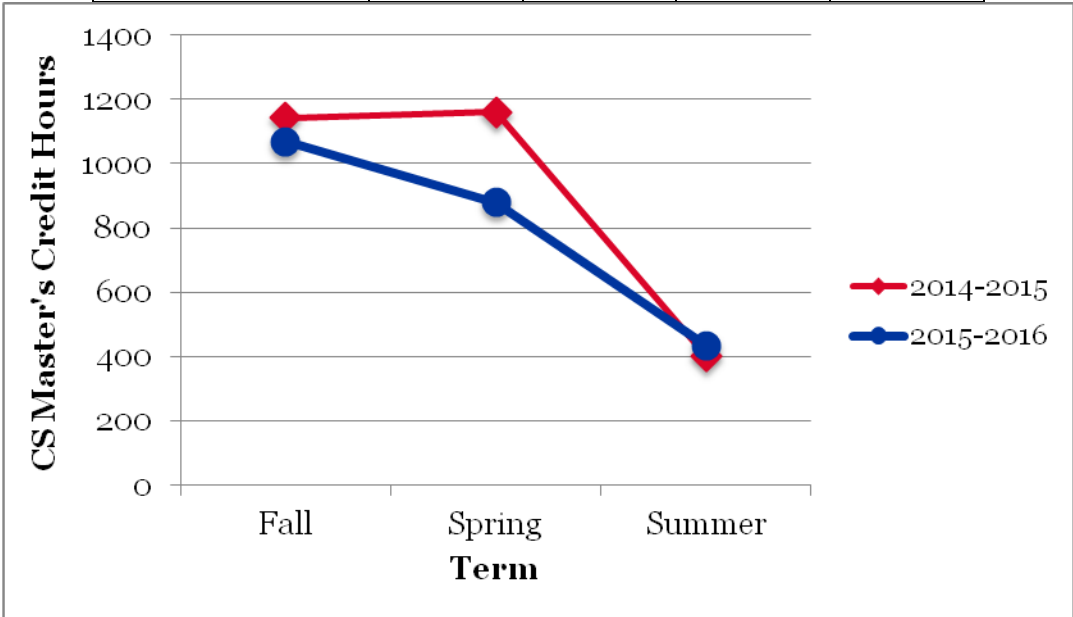
Table 4. CS Master's Students By Semester				
Academic Year	Fall	Spring	Summer	Total
2014-2015	128	123	67	318
2015-2016	124	110	74	308



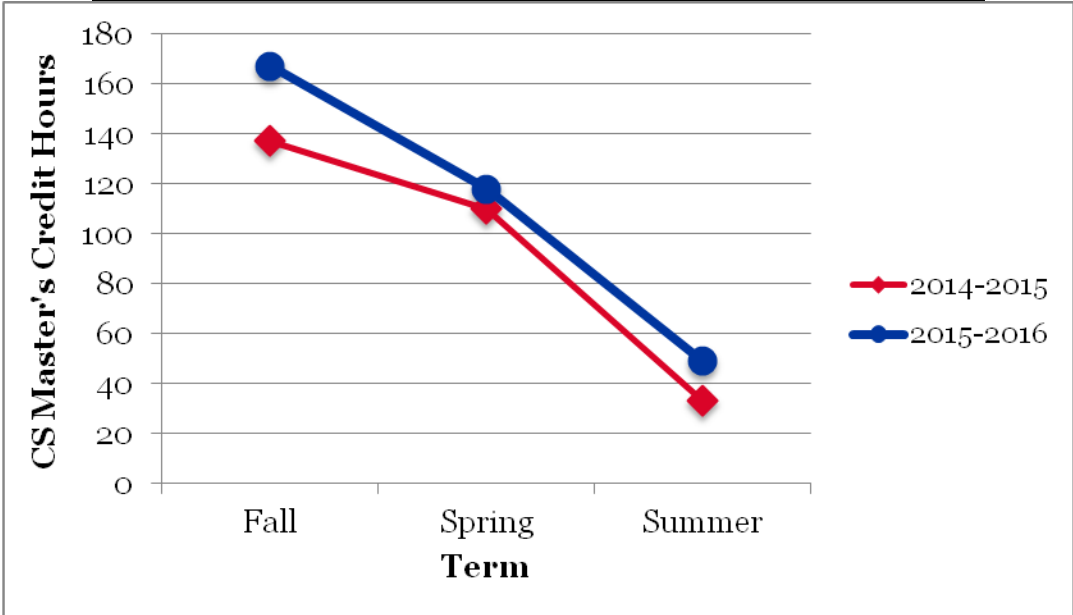
Academic Year	Fall	Spring	Summer	Total
2014-2015	2766	2730	795	6291
2015-2016	3387	3339	825	7551



Academic Year	Fall	Spring	Summer	Total
2014-2015	1143	1161	402	2706
2015-2016	1068	879	435	2297



Academic Year	Fall	Spring	Summer	Total
2014-2015	137	110	33	280
2015-2016	167	118	49	334



Academic Year	2012	2013	2014	2015	2016
Bachelor's	60	47	49	69	75
Master's	24	32	15	27	41

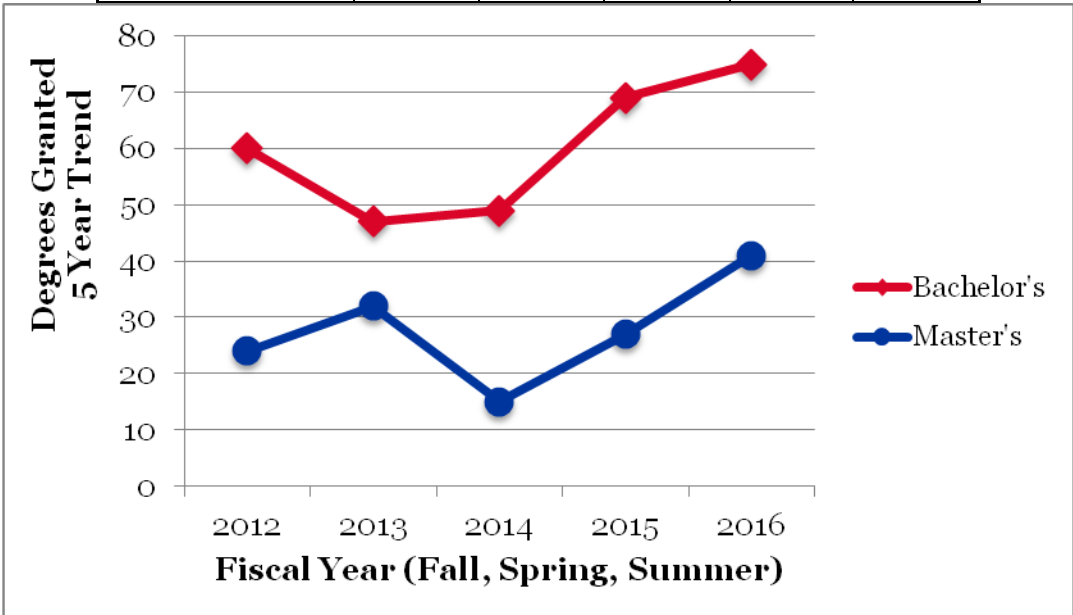


Table 9. Fall Enrollment, 5 Year Trend					
Academic Year	2012	2013	2014	2015	2016
Bachelor's	234	299	49	69	75
Master's	24	32	15	27	41

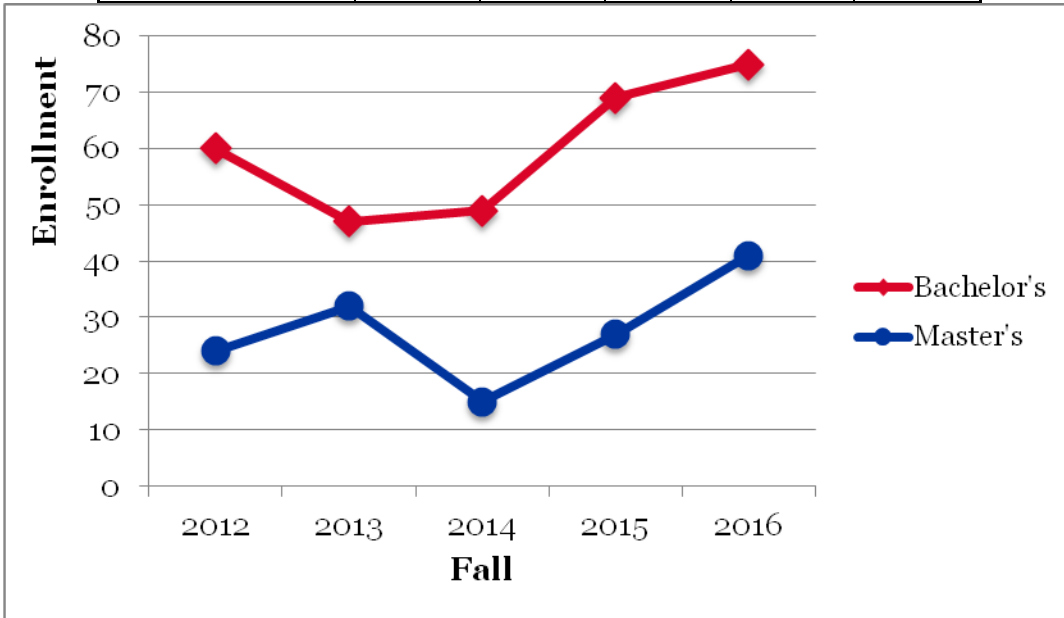
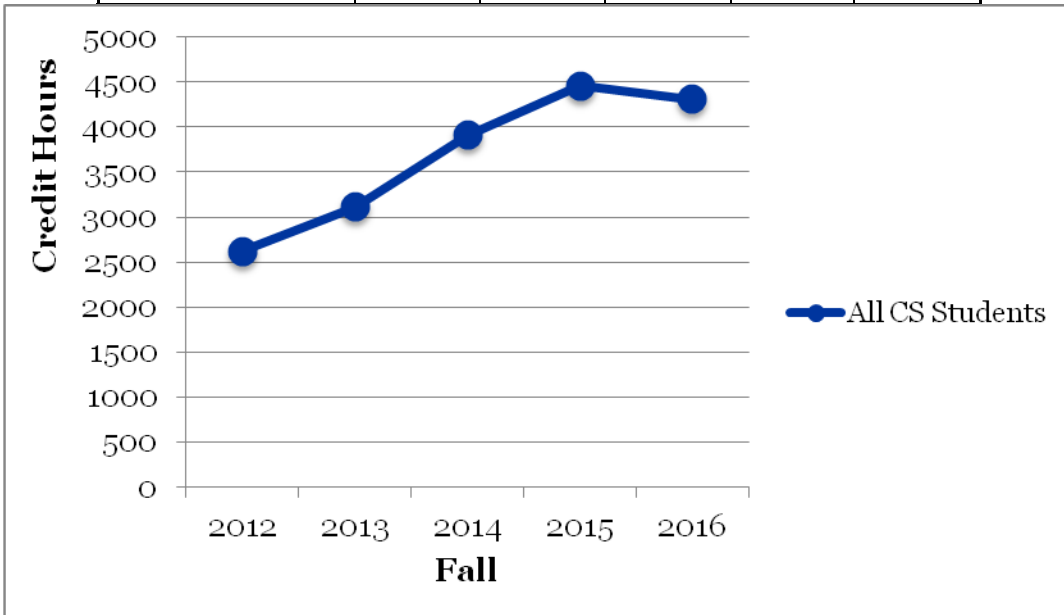


Table 10. Fall Credit Hours, 5 Year Trend					
Academic Year	2012	2013	2014	2015	2016
All CS Students	2619	3111	3909	4455	4308



I. Program Plan

A. Long term goals

The main long term goal of the Computer Science Department is to continue providing the best possible and most enriching education for our students. Our enrollments have jumped dramatically over the past couple of years, and it is our goal to be able to accommodate this growth in enrollment without having to sacrifice small class sizes and close contact with the professors.

We are striving to strengthen the integrity and rigorousness of our program, which would in turn bolster our reputation, make more companies interested in recruiting our graduates of our program, and allow us to attract more students that would otherwise go to higher ranked, more expensive private schools. This would then strengthen our program, and the cycle will feed on itself.

However, while doing this, we need to come up with creative ideas and support to help students pass these courses. As mentioned in the third paragraph of the Executive Summary, in Spring 2016, we changed the format of our CS-200 (Programming I) common final exam from giving partial credit to grading each of the five questions pass/fail. To move on to Programming II, a student must pass at least three of the five questions. Before this change, the pass ration for this course was usually between 60% and 66%, which is pretty much the national average. However, after this change, our pass ratios were 47%, 62%, and 48% for Spring 2016, Summer 2016, and Fall 2016 respectively. Counting people who simply did not even show up for the final, these percentages go down to 39%, 57%, and 40% respectively.

So perhaps our most important long term goal is to figure out how to raise the passing percentage without lowering the level of the material. We are working on plans to have a "remedial" CS-0 course, for students who have absolutely no exposure to computer programming to start in. For students who fail CS-200 but are passionate about this major, this course would hopefully strengthen their problem solving skills so they are prepared to take and pass CS-200 the next semester.

We are also discussing additional ideas such as raising the math prerequisite for CS-200. In Fall 1998, the prerequisite for CS-200 was College Algebra. After several years, we raised it to Precalculus, hoping this would our passing rate. When this didn't really work, the prerequisite was switched back to College Algebra. Some want to raise the prerequisite to Calculus. The actual material in Calculus is not really needed for CS-200, but rather the level of problem solving that Calculus requires is key to passing CS-200. However, if we do change it to Calculus, we would probably lose a substantial number of CS majors, many of whom would be able to excel in programming even without the high level math. So we struggle like the rest of the country in dealing with this problem. We hope that PLTL might help to provide in some part a solution to this.

Another long term goal is continued success and growth in the joint NEIU/ISU Teacher Education in Computer Science program. Even with only 40 CPS teachers in two contracted sections, this brings in a substantial amount of money to the CS Department,

the College, and the University as a whole. Having a source of money that is not the state of Illinois would greatly help us with many of our goals as a department. It is possible that these cohorts will increase in size and that larger cohorts will start next semester.

In November 2015, we had our latest Advisory Board meeting. We would like to have regular meetings and keep that active, as members provide valuable insights and feedback for our program. They help us decide the direction in which are curriculum develops. Along these lines, we are looking into getting ABET accreditation. This would definitely improve the quality of student that apply to our programs. It would also attract more employers to NEIU and help our students land higher paying jobs.

We continue to pursue our goal of involving more undergraduate students in research, both on their own and with our faculty. This is one area in which funds from our CPS contract courses could really help—we would be able to support more students doing research, especially in the summer, as well as be able to support their attending conferences.

B. Projected needs

1. Faculty

Although we did gain one tenure track faculty (Xiwei Wang) in Fall 2015, we lost another (Heung Kim) to retirement in Spring 2016. So again this year, we have continued to hire new instructors in order to keep up with the pace of our enrollments. In Fall 2014 and Spring 2015, a total of 34 of our 108 sections (31.5%) were taught by tenured/tenure track faculty. In Fall 2015 and Spring 2016, a total of 34 of our 120 sections (28.3%) were taught by tenured/tenure track faculty:

Sections taught by Tenured/Tenure Track Faculty, 2014-2015			
Term	Sections	Taught by T/TT	% taught by T/TT
Fall 2014	52	16	30.8%
Spring 2015	56	18	32.1%
Total	108	34	31.5%

Sections taught by Tenured/Tenure Track Faculty, 2015-2016			
Term	Sections	Taught by T/TT	% taught by T/TT
Fall 2014	58	17	29.3%
Spring 2015	62	17	27.4%
Total	120	34	28.3%

The actual percentage of students taught by tenured/tenure track faculty is probably even less than this, since these faculty usually teach the more advanced courses which tend to be smaller. (Summers were not included here, since many of the tenured/tenure track faculty go on vacation in Summer.)

The CS Department in 2015-2016 had 7 tenured/tenure track faculty and 24 instructors/adjunct faculty, so only 22.6% of our teachers are professors. Hiring more tenure track faculty to improve this ratio would benefit our department greatly, although we realize with today's budget crisis that this will be very limited and/or soon eliminated altogether.

2. Equipment

Almost all of our faculty and especially our Administrative Aide are in need of new printers. The three offices shared by 23 of our instructors and adjuncts have ancient printers or even no printers at all. We have been getting HP Officejet All-In-One printers, and although these are not expensive, they tend not to last very long. Also, the ink for these inkjets is very expensive. We need to get high quality laser printers—we waste so much time trying to get our printers to work!

Many faculty (and staff) are in need of new replacement computers. We used to get new ones every three years. I know this is not possible with our budget issues, but it is something the students do laugh at.

Also, since there is a shortage of TECs, several of our courses that needed TECs did not get them. We need to have some computer carts like they have at El Centro—the instructors just pass out laptops and collect them at the end. This would also allow having "temporary TECs" with more than 24 seats. There are really only two TECs in COBM that have 30 or more computers.

More specifically though, we are in need of new, state-of-the-art equipment, like we now have at El Centro. Last year, **Graciela Perera** built the Computer Science Lab at El Centro from scratch. Since El Centro was brand new, she was able to obtain and install state-of-the-art equipment and software, including new servers, two fully functional Blade Servers running Ubuntu, a full-fledged working research lab with NetFPGA technology as well as the necessary networking and security equipment needed for the NSF national Testbed called GENI.

The department needs GENI racks so students can be given their own GENI accounts. We need IT support to help with maintaining and administrating of the computers, installing software, configuring computers and networks, and maintaining backups. We also need to work together with UTS in order to develop policies for remote access and user creation. This support does not necessarily require a full-time IT person—as long as it is someone who is part of NEIU who can be responsible for these tasks.

In the longer term, we need to replace the very old and out-of-date equipment at the Bryn Mawr campus. Also, the systems and networks at Bryn Mawr have much security on them that our students do not have the necessary permissions to do the

projects in networking and security that they can do at El Centro. One thing we could do is to try to obtain this equipment through a grant—there is an NSF grant called "Campus Cyberinfrastructure (CC*)" (see the following website: <https://www.nsf.gov/pubs/2016/nsf16567/nsf16567.htm>). However, in order to apply for this grant the entire university needs to have a "Campus Cyberinfrastructure Plan" or CI plan for short. The following quote is taken directly from the website just mentioned:

All proposals into the CC* program must include a Campus Cyberinfrastructure (CI) plan within which the proposed CI improvements are conceived, designed, and implemented in the context of a coherent campus-wide strategy and approach to CI that is integrated horizontally intra-campus and vertically with regional and national CI investments and best practices. This Campus CI plan must be included as a supplementary document and is limited to no more than 5 pages.

So even applying for the grant would require us to work with UTS to create a campus-wide plan for our technology. This is not likely to happen with the current budget situation.

3. Other Resources

In Fall 2015 and Spring 2016, we had a total of 24 instructors/adjunct faculty. They share three offices. We will hopefully be hiring a new Assistant Professor to start in Fall 2017, and we will need an office for that person as well. We are in dire need of more offices.

As our enrollments in CS-200 (Programming I) have skyrocketed recently, we are in need of more tutors. Our CS Lab (LWH-3102/3103) is becoming more and more overcrowded, and not just during midterms or final exams.

When **Rachel Trana** piloted PLTL in Fall 2015, there were two PLTL sessions per week. In Spring, 2016, that expanded to three PLTL sessions per week. We used our CS Lab for these PLTL sessions. In Fall 2016, there were six PLTL sessions per week, and it became very difficult to schedule our tutoring hours around the PLTL hours. This semester (Spring 2017) there are twelve PLTL sessions per week, so we no longer can use our lab for those. We were lucky that we were able to reserve TECs for each of these 2 hour long sessions, but I am afraid we will not be so lucky in future semesters as our program and the PLTL expands. It would be extremely beneficial to have an additional lab for research and for these PLTL sessions (I do realize that everyone wants more space at a time when we cannot afford it).

We need real Travel and Conference registration budgets. The majority of our tenure-line faculty are relatively new and eager to do research and present their work at conferences. We also have many students now doing research with our faculty, and it would be nice to help them get to conferences as well. and go to conferences and to support students as well.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts:

- **Xiwei Wang**, Jun Zhang, and Yin Wang. Trust-aware Privacy Preserving Recommender System. The Ninth International Conference on Mobile Multimedia Communications. Xi'an, China, June 18-20, 2016. (Xiwei attended this conference and presented this paper there).
- Hao Yang and **Xiwei Wang**. Data Gathering Based on Regionalization Compressed Sensing in WSN. Chinese Journal of Computers (计算机学报), Vol. 39, 75: 1-14, April, 2016. (In Chinese)
- Hao Yang, Keming Tang, Hua Xu, Licai Zhu, **Xiwei Wang**, and Kun Qian. An Adaptable CS-based Transmission Scheme. 2016 IEEE International Conference on Computer Communications, 625-626. San Francisco, California, USA, April 10-15, 2016.
- **Xiwei Wang**, Jun Zhang, and Ruxin Dai. Automated Dimension Determination for NMF-based Incremental Collaborative Filtering. *EAI Endorsed Transactions on Collaborative Computing*. Vol. 15, 5, December, 2015.
- **Rachel Adler**, **Francisco Iacobelli**, and Yehuda Gutstein, "Are You Convinced? A Wizard of Oz Study to Test Emotional vs. Rational Persuasion Strategies in Dialogues," *Computers in Human Behavior*, April 2016, 57, 75-81.
- Hanna Kim and **Rachel Adler**. "Future Teacher's Computational Thinking and Conceptual Changes using Scratch Programming," in Proceedings of EdMedia 2016: World Conference on Education Media and Technology, June 2016, Vancouver, Canada.

2. Conference Presentations:

- **Xiwei Wang presented his paper** *Trust-aware Privacy Preserving Recommender System* at the 9th International Conference on Mobile Multimedia Communications, Xi'an, China, June 19, 2016.

3. Funded Grants:

- **Francisco Iacobelli** and **Rachel Adler** are launching one of the pilot on the U54-NIH grant beginning January 2016. Francisco is a Principal Investigator and Rachel is a Co-Investigator. The dollar amount for this project is **\$34,942**. “*An e-Health Intervention to Improve Symptom Burden and Health-Related Quality of Life among Hispanic Women Completing Active Treatment for Breast Cancer.*” They are developing a prototype for a mobile Android App. Spring 2016-Summer 2016.
- In Spring 2016, **Rachel Adler** wrote a STEM + C NSF grant, on incorporating coding into the preservice elementary and middle school curriculum. Rachel was the Principal Investigator and had 4 Co-Investigators. This grant was funded (in October, 2016) and the dollar amount is **\$700,608**:

Adler, R. (P.I.), Hibdon, J., Srinivas, S., Wheeler, D., Slate, J. E. 2016. “Integrating Science, Mathematics, and Computing within an Elementary and Middle School Pre-Service Teacher Education Curriculum” National Science Foundation (NSF STEM + C Grant), \$700,608.

- **Rachel Trana** worked with Marcelo Sztainberg, the PI of a PLTL grant. She organized and piloted PLTL in Fall 2015 in her two of her courses. She became a PI officially on this grant in Fall 2016.

4. Service:

Rachel Adler

- Served as a Faculty Sponsor for the NEIU Computer Science Society, also known as the ACM Chapter at Northeastern.
- Organized and ran the 25th Annual CS Alumni Career Panel on April 14th, 2016.
- Organized the job fair that followed the Alumni Panel in April 2016
- Handled distribution of free Microsoft software to students.
- Led an SCSE summer research group in Summer 2016 with 5 undergraduate students on Incorporating computational thinking into preservice science classes.
- Reviewed papers for Computers in Human Behavior and ACM CHI Conference on Human Factors in Computing Systems.

Francisco Iacobelli

- Served as Graduate Advisor/Facilitator
- In April 2016, was awarded a Faculty Excellence Award for Service (for the 2013 – 2014 academic year).
- Served as Board Member for the Student Center for Science Engagement.

Peter Kimmel

- Worked with Kenton Machina of ISU and Andy Rasmussen of CPS to help develop The Joint NEIU/ISU TECS (Teacher Education in Computer Science) Endorsement Program. Also worked on setting up contract courses for CPS teachers in this program.
- Served as Assessment Advisor for undergraduate students, meeting with them to determine which course is the best starting place for them.
- Organized all aspects of the computer science tutoring: interviewed and hired all CS tutors, created the tutoring schedule, handled communication with the students, and followed up with any problems that arose.
- Coordinated the grading of and helped with the construction of the Common Final Exams for CS-200 (Programming I) and CS-207 (Programming II).

Graciela Perera

- Faculty sponsor of NEIU Sec (Security) club, formed in Fall 2015.
- With NEIU Sec, hosted a talk in April 2016 at El Centro featuring Robert Burke from Patrick Engineering and CD Phatak from Argonne National Laboratory. The subject was IEEE Student membership and how it can benefit you with your professional career.

Pericles Prezas

- Served as Chair of the Department Personnel Committee.

Rachel Trana

- Organized and piloted PLTL in Fall 2015 in her two sections of CS-207 (Programming I) with 3 Peer Leaders. She expanded this in Spring 2016 to all four sections of CS-207, and supervised 6 Peer Leaders. (Rachel was still an instructor at the time—she was hired in Fall 2016 as a tenure track Assistant Professor.)
- Created three lab assignments/mini-research projects for the students to work on in small groups during some of the PLTL sessions.

Xiwei Wang

- Served as Computer Science representative to CASAAC.

B. Student Achievements

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

- 24th Annual NEIU Student Research and Creative Activities Symposium in April 2016: **Melinda L. Rodriguez, Alexie Porres**, Francisco Iacobelli, Rachel Adler: “*Mi Guia: A Mobile Application for Latina Breast Cancer Survivors*”. (Both undergraduates)

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

- **Amna Irfan**, undergraduate senior, will start attending graduate school at UIUC.

JOBS RECEIVED BY RECENT GRADUATES

- **Cherie Formacion** accepted a job at Northrop Grumman to start as soon as she finishes her M.S. in Spring 2017. this semester.
- **Melinda Rodriguez** (2016 grad) - Slalom Consulting.
- **Jordan Hernandez** (2016 grad) - Technology Operations Analyst at E*Trade
- **Manuel Martin** (2016 grad) - Computer Security Consultant at Dependable Personnel
- **Joseph Michael** (2016 grad - Dean's List) - Web developer at eShow
- **John Dylan Schwartz** (2016 grad - Dean's List) - IT Query Analyst at Vanguard Utility Services
- **Giuseppe (Joe) Covello** (2015 grad) - Network Analyst at United Center
- **Jacob Ricci** (2016 grad - Dean's List) - Network Administrator at LGBS
- **Amber Mahmood** (2016 grad) - Associate Application Developer at US Foods
- **Andrew Saarima** (2015 grad) - Junior System Administrator at Sweetener Supply Corporation
- **Rivka Strauss** (2015 grad - Dean's List, I think) - Software Engineer at Ready4
- **Fahad Ali** (2016 grad) - Software Developer at Intellinet
- **Peter Zito** (2015 grad) - Software Support Analyst at CIS
- **Samuel Tardi** (2016 grad) - Engineering Analyst at Forsythe
- **Paul Bak** - Frontend Development Intern at Quantum Group - expected to graduate May '17 - Dean's List

C. Alumni News

ALUMNI CURRENTLY TEACHING COMPUTER SCIENCE AT NEIU

- **Oguzcan Adabuk** (MS: December 19, 2016).
- **Jeremy Baker** (MS: August 13, 2014).
- **Yehuda Gutstein** (MS: August 13, 2014).
- **Devlin Hyna** (BS Comp Sci: May 8, 2000. MA Linguistics: Dec 18, 2006. MS Comp Sci: May 11, 2010. Currently enrolled in NEIU MBA program).
- **Jonathan Murfey** (MS: December 15, 2014).
- **Freddy Porps** (BS: August 31, 1985. MS: May 8, 2001).
- **Michael Carden Reichert** (MS: August 13, 2014).
- **Chris Sulla** (Information Science B.S., 1980). He has also joined the NEIU Computer Science Advisory Board
- **Akkady Tchaba** (MS: May 10, 2016).
- **John Wallin** (MS: August 13, 2014).

ECONOMICS

Annual Report 2015-2016

Submitted by Michael Wenz

Executive Summary

In 2015-16, the Department of Economics extended its reach across the city and across the globe. This was especially a year of international outreach for our students and faculty.

- Dr. Christina Ciecierski is serving as co-Principal Investigator on a five-year grant from the National Institute of Health, a \$17 million grant in collaboration with Northwestern University and the University of Illinois at Chicago to address health disparities across the city.
- Dr. Scott Hegerty earned tenure and promotion to Associate Professor and published ten articles in peer reviewed journals during the year. He presented his work in Godollo, Hungary and Tallinn, Estonia as well.
- Dr. Wenz was Visiting Professor at Czestochowa Politechnika and Visiting Researcher at Warsaw School of Economics during his sabbatical leave, and also presented his research at Krakow University of Economics and Mendel University in Brno, Czech Republic.
- Dr. Ciecierski collaborated with faculty at Warsaw School of Economics and the University of Warsaw during her sabbatical leave.
- Dr. Hardik Marfatia served as acting coordinator during the spring semester.
- Dr. Marfatia earned a ChicagoCHEC partnership grant with faculty from Northwestern University and University of Illinois at Chicago.
- Dr. Wenz co-taught two courses at Northeastern Illinois University with Dr. Marek Bryx, Vice-Rector of the Warsaw School of Economics.
- Dr. Ryan Gallagher led the first cohort of students through our new required course, ECON 221: WIP: Tools for Economists, which was developed as part of our program modification.
- Dr. Gallagher was named David C. Lincoln Fellow of the Lincoln Land Institute in Boston, MA.
- Dr. Ed Stuart, Professor Emeritus, led a study tour to Amsterdam, Munich, Ljubljana and Budapest, where our students were able to connect with alumni Bracken Spencer (Economics '10) and Urte Staniulionyte (Economics '09) who are working for European IT firms.

I. Program Plan

A. Long term goals

2015-16 is the first year following our program review, and we are working toward implementing the recommendations that came from that review. Here are some targets for the future:

- Continue our rollout of technology-driven teaching tools throughout the program.
- Complete a full cycle of assessment activities on each of our program goals.
- Seek ways to connect our research and our city with the broader community, including local constituents and our contacts abroad.
- Develop external grant funding sources.
- Strengthen our alumni network and begin a fundraising program to support student success.
- Strengthen our career and internship placement infrastructure.

We are pleased with the academic core of our program and with our high success rates in moving students toward graduation, and we look forward to connecting our successes with opportunities beyond Northeastern.

B. Projected needs

1. Faculty: We have sufficient tenure line faculty to deliver our program and provide advising to majors, but we have lost two full time instructors in recent years and need to recruit one talented replacement that can be active in program development.

2. Equipment: We have been able to use grant funding to purchase software and computer hardware in recent years to fill department needs, though we do have regular needs to renew licenses that are ongoing.

3. Other Resources: Dwindling library funds are becoming more noticeable over time; the list of journal subscriptions we would like falls short of what is currently available and what we are able to add each year, and availability lags cause occasional problems as well.

II. Accomplishments

A. Faculty Research/Creative Activities

2. Book Chapters, Regional Exhibitions or Performances:

Ciecierski, Christina. "Prospects for Employment in the United States under TTIP", Ciecierski, C. in M. Dunin-Wąsowicz and A. Jarczewska (Ed.), "Transatlantyckie Partnerstwo w dziedzinie handlu i inwestycji – Nowy etap instytucjonalizacji współpracy UE-USA", p. 184, Warsaw: Scholar; 2015.

3. Articles and Abstracts, Local Exhibitions or Performances:

Ciecierski, Christina, Simon, M.A., Malin, E.L., Hitsman, B., Victorson, D.E., Banas, J.R., Stuart, M., Luedke, T., NU-NEIGHBORS Advisory Committees, & Cella, D., “Institutional alliances to reduce cancer disparities in Chicago” (2016) *Journal of Healthcare for the Poor and Underserved* 27(February), 97-113.

Ciecierski, Christina, Fryczynska M., Fierla J., “Employee Networking Behaviors in Poland: Pursuit of Intercultural Competence Linkages” (2015) *Human Resources Management & Ergonomics* IX(1), 27-35.

Hegerty, Scott, M. Bahmani-Oskooee and D. Xi. “Third-Country Exchange-Rate Volatility and Japanese-U.S. Trade: Evidence From Industry-Level Data” (2016) *Applied Economics* 48(16), 1452-1462.

Hegerty, Scott, M. Bahmani-Oskooee and J. Baek. “GARCH-Based Versus Traditional Measures of Exchange-Rate Volatility: Evidence from Korean Industry Trade” (2016) *International Journal of Trade and Global Markets* 9(2), 103-136.

Hegerty, Scott, M. Bahmani-Oskooee and F. Halicioglu. “Mexican Bilateral Trade and the J-Curve: An Application of the Nonlinear ARDL Model” (2016) *Economic Analysis and Policy* 50, 23-40.

Hegerty, Scott. “Commercial Bank Locations and ‘Banking Deserts’: A Statistical Analysis of Milwaukee and Buffalo” (2016) *Annals of Regional Science* 56, 253-271.

Hegerty, Scott. “Commodity-Price Volatility and Macroeconomic Spillovers: Evidence From Nine Emerging Markets” (2016) *North American Journal of Economics and Finance* 35(1), 23-37.

Hegerty, Scott, M. Bahmani-Oskooee and H. Harvey . “The Effects of Exchange Rate Volatility on U.S.-Chilean Industry Trade Flows” (2015) *Applied Economics Quarterly* 61(4), 353-366.

Hegerty, Scott. “Employment Cycle Co-Movements and Economic Integration Between Milwaukee and Chicago” (2015) *Economics Bulletin* 35(4), 2776-2785.

Hegerty, Scott. “Oil-Price Volatility and Macroeconomic Spillovers in Central and Eastern Europe: Evidence From a Multivariate GARCH Model” (2015) *Zagreb International Review of Economics & Business* 18(2), 31-44.

Hegerty, Scott. “Commodity-Price Volatility, Exchange Market Pressure, and Macroeconomic Linkages: Evidence from Latin America” (2015) *Bulletin of Applied Economics* 2(2), 11-21,

Hegerty, Scott, M. Bahmani-Oskooee and H. Harvey . “Exchange-Rate Volatility and Commodity Trade: The Case of the U.S. and Italy” (2015) *Economic Issues* 20(2), 1-27.

Marfatia, Hardik. “Monetary Policy’s Time-Varying Impact on the US Bond Markets: Role of Financial Stress and Risks” (2015) *The North American Journal of Economics and Finance* 34(November), 103-123.

4. Conference Presentations, Group Shows

Hegerty, Scott. “Crime, Housing Tenure, and Economic Deprivation: Evidence from Milwaukee, Wisconsin” *Midwest Economics Association, Evanston IL, April 1, 2016*

Hegerty, Scott. “Inflation Volatility, Monetary Policy, and Exchange-Rate Regimes in Central and Eastern Europe: Evidence from Parametric and Nonparametric Analyses” *Economic Challenges in Enlarged Europe conference, Tallinn, Estonia, June 20, 2016*

Hegerty, Scott. “Employment Cycle Co-Movements and Economic Integration Between Milwaukee and Chicago” *Illinois Economic Association, Chicago, October 16, 2015*

Gallagher, Ryan. “Fiscal Externalities, Small Homes, and the Property Tax: Evidence from the Cities and Schools, 1970- 2010” *Midwest Economics Association, Evanston, IL, March 2016; North American Regional Science Council, Portland, OR, November 2016; Illinois Economic Association, October 2016.*

Marfatia, Hardik. “Monetary Policy’s Time Varying Impact on the U.S. Bond Markets: Role of Financial Stresses and Risks.” *Midwest Economic Association, Evanston, IL, March 2016.*

Marfatia, Hardik. “Synchronization Across House Prices across U.S. States and its Macroeconomic and Financial Linkages.” *Illinois Economic Association, Chicago, IL, October 2015.*

Wenz, Michael. “Market Fundamentals and Long Run Housing Price Trends: Evidence from the U.S., 1995-2012.” *6th International Conference on Management: Trends of Management in the Contemporary Society. Brno, Czech Republic, June 9, 2016.*

5. Funded grants

Ciecierski, Christina. National Institutes of Health (NIH)/ National Cancer Institute (NCI) U54 Center Grant “Chicago Collaborative to Promote and Advance Cancer Health Equity” \$17.1 Million.

Ciecierski, Christina. NIH/NCI U54 Full Project entitled “Reducing Tobacco Use Disparities among Adults in Safety Net Community Health Centers” \$1.3 Million.

Ciecierski, Christina. OPUS Grant from Narodowe Centrum Nauki (National Science Center of the Republic of Poland) entitled “Network Competences of Knowledge Workers”

Gallagher, Ryan. David C. Lincoln Fellowship in Land Value Taxation, Lincoln Institute of Land Policy.

Marfatia, Hardik. Chicago CHEC Partnership Development Grant, with Northwestern University and University of Illinois at Chicago.

Wenz, Michael. The Kosciuszko Foundation. “The Socioeconomic Impacts of Gambling Casinos in Poland.”

6. Service

Ciecierski, Christina. Editorial Board, Polish Annals of Medicine

Ciecierski, Christina. Co-Director, Chicago Cancer Health Equity Collaborative

Hegerty, Scott. Editorial Board, Eastern European Business and Economics Journal

Hegerty, Scott. Editorial Board, Bulletin of Applied Economics

Wenz, Michael. Treasurer, Illinois Economic Association

B. Student Achievements

Andreea Vasi (Economics '15) is now in the Ph.D. Program in Economics at University of Wisconsin-Milwaukee.

Allen Swilley (Economics '09) completed the Master of Science in Communications at Northwestern University

ENGLISH

Annual Report 2015-2016

Submitted by **Tim Libretti**

Executive Summary

The English Department faculty continue to excel in the classroom and in creating innovative curriculum responsive to our students' needs and to the evolving cultural landscape of our contemporary national and global cultures. Moreover, English faculty are consistently and actively engaged throughout the university, playing a vibrant role in strengthening and innovating academic programs at the university and in executing the university's strategic plan, as well as working with larger state institutions to address pressing issues in public higher education and also with local high schools to address issues and articulations between secondary education and higher education in the state with an eye toward preparing students more effectively for college. 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. Without a doubt, one hallmark of our department is the community we have created among faculty, students, and alumni, providing a nurturing and supportive environment for our students while they are here as well as programming, a sense of community, and career networking for our students after graduation. It is fair to say we have probably the most engaged and active group of majors on campus. As for our faculty, 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.

As testament to the high level of teaching and achievement generally among English Department faculty, our faculty have been honored internationally. **Professor Chielozona Eze** received an international fellowship from the Stellnebosch Institute for Advanced Study. **Kristen Over** was awarded a Fulbright Scholarship to teach and do research at the University of Bergen in Bergen, Norway. **Professor Tim Libretti** won multiple awards from the Illinois Woman's Press Association and the National Federation of Press Women for his scholarly and journalistic writings as well as for a

Ted Talk. These awards speak not only to the level of regard in which the university and broader academic and cultural communities hold English Department faculty but more importantly to the impact that the contributions of our faculty have had on our community and the degree to which these energies have been transformative and profoundly felt. We view our department as one that with great intentionality works to serve not just our students and curriculum but the entire university and community.

As we try to create an environment and conduct programming that is attractive to and serves our broader communities, our faculty are also engaged scholars serving our students by helping them develop research skills and independent scholarly minds by engaging them with the world. **Professor Tim Scherman** this year wrote a grant for new archival projects for a College of Arts and Sciences Summer Research Stipend. Eventually the proposal yielded two grants, one from the College and one from the Provost's office, allowing two faculty members and four students in all to travel to New Bedford, Massachusetts and Sacramento, California in search of evidence to support current projects. Additionally, he also participated in the annual Catherine Maria Sedgwick Symposium with one of our former graduate students, Rebecca Wiltberger, who is now a Ph.D. candidate at the University of Kentucky. Similarly, **Dr. Ryan Poll** received a research grant that allowed him that travel with our graduate student Aaron Leiva to engage in archival research at the New Bedford Library, the New Bedford Whaling Museum Research Archives, and the home of Frederick Douglass to analyze the intersecting lives of Herman Melville and Frederick Douglass and to study how New Bedford became a global city that was central to a globalizing capitalist system. Additionally, in order to professionalize students, engage them with research, and provide opportunities for them to share their research and engage the larger academic world, **Dr. Poll** organized two panels for professional conferences to help NEIU students. He organized the panel "Food Studies and 'Popular' Figurations of Minority Identity" for the Sigma Tau Delta 2015 International Conference in Savannah, GA last March in which three undergraduate students (Katie Galmiche, Billy Peters, and Sarah Vaid) and graduate student (Nathan Steele) presented papers. Additionally, with **Tim Libretti**, he organized a panel for the "How Class Works" conference of the Working Class Studies Organization in Stonybrook, New York.

Additionally, in order to professionalize our students, cultivate their research skills, and engage our university community, both **Tim Scherman** and **Ryan Poll** organized mini-conferences that grew out of research students were doing in their classes. Out of his English 487: Material Culture course and his English 372: American Women Writers, Professor Scherman organized the conference "Out of the Archives: Four Papers on Material Culture," which took place last April 1, 2014 and featured papers by our students. Over fifty people attended the conference. Additionally, **Professor Scherman** also organized a roundtable discussion for the Student Research Symposium titled "Research in the Archives: A Roundtable," featuring current and former students Katie Galmiche, Abigail Harris, Rebecca Wiltberger, Joan Shapiro Beigh, Nathan Steele, Chris Hoppe, Jon Gronli, and Mary Dohm Wurtzenbach. Last October 2013, **Dr. Poll** organized a two-day conference at NEIU titled "Oil Cultures" in which English undergraduate and graduate students (Meghan Cieslik, Katie Galmiche,

Carl Hauck, Christine Heckman, and Lucas Van Duyne) shared their work before a wide, diverse public. These efforts are part of our larger commitment to professionalizing students and cultivating research and presentation skills that will serve them in the academic world but also many other professional worlds as they pursue careers.

In this vein, it is also worth noting other ways our faculty are contributing to creating a vibrant intellectual and socially-meaningful campus environment and to serving our university mission. In short, our faculty are very much invested in creating a department that interacts with and advances our institution and community as a whole.

Additionally, English faculty, as they historically have, continue to serve the university in key leadership roles in the administration, operation, and development of our academic life for students, faculty, the broader university, and public education in the state. **Professor Vicki Byard** continues to serve as Coordinator of the First-Year Writing Program. **Professor Kristen Over** has continued her service as administrator of the University Honors Program.

Other notable service within the department includes **Professor Scherman's** spearheading of our departmental assessment efforts which maintains quality in our programs and keeps our eyes on the prize so we continue to innovate and adjust to serve our students more effectively. Also, **Professor Christopher Schroeder** has been instrumental in working on our website and producing an on-line English Lounge open to the public which allows visitors to stay abreast of happenings in our profession, opportunities to publish or submit work for conference presentations, and even to interact with others through blogs and forums. **Professor Byard and Dr. Davros** are active in leadership roles in their local school districts, and **Professor Erian** gives her time as a volunteer parent counselor for Tuesday's Child.

In short, in addition to being outstanding scholars and teachers, English Department Faculty bring to bear their expertise and knowledge on the administration and operation of the university's academic life and demonstrate their commitments to their profession and education at large by generously serving the broader community and social world.

- 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 University Advisory Council, the Honors Program, the Advisory Council for the Center of Teaching and Learning, the Finance and Administration Committee, and the General Education Committee, among others.
- English Department faculty sponsored 15 students at this year's Student Research and Creative Activities Symposium and sponsored another 6 student presentations of research at professional conferences outside the university. We have really stepped up our efforts to professionalize our students and to prepare them with the skills and experience to enter doctoral programs or open doors in the professional world.

- Additionally, our faculty teach and serve in the Latina/o and Latin American Studies Program, the Women and Gender Studies program, the LGBTQ program, the African and African-American Studies program, the First-Year Experience Program, and others.
- **Dr. Ryan Poll** 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.
- **Dr. Ryan Poll** advised our student-run literary journal *Seeds*, which has revitalized the literary culture on campus and provided valuable experience for our students in the work of editing and print production.

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.

This year the most substantial and potentially transformative initiative, next to the creation of the Visiting Writers Series and the development of our creative writing curriculum, was that of our series of professional development seminars for high school and community college faculty across disciplines (see Appendix I below for full documentation). One of our goals for the 2015-2016 Academic Year was to build on the Professional Development Seminar Series we inaugurated last year, aimed primarily at supporting high school and community college faculty from across disciplines in the work they do. In addition to providing what we hoped would be a valuable service of support to teachers and to fulfilling our mission of working to improve secondary education in the state, the series also helped publicize and recruit to our programs as well as generate a modest revenue stream to fund our other efforts to support students and offer a range of programming. More importantly, we continued our efforts in developing relationships with high school and community college faculty and chairs with whom we plan to work in the future. Most gratifying this year was the number of faculty we attracted from Malcolm X College, an institution with which we have been developing a relationship and which we would like to serve. At least two high school teachers who participated in the seminars have applied to our MA program. In the coming year, we plan to make greater efforts to publicize the series more broadly and make use of the relationships we have developed to grow our enrollments and develop seminars more responsive to the needs of the populations we aim to serve. This year we attracted faculty from Oakton Community College, Malcolm X College, and Truman College as well as a range of high schools that included Rolling Meadows, New Trier, John Hersey, Glenbrook North, Vernon Hills, Libertyville, Roosevelt, and Fenton. Evaluations were incredibly positive, and we anticipate momentum building. Indeed, as a result of this series, Professor Ryan Poll was invited to New Trier High School to assist their faculty in teaching graphic novels, which is just one example of the success of this series. He also taught this seminar off-site at Lincoln Park High School for a group of teachers to help us foster our relationship with CPS. Of the series we put together, we ended up running the following seminars:

- **Teaching Developmental Writing**, taught by Professor Marcia Buell

Developmental writers occupy a contested space in high school, college, and university settings in that they come to schools unprepared in academic literacies, but are often adept in other literate practices outside of classroom settings. Standardized assessments often point to severe deficits in grammatical and textual structure, but research shows that strict attention to formulaic writing and grammatical errors are ineffective in helping developmental writers find an academic voice. This seminar will address questions of defining developmental writers, assessing their needs and abilities, and designing class activities and assignments that can allow developmental writers to participate more fully in academic communities. Seminar time will be split between discussing issues in a few supplied readings and in creating and analyzing writing tasks to be used in developmental writing classes or classes mixed with developmental and more academically adept writers.

- **Teaching the Graphic Novel Across the Disciplines**, taught by Dr. Ryan Poll

In this seminar, we will explore the phenomenon of graphic novels being used in various institutional settings to help open discussions about various social traumas including poverty, cancer, and the wars in Iraq and Afghanistan. This seminar will introduce teachers to a range of graphic novels that have become central to various Institutional spaces from prisons and hospitals to therapy sessions and homeless shelters. Moreover, this seminar will introduce teachers to the critical vocabulary and aesthetic debates that will critically strengthen any lesson plan that focuses on teaching graphic novels at the high school level.

We anticipate the series building momentum and helping us build broader and more substantial relationships with local high schools and community colleges so we can better serve their needs. The seminars also help us recruit and market our programs while also bringing in revenue that supports our student awards ceremony and other important programming efforts that support our mission.

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 one summer institute 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 2011 were the following:

- ***The Summer Creative Writing Institute:*** Larry Dean and Christine Simokaitis taught an intensive two-week Summer Creative Writing Institute for its fifth year. It met with great interest, enrolling nineteen 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 a B.F.A. and perhaps further down the line 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 Simokaitis also put together an impressive slate of local authors, from novelists to poets to journalists, to guest lecture.
- Our Graduate Program this year continued its implementation of the substantial revision and overhaul of its MA comprehensive testing structure, allowing students to create under faculty supervision their own areas of concentration which integrate primary readings, important secondary sources, and theoretical readings. This new structure allows students who enter the programs with various goals, such as professional development or preparation for a doctoral program, in a sense to customize the program. We also recognized that any kind of “coverage” of all literary fields and developments is a chimerical goal, so we decided to accentuate the development of critical skills, particularly research skills. These efforts have met with success as our program has shown its ability to cultivate research skills in our students, and the program is working (and has worked) successfully to launch those students who are interested into Ph.D. programs.
- In terms of curriculum development, we had a productive year in terms of updating and enlivening our course offerings to meet evolutions in the profession and to meet changing social and workforce demands.
 - We offered two new on-line offerings which enjoyed solid enrollments. Those were English 335: Written Communications for Business and English 360: Detective Fiction, taught by John Doyle and Julie Kim, respectively.
 - In beginning to highlight the cultural studies dimension of our disciplines, particularly at the grad level, we offered a series of new graduate courses, including the following: English 408: Global Cities (Eze); English 464: Producing American (Libretti); English 487: Material Culture (Scherman); and English 479 (Latina/o Literatures). At the undergraduate level, we introduced English 356: The Graphic Novel (Poll) and English 357: The Production of America (Libretti).

- We continue also to develop our creative writing curriculum with an eye toward building a distinctive program not just for the city but the nation. Alicia Erian developed and taught English 240: Elements of Style for Creative Writers as well as a course linked to the Visiting Writers Series, English 393: Literature Live. To introduce incoming students to our program, we also developed and offered an FYE creative writing course, English 109E: Your Chicago: Write On! (Simokaitis).
- As a department we spent the year overhauling our major and re-organizing our major to highlight the relevance of what we do and to define requirements such that they provide students with the skill sets and comprehension of particular bodies of knowledge necessary for them to succeed in the professional world or to pursue graduate education. Relatedly, we went through a meaningful and collective process whereby we re-conceptualized and re-wrote the goals and outcomes for the undergraduate major so that they encompass all aspects of our curriculum and what we offer to students.

Internship development: **Dr. Ryan Poll** continues to cultivate a relationship with the public relations firm Orly Telisman. Thus far three of our students have taken advantage of this internship opportunity. We hope to develop more of such relationships and to build internship experiences into our curriculum in more coherent and substantial ways in order to highlight the utility of the English major in the professional world.

The department undertook a fundraising campaign to raise funds for a student awards ceremony and to begin funding an endowed scholarship. The department raised over \$5,000 from alumni and students, increasing our donor participation over last year, and held a fabulous and moving ceremony honoring the outstanding work of our students. We gave around \$2000 in cash awards to students for their creative writing, critical essays, and literary analysis and for two overall outstanding students, in addition to giving awards to first-year writing students for the first time. 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.

Dr. Ryan Poll organized multiple orientations for our undergraduate and graduate students. They have really improved our advising, we believe, and have served to create much more coherent student communities. Such community-building student-service events are already growing enrollments and we anticipate they will also aid with retention and graduation rates.

Tim Libretti organized an event for alumni and students that featured alumna Becky Sarwate, President of the Illinois Woman's Press Association and successful professional writer, marketing strategist, and public relations executive in the corporate world. She came to discuss professional opportunities open to our students and alumni. The event was well-attended by both our alumni and students, and it was gratifying to hold an event that served the interests of our alumni population.

Also in the area of alumni outreach, the department has continued growing a Facebook group for English Major/MA alumni and friends. The group currently has over 350 (and growing) members, both current and former students, and has proved effective in publicizing our programs (such as our summer institutes), recruiting students, and for simply maintaining relationships with students and alumni. We have been encouraging our alumni and students to use the page for career networking, and it is already working to help students find jobs and internships.

I. Program Plan

A. Immediate challenges and long term goals

One immediate challenge the English Department and, frankly, the University face is providing proper support for and properly recognizing the importance of the First-Year Writing Program for our students. Housed in the English Department and included in the English Department budget, the First-Year Writing program, coordinated by **Professor Vicki Byard**, has to compete with two graduate programs and two majors as we struggle to allocate resources and staff classes. Yet nearly every student at this university moves through this program, and the instruction they receive is vital to their success (and to our retention and graduation rates). Nonetheless, the university has not recognized and supported this program nor given it the visibility and support that it has, say, the First-Year Experience program, and it has not recognized first-year writing classes as high-impact classes, despite their obvious foundational significance. The program does not have an independent budget the way the FYE program does to ensure adequate staffing or to offer professional development, workshops, and ongoing training for faculty, which is crucial as we try to maintain a common standard and continuity among the roughly 100 sections we offer each year of first-year writing. When the department loses instructors, we have not been able to replace them, threatening the progress which by all accounts (primarily feedback from departments across the university) Professor Byard has made in improving writing instruction and hence student writing at the university. When Professor Byard assumed the position of First-Year Writing program, she lobbied to hire four new full-time instructors with the understanding that the success of the program required a stable faculty as opposed to having twenty-five to thirty faculty teaching one or two sections. Over these years some of these instructors have left for higher-paying positions and have not been replaced. This dwindling of support undermines student success and erodes the progress Professor Byard has been making, in addition to putting the department in the untenable position of having to decide between staffing first-year writing classes, our two majors, and our two grad programs. Finding a new organizational structure for the First-Year Writing program that gives it autonomy and a budget is of high importance, we hope, not just for the department but for the university. This year Professor Byard produced a self-study of the program as we prepare to undergo a long awaited program review of the First-Year Writing Program, which will include a visit from an outside evaluator.

With regard to our other programs, our main long term goals involve growing our majors 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.

This year we plan to develop on the undergraduate level a minor as well as a certificate program in creative writing. We hope also to develop post-BA and post-MA certificate programs at the graduate level, including one in Global American Studies that our research of local high schools leads us to believe will attract students.

We are also in the process of revamping our graduate programs and working strategically to promote them. As discussed above we are developing our graduate curriculum in a more cultural studies direction and working through our summer intensive seminars and professional development seminars to recruit students and offer innovative and relevant curriculum and a variety of modes of delivering quality educational services.

In terms of recruitment and retention, we have already 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 and composition 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.

We look also to sustain and expand our creative writing offerings in the department, looking to develop a creative writing program that will offer a M.F.A. degree. Our program review indicated a strong demand for creative writing and, academically, our outside evaluator also stressed the importance of developing this component of our programs to create a greater coherence and link between our programs in literary and cultural studies and composition and rhetoric.

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.

Most immediately, we have requested a hire in interdisciplinary cultural studies that would help us build bridges to other majors and disciplines and help develop in students the analytical and writing skills that will necessarily undergird their success in any profession. We also see this position as bridging our literature and composition offerings and, in particular, being able to serve and re-invigorate both of our graduate programs.

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.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Cronk, Olivia.

Louise and Louise and Louise. The Lettered Street Press, 2016.

Eze, Chielozona.

Survival Kit. New York: Akachic Books, 2016.

2. Book Chapters, Regional Exhibitions or Performances

Libretti, Tim.

“Dis-Alienating the Neighborhood: The Representation of Work and Community.” *Revisiting Mister Rogers’ Neighborhood: Essays on Lessons About Self and Community*, edited by Kathy Merlock Jackson and Steven M. Emmanuel. North Carolina: McFarland and Company, 2016, pp. 59-75.

“A Proletarian Book of Laughter and Remembering: *The Cry and the Dedication* and the Inter/National Class Struggle.” *Writer in Exile/Writer in Revolt: Critical Perspectives on Carlos Bulosan*, edited by Jerffrey Arellano Cabusao. Lanham: University Press of America, 2016, pp. 201-232.

Schroeder, Christopher.

“Continuity and Community in a Cosmopolitan World: Code Switching and Its Effects on Community Identity.” *Crossing Borders, Drawing Boundaries: The Rhetoric of Lines Across America*, edited by Barbara Couture and Patricia Wojahn. Boulder, CO: Utah State University Press, pp. 43-59.

3. Articles, Creative publications, and Abstracts, Local Exhibitions, or Performances:

Dean, Larry.

“Cowboys & Indiana,” “The Dream.” *Jet Fuel Review*, #11, April 2016:
<http://www.jetfuelreview.com/larry-o-dean-spring-2016.html>

“All Day Protection,” “I Was in the Shower When the Rapture Happened,” “Relative.” *Scintilla*, #9, March 2016: <http://magazine.scintillapress.com/tag/larry-o-dean>

“Actor Portrayal.” *Sediments Literary Arts Journal*, #6, February 2016:
<https://sedimentslit.com/portfolio/actor-portrayal-larry-o-dean/>

“\$8 Towels,” “Hey, Hercules!” “My Penis,” “New Age Baby Names,” “Pulp Villanelle” (excerpts). *Blue Fifth Review* #3, September 2015:
<https://bluefifthreview.wordpress.com/2015/09/29/blue-fifth-reviews-september-2015-3/>

“Check-out,” “Notice,” “Ode to Buffy.” *Seeds*, v.IX, May 2015.

“Bridge May Be Icy.” *Defenestration*, April 2015:

<http://www.defenestrationmag.net/2015/04/bridge-may-be-icy-by-larry-o-dean/>

“*Chopped: Gertrude Stein Edition*,” “The Second Commando.” *Seeds*, v.VIII, March 2015.

“I Had a Good Time With You at the Jewel Last Night.” *Even the Daybreak: 35 Years of Salmon Poetry*. Knokeven: Salmon Poetry, March 2016:

<http://www.salmonpoetry.com/details.php?ID=385&a=88>

Eze, Chielozona.

“African Postcolonial Imagination and the Moral Challenges of Our Times.” *Debating African Literature*, edited by Maik Nwosu and Obiwu (Syracuse University Press, **2015**): 110-126.

“Decolonisation and its Discontents: Thoughts on the Postcolonial African Moral Self” *Journal of South African Philosophy*. Vol 34. 4 (**2015**): 408-418.

“We, Afropolitans.” *Journal of African Cultural Studies*. Vol. 28. Issue1. (2016):

“Transcultural Affinity: Thoughts on the Emergent Cosmopolitan Imagination in South Africa.” *Journal of African Cultural Studies*. 27. 2. (2015): 216-228.

Libretti, Tim.

“With primaries over, shall we pack socialism away once more?” *People’s World*, July 8, 2016.

“In ‘The Marvin Gaye’ Story,’ sexual healing is the political.” *People’s World*, July 7, 2016.

“Widening wealth gap exposes America’s cultural commitment to inequality.” *People’s World*, June 27, 2016.

“Rauner’s ‘turn-around’ agenda’ cheats taxpayer’s and businesses.” *People’s World*, March 29, 2016.

“Rauner’s Illinois Portends America’s Disastrous Future Under GOP Rule.” *PoliticusUsa.com*. March 14, 2016.

“Rauner Tells Illinois Democrats if They Won’t Punish the Taxpayers, He Will.” *PoliticusUsa.com*. March 9, 2017.

“You don’t have to be Einstein to see socialism’s potential.” *People’s World*, March 9, 2016.

“Republican Redux: Governor Bruce Rauner Brings Ruin to Illinois.” *PoliticusUsa.com*. Feb. 19, 2016.

“GOP Rhetoric Blames the Federal Government for Snyder’s Poisoning the People of Flint.” *PoliticusUsa.com*. Feb. 16, 2016.

“Far From Unrealistic, Sanders has the Experience to Work Toward his Vision.” *PoliticusUsa.com*. Feb. 6, 2016.

4. Conference Presentations, Group Shows, Media Appearances

Buell, Marcia.

“*Career Exploration Through Academic Partnership.*” Roundtable. National Career Development Association Conference. July 1, 2016. Hyatt Regency, Chicago.

Libretti, Tim.

“How Class is Spoken in the Languages of Sexuality and Race: Alienation as the Sickness of Class Society.” *How Class Works*. SUNY Stonybrook, June 9-11, 2016.

“How *Mad Men* Represents Class-Conditioned Alienation as the Obstacle to Social Liberation.” *How Class Works*. SUNY Stonybrook. June 9-11, 2016.

Poll, Ryan.

“The White Atlantic: Jamaica Kincaid, Neocolonial Landscapes, and the Racial Politics of Aesthetics,” Midwest Political Science Association, Chicago, IL, April 2016.

“The White Atlantic: Jamaica Kincaid, Nature as Paradise, and the Racial Politics of Aesthetics,” Northeastern Illinois University Sixth Annual Faculty Research & Creative Activities Symposium, Northeastern Illinois University, Chicago, IL, November 2015.

“‘There’s a sort of evil out there’: *Twin Peaks*, the Limits of Postmodernism, and the Emergence of a Modern Ecological Imagination,” Midwest Popular Culture Association and Midwest American Cultural Association, Cincinnati, OH, October 2015.

5. Service

Barnett, Tim.

- Co-chair UPI communications committee
- Graduate Advisor for the MA in Rhetoric and Composition

Dean, Larry.

- Mentored CPS students for Poetry Center's student events

Libretti, Tim.

- Editorial Board Member for the journal *JAC*.
- Peer Reviewer for the journal *MELUS* (Multi-ethnic Literature of the United States)

Over, Kristen.

- Evaluator for *Viator: A Journal of Medieval and Renaissance Studies* published by Brepols for the UCLA Center for Medieval and Renaissance Studies.
- Manuscript evaluator of *Cursi Mundi* series published by Brepols.

Poll, Ryan.

- Faculty sponsor for the English Department's chapter of the Sigma Tau Delta International English Honors Society.
- Faculty sponsor of *Seeds* literary arts journal

Professional Development Series

Interdisciplinary University Seminars for Teachers, 2015-2016

The English Department at NEIU is offering a series of exciting interdisciplinary seminars to feed the intellectual hunger of teachers of English and other disciplines who seek professional development. Taught by NEIU English Department Faculty, these seminars are designed for teachers who want to explore new avenues in literary and cultural study as well as imagine new approaches to traditional literatures as well as social and cultural issues.. The seminars are designed to spur intellectual growth by offering ways to re-invigorate classrooms in ways relevant to our contemporary world by creating content that engages students in the meaningfulness of literary and cultural studies.

These three-hour non-credit seminars earn teachers three CPDU credits. Our seminars take place on weekdays. Morning seminars provide light breakfast and lunch, and afternoon seminars provide lunch. Seminars are held on the NEIU campus. If a group of faculty would like alternate times, we are willing to work with you.

We are also available to teach seminars at your institution, to replicate these seminars should a group of faculty want to arrange an alternative date, or to develop seminars on topics in which your department might want instruction. Feel free to talk with us. We are very open to working with departments to meet your professional development needs.

For more information, including registration information, please contact Tim Libretti, English Department Chair, at t-libretti@neiu.edu; or access the registration website through the English Department page: <http://neiu.edu/~edepartm/> or directly: https://epay.neiu.edu/C21153_ustores/web/store_main.jsp?STOREID=12&SINGLESTORE=true

Seminar tuitions are as follows:

Individual registration: \$110.00 per seminar

Group tuition (for departments, schools, or Districts): \$500.00 for five seats; \$900.00 for 10 seats; \$1500 for 20 seats.

Seminars for 2015-2016

Friday, October 23, 2015

Joining an Academic Conversation:

Teaching Students to Write Arguments about Complex Texts

Both the Common Core State Standards (CCSS) for English Language Arts and the Partnership for Assessment of Readiness for College and Careers exam (PARCC) require high school students to develop written arguments in response to complex, discipline-specific texts. Yet many students struggle with this task because they do not understand how to construct an argument as a conversation between themselves and published authors. This seminar offers practical classroom strategies for teaching students essential skills: how to assert their own thesis in response to other texts, so that their writing demonstrates critical thinking; how to make wise decisions about when to summarize, when to paraphrase, and when to quote; how, stylistically, to distinguish their own arguments while properly crediting the contributions of other authors; how to conclude their arguments in ways that keep their own insights prominent. By the end of the seminar, participants will have a variety of quick and accessible ways to teach students the “tricks of the trade” for mastering academic writing.

Taught by Professor Vicki Byard

Coordinator for the First-Year Writing Program, NEIU

Friday, November 6, 2015

***To Kill a Mockingbird* and its Sequel: Literary Conversations and Controversies about Race and Racism**

This past summer has sparked controversy with the publication of the “sequel” to Harper Lee’s canonical novel *To Kill a Mockingbird*. In this seminar, we will discuss how *Go Set a Watchmen* changes the way we read and teach Lee’s beloved novel. More specifically, this seminar will discuss the controversies catalyzed by Lee’s just-published novel, and it will provide new contexts and theories to re-situate *To Kill a Mockingbird* as a text that remains important in framing and understanding the current, interrelated dynamics of race, institutional racism, and the role of literature in shaping national conversations about racial identities and social justice.

Taught by Professor Ryan Poll

Friday, November 13, 2015

Canonizing Inequality: Reading American Literature through the Lens of Inequality

Designed for teachers of American Studies, history, social studies, and literature, this seminar will work with the premise that our culture and society have deep commitments to inequality which present obstacles to creating an egalitarian society. We will explore some of the dominant narratives and concepts that normalize and endorse inequality in the United States, such as those of upward mobility, meritocracy, equal opportunity, and the American dream; and then we will discuss works in the American literary canon from such writers as:

Ralph Waldo Emerson Margaret Fuller, F. Scott Fitzgerald Mark Twain Charlotte Perkins Gilman, John Steinbeck, Toni Morrison, and others with an eye toward reading how they transmit values of (in)equality. Teachers who register for the seminar will have the opportunity beforehand to identify literary works they would like to be included for discussion in the seminar.

Taught by Professor Tim Libretti

Friday, January 29, 2016

Globalizing Gatsby? Teaching Globalization in the High School Classroom

In recent decades, “globalization” has emerged as a keyword that circulates in multiple discussions and discourses. But how can “globalization” be taught in high school classrooms? In this seminar, we will discuss competing theories of globalization that can be introduced to high school students, and together, we will study strategies for teaching globalization through canonical American literature. In particular, we will discuss how F. Scott Fitzgerald’s *The Great Gatsby* becomes a new book when analyzed in relation to globalization studies. The seminar will conclude by introducing participants to texts from multiple media (including film, music, and photography) that can be used in the classroom to catalyze students to think about the uneven and unequal *social relations that constitute globalization*.

Taught by Ryan Poll

Friday, February 26, 2016

A “Brief, Wondrous” History of US Latina/o Literature

Inspired and informed by Junot Díaz’s Pulitzer-winning novel *The Brief, Wondrous Life of Oscar Wao* (2007), this seminar offers an introduction to the history of US Latina/o literature through a contemporary multicultural lens and offers teachers insights into incorporating Latina/o literature into the curriculum. Díaz’s novel thinks of history inventively, bringing together sociopolitical events with personal revelation and urging readers to see the truth in telling. This approach to narration and to personal and cultural change is central to US Latina/o literature. The seminar traces this characteristic aspect as it appears in Latina/o writing from the early national period to the twenty-first century. Selected readings will include a chapter from Díaz, samples of early Latina/o writers from the 16th-19th centuries, and excerpts from critics on Latina/o literature.

Taught by Professor Emily Garcia

Friday, March 4, 2016

**From *Huckleberry Finn* to Ferguson, Baltimore, and Black Lives Matter:
Exploring the Obstacles to Reading “Race” in U.S. Literature, Culture, and
Politics**

The recursiveness of racial oppression and violence in the United States suggests that collectively as a culture we in the U.S. have a hard time caring about or adequately confronting and addressing the realities of “race” in America (inequality, discrimination, exploitation). Designed for teachers of American Studies, history, social studies, and literature, this seminar, in addition to exploring how we might make U.S. literary history relevant to analysis of and discussions about “race” in America, will make *Huckleberry Finn* a focal point as an excellent and relevant text for exploring how we both talk about “race” constantly in our political discourse and at the same time manage to evade the issue of “race,” often affirming racism in these evasions. Connecting U.S. literary and cultural study to contemporary conversations around the Confederate Flag as well as protest and resistance in Baltimore and Ferguson, we will in this seminar brainstorm ways to incorporate and lead meaningful discussions about race in our contemporary society through the teaching of U.S. literature. Teachers who register for the seminar will have the opportunity beforehand to suggest texts they’d like to discuss and explore. No doubt *The Wire* will enter our discussion.

Taught by Professor Tim Libretti

ENGLISH LANGUAGE PROGRAM

Annual Report 2015-2016

Submitted by John Armour

Executive Summary

The role of the English Language Program (ELP) is to provide incoming freshman and international students with the opportunity to develop capabilities in the four main language skill areas of reading, writing, listening, and speaking. The goal for our students is to attain sufficient levels of proficiency in these areas to enable success in their current academic and future professional pursuits. In addition to our role in supplying developmental coursework, the Minor in Interdisciplinary English Studies is included as a part of the ELP.

Our students come from a variety of language backgrounds: native speakers of English, those who have immigrated to the US recently or are international students and have a fairly shallow exposure to the English language, and “generation 1.5” students who may have been born in the US or immigrated early enough to have spent most of their school years here, but have varying degrees of proficiency in English and may regularly speak a language other than English in their life away from the classroom. With these demographics in mind, the Program’s developmental courses are structured to provide courses for both native-and non-native speakers of English in the areas of reading and writing as well as classes with a clear focus toward English Language Learner (ELL) students in the area of listening and speaking. In most of our courses, there is a substantial overlap between these two populations. Ultimately, our focus is on bringing our students to a point where they can compete effectively in college-level general education and major coursework regardless of their language heritage. As such, the Program makes a substantial contribution to the University’s mission to “prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.”

Administration of the ELP has continued with John Armour in the role of coordinator for the third year. We had no faculty retirements or resignations this year and our headcount remained at eight full-time instructors and a full-time program support specialist. Two of the Program’s instructors continued to teach part of their appointments in the Teaching English as a Second Language Department. Due to a slight increase in initial course enrollments, we hired two adjunct faculty members to cover three developmental courses in the fall semester while no adjuncts were required

for the spring semester. Seven of our full-time faculty were assigned 24 credit hours, and the eighth was assigned 22.5 credit hours. Faculty loading was up significantly from the year before.

The need for a tenure-track faculty member in the English Language Program has been known and acknowledged by both internal and external reviewers for several years. A successful search was conducted this year, and Dr. Ulugbek Nurmukhamedov was hired into TESOL as his home department. He will have a split assignment between TESOL and ELP, and will assume his role as the new Coordinator of the English Language Program in the 2017-18 school year.

The summer of 2015 saw the second year that ELP offered the English & Math: Enrichment, Readiness & Growth Experience (EMERGE) program. The EMERGE program offers an intensive 3-week writing workshop to new incoming freshmen students who place into ELP 114 or ELP 120 and who choose to participate. The goal of the program is simply to hone the students' writing skills in preparation for retaking the placement test in order to advance one or more levels in their placement for the Fall semester. This year's program expanded the number of developmental levels; in the first year only the highest writing workshop was offered, but this year the top two levels were offered. Our results were significantly better for this second year. In the first year 65% of our students advanced at least one level. This year the overall advancement rate was 97%, and of those eligible to advance more than one level, 50% advanced two levels.

At the end of the 2014-15 academic year, a concern was raised that we were not in compliance with IBHE regulations that require all developmental courses to have zero-level course numbers, and those courses must not provide credit that applies toward graduation. In order to bring the university back into compliance on this issue, our three developmental writing courses and two developmental reading courses have been reconstituted and will be in compliance for the 2016-17 school year. We also revamped the existing courses and left them as 100-level courses that will be available only to ELL students who have adequate academic language skills in their native language and are only building the skills in English to supplement their native language skills. Given recent changes in our demographic, that student category has shown a long decline, and the 100-level course will not be offered until such time as this group of students shows sufficient numbers to fill classes.

2015-2016 also saw the second year of the new "Stretch English" pilot program. The program, a two-course sequence (ELP 101 and ELP 102), is an alternate route to fulfilling the requirements for ENGL 101. Taking students who placed into ELP 120 and putting them in a year-long cohort, the courses stretched the work of ENGL 101 across two semesters to give developmental students more time to build the skills necessary to be successful college writers. While other schools without existing developmental programs have seen good results, the results over the last two years here at NEIU were quite disappointing. Students don't seem to care for the two-semester cohort and advisors were hesitant to enroll them in the course. In the first year, of sixteen students who took the course, only eight completed the course with a passing grade (eight students dropped or failed the first semester). In the second year, the results were

worse. We had 32 students enroll in two available sections (one taught by English faculty and one taught by ELP faculty). Ten students dropped the course in the first semester, nine of the remaining were unsuccessful in the second semester. All in all, we had a 50% success rate in the first year and only a 41% success rate in the second. Based on these results the pilot ended and the courses were not offered for 2016-17.

I. Program Plan

A. Long term goals

1. Develop and get approval of formal learning outcomes and assessment methods for all courses across the Program.
2. Implement an annual professional development experience for ELP instructors.
3. Newly implemented course-level and program-level assessments of learning outcomes will be conducted, examined, and revised to provide better metrics of the Program's effectiveness.
4. Discussions will be held with the Accessibility Center and other support services which target learning-disabled students, in order to determine the ways in which the ELP can help them succeed academically.
5. The English Language Program will hire one faculty member specializing in working with Learning Disabled students.

B. Projected needs

1. Faculty
None
2. Equipment
None
3. Other Resources
None

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Annual Report 2015-2016

Submitted by Erick Howenstine

Executive Summary

In 2015-16 the Department hired a new faculty member Dr. Alex Peimer, to replace 3rd-year Dr. Caleb Gallemore who left the university after Spring. The transition was nearly seamless and Peimer began in Fall. Chair Dr. Erick Howenstine served his second year as Chair of the Faculty Senate, Dr. Storie was elected to the GCAC and the department continued its advisor/leadership role in the Green Fee Committee and the Green Conservation Group club which, among many other things, sponsored the first Green Business Conference, which drew 600. G&ES and Biology were successful in gaining the status of Tree Campus USA for Northeastern. Faculty published five articles in professional journals and attended professional conferences, as shown below. Working with Institutional Advancement we created a departmental endowment fund with donated funds, which we have used to help students who travel to present academic papers. Our Facebook presence was recognized as among the most active departmental pages. We held our 8th annual Fall Picnic and our 6th annual Awards Ceremony for graduating students and families. G&ES continues to provide Institutional Research with supervised GIS interns for University work. We revised our program objectives and linked those to specific courses. We began writing exams by which to measure student achievement and program success. Working with Academic Affairs and Facilities Management G&ES renovated our classroom – floors, walls, ceiling, equipment, and furniture. A bank of 30 computers now allows more traditional classes to use the internet and software. Also in 2015-16 we completed the 7-year Program Review, receiving very positive feedback from Dr. Paul Kaldjian, chair of Geography and Anthropology at University of Wisconsin Eau Claire. Enrollments fell slightly during this period which included sharp state funding cuts and periods of Furlough -- but they fell in line with University enrollments. GIS Certificate enrollments have nearly reached capacity and the M.A. in G&ES is also strong.

I. Program Plan

A. Long term goals

Long term goals include integrating program assessment into our standard procedures, strategic hires, as Dr. Kaldjian pointed listed the “small number of faculty” as our biggest weakness while pointing out “the disparity between the size of the department and what it delivers.” He also noted that we could improve “our relationship and communication with (and support from) alumni;” to that end are currently taking steps with Institutional Advancement to solicit contributions in a systematic way. The Environmental Science major, in the natural sciences, became active. We participated in the design in that major, to complement our own human/environmental approach to environmental issues. We will work together to jointly promote our programs.

B. Projected needs

1. Faculty

Several non-tenure-track faculty members have moved from adjunct to Instructor, but they are not budgeted so still leave us uncertain term to term. G&ES and Economics proposed an interdisciplinary hire in the area of Urban Geography/Urban Economics. The position was not funded but it remains an interesting solution to build the Urban Geography concentration in G&ES and also help Economics continue to grow.

2. Equipment

Our hanging maps are decades old, making many of them unusable. We won't need to replace all of them because of classroom projectors but we will need new pull-down wall maps in the near future and a large globe. Also, we expect to update equipment used in Field Methods, including drones, GPS devices, a transit, and other new technology.

3. Other Resources

We do not anticipate the need for major resources at this time beyond the continued assistance we have been receiving to support our international course, our online and flipped classrooms, our field trips, our technical courses. New support will include some assistance for fundraising and possibly recruitment.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Gallemore, C. (n.d.). Transaction costs in the evolution of transnational polycentric governance. *International Environmental Agreements*. Online Early Access

Gallemore, C. K. (2016). Transnational markets for sustainable development governance: The case of REDD. *World Development*, 86, 79-94.

Liu, T. and Yang, X. (2015). Land change modeling: status and challenges. In: J. Li and X. Yang (Eds), *Monitoring and Modeling of Global Changes: A Geomatics Perspective*. Dordrecht: Springer.

Peimer, Alex W., Adrianna E. Krzywicka, Dora B. Cohen, Kyle Van den Bosch, Valerie L. Buxton, Natalie A. Stevenson, and Jeffrey W. Matthews (2016). *National-Level Wetland Policy Specificity and Goals Vary According to Political and Economic Indicators*. Environmental Management: 113. DOI: <http://dx.doi.org/10.1007/s00267-016-0766-3>

Schafer, J; Gallemore C (n.d.) *Testing for behavioral bias in a case study of multi-criteria decision analysis for regional development of parks, trails and natural areas*. Environment and Planning C. Online Early Access

2. Conference Presentations, Group Shows

Liu, T. and Yang, X. (2015, August) . *Mapping Urban Morphology through Satellite Remote Sensing and Geospatial Analysis: A Comparison of Two American Metropolises*. Paper presented at the 27th International Cartographic Conference, Rio de Janeiro, Brazil

Storie, MS. (2016, April). *Environmentally responsible behavior and exceptional experiences in nature: A study of how environmental epiphanies impact self-reported behavior*, XXIst International Conference for the Society of Human Ecology, Santa Ana, CA.

B. Alumni News

Isiah Dalton (Geography 2009) joined the Peace Corps in Azerbaijan 2013-2015

Nancy Hirsch (NTDP, E.S. 2015) finished her M.A. at UIC and is working with the Peace Corps, Madagascar 2015

Kat Kocisky (G&ES M.A. 2015) began a PhD program in Urban Studies, UW Milwaukee. Project Assistant.

Wilfredo Matamoros (G&ES M.A. 2001, PhD USM 2010)) et al. published *Fish faunal provinces of the...* in Biological Reviews, April 2015

Rosellen McGary presented *Social Spaces in Chicago at Night: The impact of gentrification on nightlife in the city*. Association of American Geographers Annual Meeting, San Francisco April 1 2016

Anthony Ross (Env. Studies Fall 2014) and Jan Kyrza (G&ES M.A. Grad GIS Cert 2014) won the Regional EPA Administrator's Award for Excellence 2015

Wil Mahia won the Oceana Award for environmental protection, Belize

HISTORY

Annual Report 2015-2016

Submitted by Michael W. Tuck

Executive Summary

Students, Teaching, & Staffing

The department currently consists of eight tenured/tenure-track faculty (including the chair) and four budgeted full-time instructors (as distinct from adjunct instructors). We lost two faculty members during the 2015-16 year. Professor Zachary Schiffman retired in December 2015. It is difficult to say enough about what he meant to the department. In his 28 years at NEIU he served as Chair for eight. He was a Bernard J. Brommel Distinguished Research Professor who had published four books, at least 18 articles and book chapters, and he had won four Faculty Excellence Awards. He was also active on the Faculty Senate and with the UPI, and he was made Professor Emeritus at the December Commencement. His retirement left us with only one TP faculty member in European history. We were also sad to see Dr. Joan Johnson leave, who departed for a job at Northwestern in December 2015. While only a part-time instructor she was a distinguished scholar in her field, had multiple books and multiple excellence awards.

The good news regarding our faculty was that two TP faculty earned promotion during the year. Dr. Charles Steinwedel was promoted to Professor, and Dr. Mateo Farzaneh was promoted to Associate Professor with tenure.

The numbers of teaching faculty are reduced nearly every year by leaves. In the 2015-16 year, for example, we had two instructors who were on leave. Dr. Richard Grossman was on leave in the Fall 2015 semester and Dr. Leo Bacino was on leave in the Spring 2016 semester. Dr. Grossman was working on developing a new course, and Dr. Bacino was conducting research on a new book project. We also had one faculty member on a medical leave in Spring 2016.

Apart from numbers we are happy to be able to boast about quality of our students. For our undergraduate majors, in the Spring of 2016 we had 33 students who were on the CAS Dean's List, up from 26 the previous year. We also had 10 students inducted into the international history honor society, Phi Alpha Theta.

The department supports students with two scholarships. The Susan E. Rosa Memorial Scholarship (\$1000) honors our late colleague, and represents a great deal of work on the part of Liesl Downey in Development and the commitment of our faculty. It was not awarded this year as we had no student who met the application criteria. The Brommel-Lindberg Scholarship in History was awarded to Emily Romano, to cover expenses at NEIU.

We implemented some curricular changes during the year. This was the first year of offering our WIP course, Hist 275: Writing and Methods for History Majors. This has been a years long process as we have taught different versions of the WIP course. We also had to move through a program change to allow for the WIP course in our major without adding an additional course. The next step is to ensure that students take this early in the major as intended. We are trying to do that through departmental advising, but we may have to come up with another method if students continue to put it off until their last semester.

Faculty introduced new classes during the year which proved to be popular with students. George Gerdow taught a 300 level course at El Centro, “US Surveillance State, 1898-present”. He developed this course while on leave last year. Professor Charles Steinwedel also taught a new course, “Human Rights in Global History”. This is part of our efforts to teach innovative courses that are outside of the normal definitions of area or chronology. This course will also become part of the new University Core Curriculum offerings.

Over the 2015-16 school year, the Department of History offered the following numbers and types of courses:

Fall 2015

Total sections: 35 (includes 3 at El Centro)

Broken down by type of course

First Year Experience: 1

General Education courses: 14 total (2 at El Centro campus, 12 on main campus)

300- level electives for majors: 14

Writing and Methods courses for majors: 3

400- level MA courses: 3

Spring 2016

Total sections: 29 (includes 2 at El Centro)

Broken down by type of course

General Education courses: 15 (2 at El Centro campus)

300- level electives for majors: 10

Writing and Methods courses for majors: 2

400- level MA courses: 3 (also one 300 level courses cross-listed for graduate credit)

Research

We are fortunate to have a department with an ingrained culture of academic research and publishing. Book projects—among our tenured and tenure-track faculty and our instructors—are long term scholarly endeavors. This year saw one book published and two more completed. Professor Charles Steinwedel’s book was published this year:

Threads of Empire: Loyalty and Tsarist Authority in Bashkiria, 1552-1917. Bloomington: Indiana University Press, April 2016. In addition, two other faculty members, Assistant Professor Joshua Salzman and Associate Professor Christina Bueno completed and submitted final manuscripts for which they have book contracts with major university presses.

Other notable research accomplishments include an article prize for Assistant Professor Joshua Salzman. His article, "Bionic Ballplayers: Risk, Profit, and the Body as Commodity, 1964-2007" *LABOR: Studies in the Working-Class History of the Americas* 11 (Spring 2014): 47-75, won the Biennial "Best Article Prize" from the Labor and Working Class History Association. He was also the recipient of a Summer 2016 Research Project Stipend, as was Associate Professor Christina Bueno.

Service

Members of the department are active across campus, in the community, and across the nation with different types of service. At NEIU the groups and organizations on campus that we support in LLAS, Women's and Gender Studies, the Pedroso Center, El Centro, and the Colleges of Education and Business.

Many of our department activities are sponsored by the history honor society, Phi Alpha Theta. Over the last several years, Phi Alpha Theta has become an increasingly lively faculty/student organization, featuring lectures, professional development workshops for History Majors and Minors ("how to apply for graduate school") and a social forum. Under the guidance of Professor Mateo Farzaneh, last year's events included a two-week book sale in the Village Square and the annual reception, which welcomed 10 new members to the Honor Society, awarded the *Brommel-Lindberg Scholarship in History* and brought students, faculty, administrators, and friends-of-the-department together in a celebratory setting.

A fruitful collaboration has been between Professor Joshua Salzman and the Ronald Williams library. Professor Joshua Salzman and Associate Dean of Libraries Dave Green co-authored a winning \$4,999 grant from Consortium of Academic and Research Libraries, entitled: "Unlocking Chicago's History: A Guide to Conducting Research in Chicago City Government Records." They lead a team of Northeastern librarians and researchers in tracking down the scattered, sometimes hidden records of the City of Chicago dating from 1833 to the dawn of the twenty first century. Northeastern's team will create a multi-media, text-and-video-guide to using city government documents. The guide will be made available to students, scholars, and librarians on the website of the Ronald Williams Library.

Work which straddles service and scholarship should also be mentioned. Three of our faculty members—**Francesca Morgan, Joan Marie Johnson, and Joshua Salzman**—are co-directors of two different seminars at the Newberry Library in Chicago. The first, directed by Morgan and Johnson, is on Women and Gender, while Salzman co-directs a seminar on the history of capitalism. The Department of History supports these seminars financially and intellectually, as they provide service to other scholars and opportunities to our faculty to be active in their fields.

I. Program Plan

A. Long term goals

The department has a number of goals, some long-term and some more immediate, and include:

- Creating program goals and an assessment system for our MA program
- Hiring of new Tenure-Track faculty members in European and US history
- Creating outreach and fundraising programs that target our alums
- Continued marketing of our MA program to attract both more students and to have enough applicants to be selective

B. Projected needs

1. Faculty

Our department's projected needs can best be explained in the following quote from the external review produced a year ago by Professor Kirk Hoppe of UIC:

“A second noticeable gap in teaching and research expertise is in the area of colonial and indigenous North American history. The department is strong in 19th and 20th century US history, race, and gender. The department does not have a historian of early North America. Early North American history courses are popular with students and are necessary to students' ability to locate the United States and the Americas properly within global contexts. This gap in expertise and curriculum should not be allowed to stand as it endangers the integrity of the department's curriculum as well as risks losing the ground the department has gained through innovation in curriculum design.”

We are very happy to have a search ongoing this year for a colleague in European history. However, that doesn't reduce the need for someone in Early America.

2. Equipment

First the good news: we do not need expensive equipment like in the sciences. Most of the faculty can and do pursue their work with access to materials from the library. However, we do have certain needs. Foremost is a functioning computer for every faculty member. That should be a given, but it is not. NEIU needs to provide new and up to date computers for faculty so we can access the latest learning technology and pursue our research.

Secondly, we have basic needs for office furniture. We have no department budget for this, and it locks us into a Catch-22: facilities management comes around telling us that our file cabinets, desk chairs, and other office furniture is in violation of safety codes, but we have no money to replace them. That should not be a requirement of the department. NEIU needs to provide safe and functional office equipment for every faculty and staff member.

3. Other Resources

Our main requirement is travel money. It's hard to learn about the world unless one can occasionally travel there, whether for conferences or research. We have faculty who are specialists in Latin America, China, Europe, the Middle East, and Africa. That requires a commitment from the university to ensure they can stay up to date in their fields, and that requires travel.

The elimination of our department travel money has meant that TP faculty can only attend one conference a year, and our Instructors cannot go to any. We are fortunate to have PhD holding instructors who also conduct research, but with no funds for travel they cannot do it. The lack of resources directly and negatively impacts our ability to fulfill the teaching and research missions of the university.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Steinwedel, Charles. *Threads of Empire: Loyalty and Tsarist Authority in Bashkiria, 1552-1917*. Bloomington: Indiana University Press, April 2016). Awarded a Subvention as part of the Association for Slavic, East European, and Eurasian Studies First Book Subvention Program, November 2015.

2. Book Chapters, Regional Exhibitions or Performances

Bueno, Christina. "Quetzalcoatl," in Eric Zolov, ed., *Icons of Mexico* (ABC:CLIO), 2015.

3. Articles and Abstracts, Local Exhibitions or Performances:

Hoel, Nikolas. Review of Joyce E. Salisbury, *Rome's Christian Empress: Gallia Placidia Rules at the Twilight of Empire* (Baltimore: Johns Hopkins University Press, 2015) in *The Medieval Review*. TMR 16.05.21.

Salzmann, Joshua. "Nature in the Urban Jungle: Leisure and Identity Formation in Chicago," a review of Colin Fisher, "Urban Green: Nature, Recreation, and the Working Class in Industrial Chicago," *The Journal of the Gilded Age and Progressive Era* 15 (April 2016): 236-237.

Steinwedel, Charles. "The Uses of Soslovie in Imperial Russia." Blog post on Alison Smith, *For the Common Good and Their Own Well-Being: Social Estates in Imperial Russia*. Russian History Blog, August 13, 2015. <http://russianhistoryblog.org/2015/08/the-uses-of-soslovie-in-imperial-russia/>

4. Conference Presentations, Group Shows

Bueno, Christina

- “Law and Archaeology in Porfirian Mexico,” Southeastern Council on Latin American Studies, Cartagena, Colombia, March, 2016.
- “Excavating a Past: What Archaeology Can Teach Us about Nation Building,” American Historical Association annual meeting, Atlanta, Georgia, January 2016.

Hoel, Nikolas. “Gregory of Tours and the Episcopalis Audientia: An Issue of Authorial Purpose,” Fourth Annual Symposium on Medieval and Renaissance Studies, Saint Louis University, June 2016.

Miller, Patrick. “Symbols Matter: *Race* and the Politics of Popular Memory,” presented at the research conference, “*Whose North America? Identity, Agency, and Belonging*” Maple Leaf & Eagle Conference, University of Helsinki, Finland, May 2016.

Morgan, Francesca

- Co-discussant in the National Council on Public History Working Group “Building Capacity to Challenge Exclusive Uses of the Past.” Conducted at the annual meeting of the National Council on Public History, Baltimore, March 19, 2016.
- “‘The Chatty Old Lady’: Explorations in Gender in American Genealogy.” Presented at the Newberry Seminar on Women and Gender, Dr. William M. Scholl Center for American History and American Culture, Newberry Library, Chicago, February 19, 2016.
- “Nation of Descendants: Genealogy and the Self in America,” Presentation at the Department of History, Loyola University, Chicago (September 30, 2015).

Salzmann, Joshua. “The Commodification of Civic Beauty: Daniel Burnham and Chicago’s Municipal (Navy) Pier,” Conference on Illinois History, Springfield, IL, November 2015.

Steinwedel, Charles

- “Threads of Russian Empire: Identity and Authority Where Europe Met Asia, 1552-1917.” Invited presentation at the UIC Institute for the Humanities, University of Illinois-Chicago, February 27, 2016.
- Discussant for a Panel entitled “Pointing North: Imagined Geographies in Late Imperial Russia.” Association for Slavic, East European, and Eurasian Studies Annual Convention, Philadelphia, PA, November 20, 2015.

5. Funded grants

Miller, Patrick. *J. William Fulbright Bicentennial Distinguished Chair in American Studies*, Program in North American Studies, Department of World Cultures, University of Helsinki, Finland, 2016-2017

6. Service

Hoel, Nikolas. Nominations Chair, Hagiography Society, 2015-Present

Miller, Patrick

- Series Co-editor, “The African American Intellectual Heritage,” Book Series, University of Notre Dame Press (2004-)
- External Review for Personnel Committee, Department of History, University of Mississippi.
- Consultant, “Sport: Leveling the Playing Field” permanent installation of the *National Museum of African American History and Culture*.

Morgan, Francesca. Co-chair, Seminar on Women and Gender, Newberry Library, Chicago.

Salzmann, Joshua. Co-chair, History of Capitalism Seminar, Newberry Library, Chicago.

B. Student Achievements

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

The following students presented papers, written under the guidance of Joshua **Salzmann**, at the Conference on Illinois History, Springfield, October 2015:

- Cogswell, Christina M. (B.A. '15 History), “Fire Codes in Twentieth Century Chicago: The Iroquois Theater Fire and the Perception of Public Safety”
- Schroeder-Einwiller, Forrest (B.A. '15 History), “Give Our Speechless Children the Power to Speak: Deaf Education and the Rise of Deaf Culture in Chicago in the Early 20th Century”
- Serb, Robert, “Lucky to Be Left Out of the Fair: ‘Buffalo Bill’ Cody and the 1893 Columbian Exposition”
- Hudson, Eric, “WWII Living Memorial in Des Plaines, Park Ridge, and Evanston”

2. Acceptance to graduate or professional school;

Van Aelst, Crispian (M.A. History, 2016; B. A. History, 2011) was accepted to the Library and Information Science M.A. program at the University of Illinois at Urbana-Champaign. He expects to obtain that M.A. in 2017. He has also garnered internships at the Pritzker Military History Library, Chicago, and the Mitchell Museum of the American Indian, Evanston.

JUSTICE STUDIES

Annual Report 2015-2016

Submitted by Cris Toffolo

Executive Summary

This report, where possible, uses the categories of the university's strategic plan to discuss the work of the Justice Studies (JUST) department during the past year.

Before proceeding to that, it should be noted that all of the following was accomplished in a year when all faculty, no matter how low their salaries, were forced to take furlough days due to the lack of state funding. Not only did this cut into the number of work days in which we accomplished the following, it also added a tremendous amount of unnecessary stress and confusion – this affected everyone, including our students who in spring 2016 did not know if they would still be able to get the classes they needed to graduate. It is hoped that the following will inform those who have the power to fund Illinois' public universities and they will come away after reading this report with a renewed commitment to these institutions which help create a good quality of life for all citizens of our state.

Student Success

The Justice Studies (JUST) department continues to maintain a culture that fosters student success. This year we are the fifth most popular major in the College of Arts and Sciences (CAS) and seventh at the University overall. In Fall 2015 we had 342 declared majors, 14 Social Justice minors, and 75 Criminology minors. We also are the managing department for the interdisciplinary Child Advocacy Studies (CAST) minor, which now has approximately 71 minors. During the 2015 academic year (the last year for which we could obtain complete records) 92 JUST majors completed their degree. This amounts to 9.9 percent of all CAS undergraduates who graduated this year.

Within this overall picture of success, there are some unique highlights: 67 majors made the dean's list in Fall 2015, with 56 doing so in Spring 2016; and 9 earned Justice Studies Scholars Awards. The latter are given out to JUST majors who have completed 90 hours of coursework while maintaining a GPA of at least 3.8 and whom the faculty judge to have "strong potential for continued scholarly work that will advance the field of Justice Studies." In addition, 3 majors received Social Justice Awards for their work in the community and/or on campus, demonstrating strong leadership abilities. One of these students, Kenya Barbra, subsequently was chosen as NEIU's VISTA volunteer for 2016-2017.

Mariana Zapata won the IME-Beca Fellowship from the Mexican Consulate as well as a "Dreamers & Allies Run Scholarship," and JUST alum, Berhane Hailemichael, who this year entered NEIU's School of Education to pursue a Masters of Community and Education Leadership, was awarded the very first Graduate Dean's Research and Creative Activities (RCA) Graduate Assistantship. This is one of the only research assistantships given out by NEIU's graduate program. He is using this grant to continue working with Cris Toffolo to research the causes of, and possible solutions to, violence in Chicago's black community.

Three other JUST majors presented at NEIU 25th Annual Student Symposium: Qyjon Clark delivered a paper on why the Black Lives Matter movement does matters to the whole country; Aleshia Carter's talk was on Mark Zuckerberg's impact on the socioeconomic and moral welfare of the United States; and Johnny Jimenez presented his research on the links between the use of non-prescribed medication and violent behavior among adolescents and young adults. This research he conducted during the 2015 Summer Research Opportunity Program (SROP) at Michigan State University, where he likely will enter a doctoral program upon his graduation next year. Drs. T.Y. Okosun and Cris Toffolo played an active role in helping these students prepare to present their research.

Academic Excellence and Innovation

This year we completed an External Review of our program and hence had an external set of eyes assess our department. Here are highlights from that report:

My impressions of the Justice Studies major and minor were extremely positive. ...

The Justice Studies major is one of the largest majors in the College of Arts and Sciences. Despite this Dr. Toffolo meets individually with each student entering the program to orient her or him to the Program and to college. ...

There is a coherent structure to the curriculum. The course sequence begins with an introduction to social justice and moves through skill acquisition (writing and research methods) toward theory and a practicum with a culmination in a fieldwork experience. The needs of the NEIU student body are incorporated into the practicum as students prepare resumes and cover letters and apply for internships. The extensive list of fieldwork placements provided by the Program is impressive, as is the fact that many of these internships are brought to the Program by former students. ... The sequencing of courses provides for exploring the topics on increasingly deeper levels, moving from description to theory to practice. ... I was extremely impressed with the faculty's appreciation of the strength of students' life experiences and what they bring to the classroom that students who may be more academically prepared may not. ...

Many students majoring in Justice Studies at NEIU begin their study with the goal of working in law enforcement. Yet much of what they are learning in class is

critical of the criminal justice system. [As such] ... the program is ideally suited for creating a post-Ferguson justice system. Courses and events organized around this theme might help students make that leap.

One way in which the Program provides role models for career paths is by hiring former students as instructors. My meeting with three of these instructors was heartening. Justice Studies clearly changed their lives and in turn they are able to show students that a career that combines activism and academia is not out of their reach. They praised the faculty for their mentorship. The potential for transformative justice clearly exists within the Program.

I was particularly struck by the global experiences offered to students. Faculty led trips to the United Nations offices in Geneva, Switzerland provide students with an opportunity to witness the halls of power, to feel that they have a right to be there, and to see that questions of social justice are center stage world-wide. Students have also traveled to Mexico to experience struggles for social justice in a developing country.

In summary, I came away from my day at NEIU impressed with the dedication, indeed affection, with which the professors and instructors talked about their students.¹

This report mirrors the feedback we received from our annual exit survey. Again this year it revealed our majors have a very positive perception of almost all aspects of our program. 100% percent said they were “very satisfied” (73%) or “satisfied” (2%) with the content of JUST courses; 93% (with a similar breakdown) said the same about the quality of instruction. Similar results were recorded for how much they improved their writing and creative thinking skills, and for the skills they gained in their internships. An open-ended question which asked student what they liked best about the program elicited many positive responses. Several said that Justice 345 & 350 prepared them well for the workforce. Other said all their classes were very helpful, followed by specific accounts such as: “I’ve developed a better understanding of the world we live in and the world we want to live in,” and “the whole ... program has given me a better outlook on each institution I have learned about. I also think that the professors ... are very knowledgeable in their field of studies.” And other comments specifically about professors included: “just having the professors and staff on call at all times. ... did all they could to ensure we passed and learned something,” and “My teachers... the majority were amazing ... and very helpful!!

To ensure that students continue to find our programs valuable, the JUST faculty is constantly updating the curriculum and their pedagogy. This year a new course was approved through the governance processes: JUST 305 The Carceral State: A Contemporary System of Punishment and Control. It was created by Kayla Martensen, an instructor who graduated from our program and now is finishing her PhD at UIC.

¹ June Lapidus, “External Review of Justice Studies Program,” Report submitted to the Administration of NEIU, March 30, 2016.

We also got two courses approved to meet the new ELE graduation requirement, our JUST 350 Internship course and JUST 339 Tenants' Right Clinic. In the latter, students work with Ed Voci, the lawyer who teaches the class, to assist his actual clients with their housing problems crises. In the process students learn what it is like to be a lawyer on a daily by attending eviction court, visiting with a client, filing motions, etc. This class also helps many students learn how to solve their own housing dilemmas.

We often utilize high impact pedagogies. Again this year Dr. Adam Messinger had his class participate in the national program, "16 Days of Activism Against Gender-Based Violence" for which they did activities outside the classroom to help educate the entire university community on this issue. Dr. Cris Toffolo had her theory class link up for two sessions with students at the American University in Cairo Egypt using distance learning technology. Before and after each live class they read the same materials and emailed one another. Then during the live sessions they directly questioned their peers from the other campus. This stimulated new thinking and was one of the students' favorite parts of the course, as revealed by course evaluations.

Understanding the potential of study abroad to enhance student learning, again this year JUST faculty led a study tour to Geneva, Switzerland, to teach students about how the United Nations helps to promote human rights. This year's trip was led by Drs. Cris Toffolo and Rachel Birmingham. As always this is a great opportunity for our students to gain access to centers of power, to learn about these structures, and to meet high profile individuals. Such experiences increase their confidence and their ability to rise to such levels of influence.

Urban Leadership

Again this year we were one of only four departments to run our full major at the new El Centro (EC) Campus. We successfully ran 10 courses there and we provided advising.

The Justice Studies Club, along with the NEIU campus group, Formerly Incarcerated Standing Together (FIST) organized a very important discussion on "Mass Incarceration and Current Movements." The featured speakers were three NEIU alum who stated that it was the support and encouragement they got from NEIU faculty that helped them to complete their degrees and go on to do good work in the community.

This year we served as the fiscal agent for both the *Stateville Speaks* prison newsletter and the Prison Neighborhood Arts Project (PNAP) which provides non-credit bearing college courses in Stateville prison and venues for the public exhibition of inmates' art.

Our department also has an impact on Chicago's youth through many activities related to the Child Advocacy Studies (CAST) minor. Catherine Korda is Chair of the Peterson Elementary School Parent Advisory Council as well as being the President of Friends of Peterson association. For the former she institution she gave a presentation on child development, and a related "Ribbons for Peace" project she led, she was interviewed by *DNA Info* in December 2015.

Dr. Cris Toffolo, who is a member of NEIU's Genocide Research Group, helped to organize, and spoke at NEIU's 4th annual "Genocide and Resistance in Africa and the Diaspora," and she was a respondent speaker after the showing of *He Names Me Malala*. JUST faculty also led a "Speak Out" for African American Victims of Police Brutality at NEIU.

Beyond Chicago, Dr. Toffolo remained very active in The Truth Telling Project for Ferguson and Beyond (TTP) by continuing to serve on the TTP's board and helping to organize speak out events in Ferguson. The TTP is now creating educational materials based on these events. It is hoped these will be used in classrooms around the country to help people understand the structural racism that underlies the many, many killings of black people by police across the country, and in the process generate empathy and a will to stop these atrocities.

Exemplary Faculty and Staff

Dr. Dragan Milovanovic continues to publish prolifically and to expand his areas of research. In addition to the works he published this year, listed at the end of this report, he is currently working on a 4th edition of his *Sociology of Law* book with Carolina Academic Press. He is also in the process of securing a book contract for an edited volume on *Quantum Holographic Approaches in the Social Sciences*, and he is finishing two other articles on this general topic.

Dr. Adam Messinger is also a very busy researcher. His work has already brought him to national attention. In addition to the several papers and presentations listed at the end of this report, it should be celebrated that he and his co-investigator were selected for a four-year, \$2.81 million National Institutes of Health grant to study intimate partner violence among sexual minorities. And after "Gamergate" he worked here at NEIU with Joanna Snawder to create a panel discussion event (open to NEIU as well as the community) on sexual harassment and threats by men against women on the internet.

Dr. Cris Toffolo was asked to design and run a special inaugural faculty workshop at Algoma University in Sault Ste. Marie Ontario, in order to improve inter-racial, inter-ethnic dynamics on the campus. She also was invited to participate in a special research conference in Rwanda designed to engage local scholars with international scholars. Her research focuses on the difficult political challenges of reintroducing the teaching of history in K-12 education after the genocide.

After Dr. Shelley Bannister retired from teaching in December, because of the immense regard in which she is held, Dr. Helldobler asked her to serve him as an advisor focused on improving university communications and building trust. Similarly Dr. Nancy Matthews was tapped by the Associate Dean Dr. Katrina Bell-Jordan and Student Affairs Coordinator, Kris Pierre, to spearhead and organize this fall's major event for the Economic Inequalities Initiative. In response she put together a day-long summit that was widely attended. It included two sets of roundtables, a keynote talk by Ralph Martire of the Center for Tax and Budget Accountability, and a student panel of Justice

Studies majors, including Kenya Barbara, Giovanni Baez, and Rhianion Broschat. Dr. Matthews, also served as an external reviewer for tenure/promotion case of a faculty member at St. Louis University, and as an external reviewer for Ohio University Research Council proposal.

And all three full time instructors: Deberah Bernstein, Audrey Natcone and Dr. June Terpstra, we all awarded the new rank of Senior Instructor for their many, many years of excellent service that includes much beyond their wonderful teaching.

As in past years members of the department provide leadership to several national academic professional associations: Dr. Maria De La Torre serves as Membership Chair on the board of the Justice Studies Association (JSA) and Cris Toffolo continued to serve as co-chair of the board of the Peace and Justice Studies Association (PJSA) and on the board of the new global organization, Educating for Global Peace (EGP) which has a mission of mainstreaming peace education in K-12 education.

Fiscal Strength

Ms. Cynthia Kobel, of the Montgomery Family Foundation, continued to give an annual gift of \$20,000 to underwrite the cost of producing *Stateville Speaks*.

And as part of the celebrations that took place to honor Dr. Shelley Bannister's work as she retired in December, we issued a challenge grant to set up a scholarship in her honor thereby continuing her work of fostering student success, but in a new way. Dr. Bannister, a former recipient of the 2014 Audrey Reynold's Award, NEIU's highest award for teaching, is a very skilled and much beloved professor, and thus many happily contributed to the establishment of this new award, allowing us to raise a total of \$10,000, enough to make this an endowed scholarship.

I. Program Plan

A. Long term goals

We continue to develop the offering of our full major at the El Centro Campus, and will continue to think of new ways to enhance this. And in the coming year, now that the External Review has been completed, we will work to develop a five year plan, which is now a standard part of the External Review process.

B. Projected Needs

For Faculty: Given we are likely to lose at least one TP faculty member in the next couple of years we very much need to be considered for a TP search in the near future. We are the only large department that does not offer general education classes (except the FYE course, JUST 109); therefore, we achieve our high student numbers almost exclusively from majors – and they deserve to be taught by full-time, tenured faculty. Despite this very strong need, we have refrained from submitting a request for a new TP line in recent years because we understand the fiscal constraints facing the university and we acknowledge other departments presently have even greater need. But we will need to be considered for new faculty in the coming year.

For Equipment: We have no major needs at this time, although a couple of our computers (including the office manager's) have been acting up and thus we could suddenly have an extremely urgent need in the very near future.

For Other Resources: As noted every year we would like a designated classroom to decorate with images and information relevant to our field—this is an easy request to fulfill in that it only entails designating a room; and we certainly can fill that classroom almost continually with JUST courses. And we need a meeting/work room: for *Stateville Speaks* to keep files in and do layout, and for other departmental uses. Lastly, despite serving the fourth largest number of majors at the university, the JUST Chair still does not have a proper chair's office. This is a problem because she frequently meets with several students at a time, and because she stores some of the department's extra equipment. The cramped quarters do not leave a good impression on prospective majors or visitors.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Milovanovic, Dragan, and Marty Schwartz, eds. 2016. Reprint of *Race, Gender, and Class in Criminology: The Intersections*, Routledge Publishers.

2. Articles and Abstracts, Local Exhibitions or Performances

Peer-Reviewed Book Chapters:

Messinger, Adam, S. W. Whitton, M.E. Newcomb, G. Byck, and B Mustanski. 2016. "A longitudinal study of IPV victimization among sexual minority youth," *Journal of interpersonal violence*, 0886260516646093.

Milovanovic, Dragan and Bernard Headley, "Rights and Reintegrating Deported Migrants for National Development: The Jamaican Model." *Social Justice* 43(1): 1-18 (2016)

_____. July 2015. "Rethinking Ontology in Criminology," *Journal of Theoretical and Philosophical Criminology*, 49-71.

_____. July 2015. "Invoking Cognitive Dissonance and the 'Abstract Machine': Toward a Process-Informational Paradigm," *Journal of Theoretical and Philosophical Criminology*, 137-177.

Articles & Interviews in News Outlets:

Korda, Catherine, Interviewed by *DNAinfo Chicago* in her work on the Ribbons for Peace Project, December 2015.

McFarlin, Maurice. Interviewed by *DNAinfo Chicago* in for an article “Chicago's Violent May Rivals Bloody '90s: ‘Our Community Is Under Siege’, June 2016.

Terpstra, June. 2016. “Hollow Women of the Hegemon Part II: Atrocity Enabling Harpies,” *21st Century Wire*, at <http://21stcenturywire.com/2016/06/24/stand-by-your-man-the-hegemonic-harpies-and-world-domination/>

3. Conference Presentations, Group Shows

Birmingham, Rachel. March 2016. “Understanding Child Grief,” talk given to parents and teachers at Peterson Elementary School, Chicago, IL.

De La Torre, Maria. “The Fight against the “I” Word: Racial Labeling and Justice Framing in the Immigrant Rights Movement,” presented at the Annual Meeting of the Midwest Sociological Society, Chicago, IL, March 23-26, 2016.

Martensen, Kayla. May 2015. “Control, Surveil, Detain: Analyzing the Racial Implications of the Carceral State,” paper presentation at the Justice Studies Association. Bridgewater, MA.

Matthews, Nancy A. S. Nzinga-Johnson and Brittany Mostiller. August, 2015. ““(Re)Centering Reproductive Justice in the Chicago Abortion Fund,” paper given at the Society for the Study of Social Problems, Chicago, IL.

Messinger, A.M. November 2015. “The Appropriation of LGBTQ Intimate Partner Violence in the Heterosexual Mutual Battering Debate.” American Society of Criminology Annual Conference, regular session paper, Washington, D.C.

_____, Eordogh, F., Ogarek, M., & Howard, K. November 2015. “GAME OVER? How Death Threats and Harassment Have Found a Safe Haven in the World of Online Video Gaming.” Panel event organizer and presenter, Northeastern Illinois University.

Milovanovic, Dragan. July 2015. Whole issue devoted to his recent book, *Quantum Holographic Criminology* (Carolina Academic press), *Journal of Theoretical and Philosophical Criminology*.

Toffolo, Cris. “Reimagining Diversity: Exploring the Complex Realities of Difference in Contemporary Higher Education” Keynoter at “New Beginnings of a New year: Reshaping the Academic Culture at Algoma University,” the Inaugural Faculty Workshop of the new Dean’s faculty development series, Algoma University, Sault Ste. Marie, Ontario, September 1, 2015.

_____, “Toward a Peaceful Future: The Critical Role of Education in Transforming Identity in Rwanda in the Post-Genocide Era,” presented at the International Conference on Research Collaboration, College of Arts and Social Sciences, University of Rwanda, Kigali Rwanda, 7th, October, 2015.

_____, David Ragland and Timothy Seidel. “Roundtable on Ending Police Brutality, Dismantling Racism and Building Justice,” presented at the “Cultivating the Just and Peaceable Self: Understanding Transformation and transforming Understanding in Research and Practice,” the Annual National Conference of the Peace and Justice Studies Association, James Madison University, Harrisonburg VA, October 16, 2015.

_____, David Ragland and Mark Lance, “Roundtable on Peace Begins with Truth: A Truth, Reconciliation and Peace Process for the USA” (a discussion about the Truth Telling Project of Ferguson and Beyond,” presented at the “Cultivating the Just and Peaceable Self: Understanding Transformation and transforming Understanding in Research and Practice” Annual National Conference of the Peace and Justice Studies Association, James Madison University, Harrisonburg VA, October 17, 2015.

_____ and Kimberly Veal, “Resistance: Black Lives Matter,” given at the Genocide and Resistance in Africa and the Diaspora, 3rd Annual Genocide Research Symposium, Northeastern Illinois University, November 10th, 2015.

_____. “What is Peace Education?” presentation given at the 4th Annual Peace and Justice Week Conference, University of California-Irvine, January 29th, 2016.

_____, Wamucii Njogu, Kris Pierre and Tara Shedor, “Discovering and Integrating a Common Theme for Civic Engagement & Service Learning at McHenry County College,” Main Presentation of the McHenry County College Service Learning Seminar, April 22, 2016.

4. Awards and Funded grants

Messinger, Adam, co-Investigator, with S. W. Whitton, Principal Investigator. May 2016. “Intimate Partner Violence in Sexual Minority Female Adolescents and Young Adults.” *National Institutes of Health*, grant# 1R01HD086170-01A1. [\$2.81 million for study period 2016-2020].

Bernstein, Deberah. Awarded Senior Instructor status by the JS department.

De La Torre, Maria. Sabbatical Leave, 2015-2016 academic year to work on her project Oral Histories of Activism in Mexican Chicago.

Natcone, Audrey. Awarded Senior Instructor status by the JS department.

Terpstra, June. Awarded Senior Instructor status by the JS department.

5. Service

Academic Organizations – Officer/Committee Assignments

De La Torre, Maria. Justice Studies Association, Advisory Board, Conference Program Committee, and Membership Chair, 2014-present.

_____, Midwest Sociological Society, Professional Issues and Standards Committee member, 2014-2017.

Toffolo, Cris. (2009-present) Board Co-Chair, Peace and Justice Studies Association (PJSA), North American Affiliate of the International Peace Research Association (IPRA). She also sits on the following committees of the PJSA Board: Conference Planning Committee; Publications Committee; and Diversity Committee.

_____, Amnesty International (USA). (2013-2015) Priorities Setting Sub-Committee of the national board.

_____, Educating for Global Peace, Founding Board Member, 2014-present.

_____, The Truth Telling Project, Founding Board Member, 2014-present.

Editorial Boards

Milovanovic, Dragan. *Journal of Critical Criminology*

_____. *International Journal for the Semiotics of Law*

_____. *Journal Crimen*

_____. *(Re)-Turn: A Journal of Lacanian Studies*

Terpstra, June. *Youth Voice Journal*, an international, multidisciplinary, peer-reviewed journal that publishes theoretical contributions and empirical studies on international issues affecting young people. YVJ is a member of the Committee on Publication Ethics (COPE). ISSN 2056-2969 (c) IARS Publications.

Toffolo, Cris. *Peace and Change: A Journal of Peace Research.*

_____. International Reviewer, *The Government: Research Journal of Political Science*, University of Sindh, Jamshoro, Pakistan, April 2016-present.

Manuscript Reviewer:

Birmingham, Rachel. *Journal of Interpersonal Violence.*

Matthews, Nancy. *Law & Social Inquiry.*

_____. *Law and Society Review.*

Messinger, Adam. *Journal of Interpersonal Violence.*

Milovanovic, Dragan. ***Journal of Societies***

_____. *International Criminal Justice Review*

_____. *Journal of Theoretical and Philosophical Criminology*

_____. *Onati Socio-Legal Studies (IISJ/IISL)*

_____. Routledge (book manuscript)

_____. Peter Lang (book manuscript)

Toffolo, Cris. Cambridge Scholars Press, editor for book series on innovations in peace studies.

_____. *The Government, Annual Research Journal of Political Science*. Published by the University of Sindh, Jamshoro, Pakistan, April 2016-present.

Community Service

Bernstein, Deberah. Continues to do volunteer pro bono work for abused women.

De La Torre, Maria. Continues to do volunteer work in the Immigrant Rights Alliance, (2013-present), United Front for Immigrants (2010-present), and Casa Aztlán (2005-present), Chicago.

Korda, Catherine. Peterson Elementary School Parent Advisory Council (PAC), Chair. _____ . Friends of Peterson, President.

Matthews, Nancy. Chicago Abortion Fund, board member.

_____. Take Back the Night Foundation, national board member.

Toffolo, Cris. Board of Advisors of Peace Education Welfare Organization, Karachi, Pakistan, April 2016 - Present

NEIU Committees

Birmingham, Rachel. Faculty Excellence Awards Committee, 2015- 2016.

_____. College of Arts & Sciences, Academic Affairs Committee. 2015-2016.

_____. Child Advocacy Club, Advisor, 2015-present.

De La Torre, Maria. Advisory Committee to the Center on Teaching and Learning, 2016-2018.

Matthews, Nancy. Women & Gender Studies, Coordinator & Member of the WGS Assessment Committee.

_____. University Without Walls Advisory Board.

_____. Philosophy Search and Screen Committee.

_____. Economic Inequalities Initiative Planning Committee.

_____. Women's HERstory Month Planning Committee.

_____. Black Women's Leadership Summit Planning Committee.

Messinger, Adam. College of Arts & Sciences Academic Affairs Committee, Fall 2015 – Spring 2016.

B. Student Achievements

Clark, Qyjon. “Why does the black lives matter movement actually matter?” Talk given at the 25th Undergraduate Research Symposium, NEIU.

Jimenez, Johnny. Presented his research on “Adolescent use of narcotics and violent behavior,” at NEIU’s 25th Undergraduate Research Symposium, and during the summer 2016 he again participated in the 10 week Summer Research Opportunity Program (SROP) at Michigan State University, researching links between the use of non-prescribed medication and violent behavior among adolescents and young adults.

Carter, Aleshia. “Mark Zuckerberg’s impact on the socioeconomic and moral welfare of the United States,” Talk given at the 25th Undergraduate Research Symposium, NEIU.

Zapata, Mariana. Won the IME-Beca Fellowship from the Mexican Consulate as well as a "Dreamers & Allies Run Scholarship."

C. Alumni News

Barbara, Kenya (graduated 2016) Americorps Vista position with Illinois Campus Compact, running NEIU’s Student Pantry and organizing events around economic inequality and first generation and low income students.

Barrientos, John (graduated 2016) Assistant Compliance Officer, Office of the Inspector General, Chicago Park District.

Brooks, Joshua (graduated 2015) Working as a Senior School Outreach Worker for the Institute for Nonviolence Chicago in the Austin community that focuses on violence intervention using Dr. Martin Luther King's philosophy of Nonviolence and creating the Beloved community.

Diaz, Jason (graduated 2012) Graduated from The John Marshall Law School, and currently is working as a lawyer.

Falvey, Robert (graduated 2012) Teaching in the Manheim School District in Berwyn and writing a book about activism in the 1960s.

Hailemichael, Berhane (graduated 2014) Currently enrolled in NEIU’s Master’s in Community and Teachers Leadership program, was awarded a Graduate Dean’s Research and Creative Activities (RCA) Graduate Assistantship for 2016-17. In 2015 he completed a diploma in Forced Displacement and Human Rights from the Human Rights Center, of the United Nations’ University for Peace. Also in 2016 he had a piece about his life published in David J. Smith, *Peace Jobs: A Student’s guide to Starting a Career Working for Peace*, Charlotte NC: Information Age Publishing.

Hodrick, Carolyn (graduated 2014) Working as an administrator in the Human Resource and Payroll dept. of the Baker and McKenzie Law Firm.

Kennebrew, Ebony (graduated 2013) Working on a Master's in Healthcare Administration and Public Health at Oklahoma State University. She will graduate in December 2016.

Barrientos, John (graduated 2015) Asst. Compliance Officer, Office of the Inspector General Chicago Park District.

Clark, Qyjon (graduated 2016) Corrections Officer, Statesville Prison and still producing music.

Falvey, Robert (graduated 2012) Substitute teacher in the Berwyn, Manheim District and currently finishing an anti-war book about Martin Luther King Jr. and Vietnam.

Khan, Meraj (graduated 2014) Police Officer City of Naperville

Ku, Paw (graduated 2015) Youth Case Manager, Heartland Human Care Service's Substance Abuse Prevention Program . She also is a coordinator for Refugee and Immigrant Youth Coalition, and is a frequent guest speaker at various conferences, including the UN Refugee Consultation in D.C, in 2016 and she has been featured in a Jesuit Refugee Services video.

Rosario, Juan (graduated 2016) Caregiver to people living with dementia, All Trust Home Care

Smykowska, Paulina (graduated 2013) Deputy probation officer, Riverside County, California.

LATINO AND LATIN AMERICAN STUDIES

Annual Report 2015-2016

Submitted by Dr. Francisco X. Gaytán

Executive Summary

This academic year the Latino and Latin American Studies (LLAS) Program completed its fourth year of offering a major and minor in the College of Arts and Sciences. The LLAS major supports the university's mission to provide an exceptional environment for learning, teaching, and scholarship and prepares a diverse community of students for leadership and service in our region and in a dynamic multicultural world. It also focuses on the Strategic Plan Goal 3.2 "Position and promote Northeastern as a leading Hispanic Serving Institution in the recruitment, retention, and graduation of Latino students," given the program's focus on Latino culture, which research has shown to benefit Latino students.

The LLAS program is dedicated to promoting research, training and engagement in the complex histories, cultures and politics of Latinos and Latin America. As part of a public, urban university whose mission is to provide high quality academic, the LLAS program offers students the opportunity to study the ever-growing Latino population in the United States. Currently, the Latino population consists of approximately 55 million people in the United States, or about 17% of the U.S. population; by the year 2050 the U.S. Census estimates that the Latino population will make up at least 30 percent of the total U.S. population. In the state of Illinois, Latinos are 16.5% or approximately 2 million residents; in the city of Chicago, Latinos are 29% of the city's residents. Chicago has the fifth largest Latino population in the U.S. As economic and demographic trends continue, the importance of providing the insight and understanding of Latinos and Latin Americans will also increase. The growing number of Latinos in the United States and the increasing importance of relations between Latin America and the United States generate the need for competent professionals to address social, economic, and cultural needs through professional roles in the field of education, business, politics, and community services. As such, the LLAS major and minor are essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural U.S.

The LLAS Program has continued to develop in exciting and productive ways in order to promote the goals of the University overall and of the program. Specifically, the Coordinator, Dr. Emily García and focused on the following areas:

- Working to strengthen relationships with LLAS students and LLAS faculty

- Invited/encouraged more faculty to participate in LLAS
- Visited LLAS courses to encourage students to consider the LLAS program as a potential minor or major.
- Advising LLAS students academically and professionally.
- Formulated on-going communication with Dean of College of Arts & Sciences regarding LLAS initiatives and needs.
- Promoting the LLAS Foundation account.
- Actively supporting the co-sponsorship of numerous activities in the University with other programs and departments.
- Supporting student organizations collaboration with LLAS.
- Working with Summer Transition Program (STP) in offering a LLAS 101 section for incoming students.

Highlights of 2015-16

Fall 2015

- Organized “The Lost Maria in the Academy: Latinas and Education” with Dr. Christina Gomez, School of the Art Institute in Chicago.
- Organized with co-sponsorship from the LGBTQA Resource Center a Brown Bag event “Breaking the Concrete Ceiling” featuring Dr. Milka Ramirez.
- Organized with co-sponsorship with the Latina/o Resource Center a Brown Bag event featuring Maria Genao-Homs.
- Organized a day-long symposium “Scholarship and Service: LLAS Student & Faculty Research.”
- Co-sponsored with Global Studies and Anthropology “Engage Your World” major/minor recruitment event.
- Co-sponsored with African and African American Studies and Women’s and Gender Studies a welcome reception for new faculty.

Spring 2016

- Organized with co-sponsorship from the Latina/o Resource Center a Brown Bag/Book Party featuring Dr. Paul Schroeder Rodriguez.
- Sponsored LLAS Student Symposium in which LLAS 391 (taught by LLAS Coordinator Emily Garcia) students present their research.
- Co-sponsored the 9th Annual Activist Graduation organized by Women’s and Gender Studies.
- Organized with Sociology and support from other programs/departments “We Are Subjects of History” about Mexico’s indigenous communities’ fight for autonomy and human rights.
- Sponsored “A Conversation with Dr. Lorena Garcia” – about her book *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity* organized by LLAS Faculty member Isuara Pulido.

Program

- Program name change to Latina/o and Latin American Studies
- Modifications to Major/Minor curriculum:
 - Elimination of Latino and Latin American concentrations for the major

- Added that two of the six electives required for the major must be LLAS courses
- Eliminated LLAS 301 as a requirement for the minor
- Added that one of the four electives (was three) required for the minor must be a LLAS course
- Frank Gaytan approved to be Interim Coordinator while Emily Garcia is on sabbatical (Fall 2016 – Spring 2017).
- Received CASAAC approval for designation of LLAS 301 and LLAS 391 as GenEd/UCC Engaged Learning Experience – Discipline Specific (ELE-DS).
- Received CASAAC approval for designation of LLAS 312, 351 and LLAS 353 as GenEd/UCC Engaged Learning Experience – Boundary Crossing (ELE-X).
- Submitted new course proposal LLAS 314 Latina/o Life Writing.
- Developed 3 year LLAS course rotation plan

I. Program Plan

A. Projected needs

1. **Need for more faculty** - Currently there are twenty tenured or tenured-track Professors with home departments in thirteen disciplines (Anthropology, Art, Communication, Media & Theatre, English, Educational Inquiry & Curriculum Studies, Geography & Environmental Studies, History, Justice Studies, Philosophy, Psychology, Social Work, Sociology, Teacher Education and World Languages & Cultures) that offer LLAS or LLAS related courses. This distribution reflects a substantial level of involvement of diverse units across the University. However, faculty are only affiliated members to the program, and no tenure or tenure-track lines are specifically attached to the program. As the program grows and more courses are needed, concerns over course offerings will emerge.

The contribution of faculty members to programs such as LLAS needs to be clarified appropriately so they can be recognized in terms of performance evaluation and compensation. Greater and more consistent involvement and support of faculty members in the program is urgent.

A full-time tenured faculty coordinator, not affiliated with another department, would be one step toward ensuring the success of the program as it grows.

2. **Space** - As the program grows, having a space where LLAS students and faculty can gather will be important. A seminar room where the program can host faculty and student speakers will enhance the intellectual environment of the LLAS program and the University. As a Hispanic-serving institution, the LLAS Program can serve as a center where scholars of Latino and Latin American, locally and regionally, can gather and foster connections. There have been collaborations with other entities such as the Pedroso Center and El Centro, however, dedicated academic and meeting space would only help the program.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Hill, Erica, and **Jon B. Hageman**. 2016. *The Archaeology of Ancestors: Death, Memory, and Veneration*. University Press of Florida, Gainesville.

2. Book Chapters, Regional Exhibitions or Performances

Alvarez, W., De Walt, P. S., Genao-Homs, M. J., & Yun, J. (2016). Multidisciplinary Graduate Student Alliance (MGSA): Crafting a peer network within and beyond a predominantly white institution (PWI). In B. G. Johansen (Ed.), *Global mentoring networks in a diverse 21st century higher education context*. New York, NY: Springer.

Bueno, Christina. "Quetzalcoatl," in Eric Zolov, ed., *Icons of Mexico (ABC:CLIO)*, 2015.

Gaytán, Francisco. 2016 Everything a Latino/a Wanted to Know about Graduate School, but Was Afraid to Ask: A Conversation with the ENLACE Director and Current Students," ILACHE Professional and Student Development Conference, DeKalb IL.

Hageman, Jon B., and Erica Hill. 2016. Leveraging the Dead: The Ethnography of Ancestors. In *The Archaeology of Ancestors: Death, Memory, and Veneration*, edited by E. Hill and J.B. Hageman, pp. 3-41. University Press of Florida, Gainesville.

Hill, Erica and **Jon B. Hageman**. 2016. *The Archaeology of Ancestors*. In *The Archaeology of Ancestors: Death, Memory, and Veneration*, edited by E. Hill and J.B. Hageman, pp. 42-80. University Press of Florida, Gainesville.

Hageman, Jon B. 2016. Where the Ancestors Live: Shrines and Their Meaning among the Classic Maya. In *The Archaeology of Ancestors: Death, Memory, and Veneration*, edited by E. Hill and **J.B. Hageman**, pp. 213-248. University Press of Florida, Gainesville.

Echevarría, Gori Tumi and **Ana Nieves**, 2016 "Quilcas en el Contexto de la Civilización Paracas." *Colección Paracas: Joyas Sanmarquinas*. Lima: Universidad Nacional Mayor de San Marcos, Fondo Editorial: 93-119.

3. Articles and Abstracts, Local Exhibitions or Performances

Alvarez, W. (2016). A new age of connection [Review of the book *Personal connections in the digital age*, by N. Baym]. *Association for College and Research Libraries*.

Alvarez, W. (2015). Troubling talks [Review of the book *Talking about troubles in conversation*, by G. Jefferson]. *Association for College and Research Libraries*.

Alvarez, W. (2015). Media advocacy [Review of the book *Sounds of belonging: U.S. Spanish language radio and public advocacy*, by D. Casillas]. Association for College and Research Libraries.

Alvarez, W. (2015). Criminal portrayals [Review of the book *Hate crime in the media: A history*, by V. Munro]. Association for College and Research Libraries.

Echevarría, Gori Tumi and **Ana Nieves**, 2016. "Quilcas en el Contexto de la Civilización Paracas." *Colección Paracas: Joyas Sanmarquinas*. Lima: Universidad Nacional Mayor de San Marcos, Fondo Editorial: 93-119.

Kim, J. & **Pulido, Isuara**. (2015). Examining hip hop as culturally relevant pedagogy. *Journal of Curriculum and Pedagogy*, 12(1), 17-35

4. Conference Presentations, Group Shows

Alvarez, W. (2016, May). Ethnographic analysis of Latino/a immigrant janitors' organizational experiences: Implications for social identity intersectionality. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Alvarez, W. (2015, October). Responding to a challenging "situation:" Barack Obama's presidential rhetoric as a response to a great exigency. Paper presented at the Latina/o and Latin American Studies Faculty Symposium, Northeastern Illinois University, Chicago, IL.

Alvarez, W. (2016, May). What do we talk about when we talk about "social justice?" Social Justice Ally Initiative Closing Ceremony, Northeastern Illinois University, Chicago, IL.

Bueno, Christina. "Law and Archaeology in Porfirian Mexico," Southeastern Council on Latin American Studies, Cartagena, Colombia, March, 2016

Bueno, Christina. "Excavating a Past: What Archaeology Can Teach Us about Nation Building," American Historical Association annual meeting, Atlanta, Georgia, January 2016.

Hageman, Jon B. 2016. Making the MED: Building an Online Ethnobotanical Database. Paper presented at the 81st Annual Meeting of the Society for American Archaeology, Orlando, Florida.

Nieves, Ana. 2016. "Beyond Style and Iconography: Reflectance Transformation Imaging at Rock Art Sites of the Rio Grande de Nasca Drainage (Department of Ica, Peru)," 2016 Midwest Art History Society Conference, Chicago (April 7-9).

Stockdill, Brett. Discussant for the Sexualities and LGBTQ Studies session of the 18th Annual Chicago Ethnography Conference, De Paul University, Chicago, April 30, 2016.

5. Service

Stockdill, Brett. Member, Advisory Board, Casas Del Pueblo Community Land Trust, Centro Autonomo, Chicago.

B. Student Achievements

Alvarez, Estefany. “Reviving Puerto Rican Culture for the Youth.” LLAS Student Symposium, NEIU, April 21, 2016.

Alvarez, Estefany. Spring 2016 Dean’s List.

Aviles de Bradley, A., Cortez, G., Gaytán, F., and Pulido, I. (February, 2016). What Does it Mean to be a Hispanic Serving Institution (HSI) ? NEIU Learn and Lead Symposium

Belcher, Jenny. “The Women’s Health Movement and Working-Class Latina Women.” LLAS Student Symposium, NEIU, April 21, 2016.

Flores, José. “Popular Education in US Communities.” LLAS Student Symposium, NEIU, April 21, 2016.

Galvan, Edgar. “On the Presence/Absence of the School-to-Prison Pipeline in Latin America.” LLAS Student Symposium, NEIU, April 21, 2016.

Herman, Chelsea. “A Local Solution to a National Crisis.” LLAS Student Symposium, NEIU, April 21, 2016.

Nordine, Maya. “The Transformation of Trauma in Queer Chicana Art.” LLAS Student Symposium, NEIU, April 21, 2016.

Soto, Laura. “Special Needs Children in Latino Families.” LLAS Student Symposium, NEIU, April 21, 2016.

Torres, Lester. “Empowering Education for Latino Youth Through the Puerto Rican Cultural Center.” LLAS Student Symposium, NEIU, April 21, 2016.

Torres, Lester. Spring 2016 Dean’s List.

Vargas, Diana. Spring 2016 Dean’s List.

Vidales-Hernández, María D. “Building Autonomy: Fighting Gentrification in Albany Park.” LLAS Student Symposium, NEIU, April 21, 2016.

Vidales-Hernández, María D. Spring 2016 Dean’s List.

LINGUISTICS

Annual Report 2015-2016

Submitted by Shahrzad Mahootian, Coordinator

Executive Summary

This summary has been organized with reference to NEIU's Strategic Goals, Strategies and Action steps.

Goal 1 Student Success: Advance student success from recruitment through graduation by engaging all members of the Northeastern community, 1.2 increase retention and graduation rates and implement high-impact practice for all students.

We continued to maintain the many strengths of our department including curricular currency, high levels of student satisfaction, active faculty research agenda and output, steady number of new graduate students:

- We welcomed 14 new graduate students during FY2015-16, and with 70 students enrolled in Fall 2015, showed the second highest enrollment figures in the college (after computer science).
- Also in line with Strategic Goal 1, we continued to graduate a large number of MA students (22).
- Our students are researchers: A total of 26 papers and posters were presented at the 24th Annual Symposium and 3 students presented at national conferences
- With regards to post-graduation success, this year five of our MA graduates were accepted to begin Linguistics PhD programs at various universities, including Georgetown, Cambridge, Southampton, University of Wisconsin-Milwaukee, University of Texas at Arlington, Arizona State University, University of Bern, Switzerland.
- Additionally, several graduates began new careers in higher education (linguistics and/or ESL instructors, research assistant), in the private sector (LexisNexis, grant writing, research assistant, international programs (see sections on student accomplishments and alumni news))

Goal 2. Academic Excellence and Innovation: Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.

Following the external review conducted in April 2015, and per the direction of then-Provost now Interim President Helldobler, we began developing an academic and fiscal proposal for the first PhD program at NEIU. As part of the PhD program development process, we reviewed our Minor and our MA core and elective course offerings, and the course goals, objectives and outcomes. Additionally, as part of this review, and to “support curricular and pedagogical best practices aligned with the mission of the

institution” and the HLC, formatted and revised course syllabi where needed to align with the HLCs requirements. Additionally, we reviewed our course catalog pages and corrected errors which stemmed from the Banner upgrades and course migrations. We also revised some of our course descriptions, and titles to make them current, clear and more accessible.

2.7 Integrate culturally relevant pedagogy and content throughout the curriculum, 3.5 Encourage and support programs and research that focus on contemporary urban issues, 4 Exemplary Faculty and Staff: Invest in and support faculty and staff to foster a nationally recognized urban university, 4.1 Intentionally recruit and retain faculty and staff who understand and support Northeastern’s mission and the students we serve.

Faculty research and related activities--Much of the research conducted by the Linguistics faculty continues to focus on contemporary urban and global issues, with special attention to the linguistic outcomes of immigration, of linguistic and cultural contact and change, and the documentation and revitalization of indigenous languages such as Crow. This research has direct application to our courses and is continuously integrated into the curriculum. Faculty continue to stay active with research, producing a total of 8 conference presentations at refereed local, national and international conferences and 5 book chapters. Additionally, the four T/TT faculty continued work on a 24-chapter text (*Language and Human Behavior*, Kendall-Hunt Publishers) with a general education audience in mind. Finally, our new tenure track faculty continued his work with The Language Conservancy. The mission of The Language Conservancy is to help various Native American tribes maintain their languages through development of teaching materials and online apps such as dictionaries for children and adults.

Students support--Further, as noted in our April 2015 external review, our students are very enthusiastic about the program and the faculty. As evidenced by the 26 student presentations made in the last year, students recognize and appreciate the advantages they receive through the mentoring of the faculty which leads them to both academic and work opportunities. Student research also contributes to the university goal of producing research projects on contemporary urban issues locally and globally, as many MA theses focus on minority populations in the Chicago area, examination of school curricula and practices, language documentation, and multilingualism.

I. Program Plan

A. Long term goals

In accordance with Strategic action step 2.1, *Develop a Statement of Objectives for the master’s degree, and explore adding the doctoral degree to the academic portfolio*, and the provost’s encouragement to propose a PhD degree in linguistics, we will continue to explore the possibilities, outcomes and benefits to students and the university of developing a PhD in Linguistics. The long term goal, based on the results of our exploration, would be to actually develop and implement a PhD program to begin in 2-3 years. The first step towards this end is to shore up our MA program by adding needed faculty and staff.

B. Projected needs

- 1. Faculty-** With two retirements pending over the next two years there is an immediate need for two full-time tenure track faculty to support core curriculum teaching, with expertise in acoustic phonetics (with its application to voice recognition for cell phones, search engines, law enforcement, security), and a second faculty with expertise in language and cognition, statistics, computational linguistics.
- 2. Equipment**—Two desk top computers to be placed in a dedicated Linguistics area (such as an office-lab space) for students to learn to use various on-line resources to conduct corpora searches, reaction-time experiments, spectrographic programs to record and research sound values.
- 3. Other Resources**—A full time administrative assistant to serve our large graduate student body better, to help grow our program through recruitment planning and implementation, more resources to engage more students as graduate assistants, more merit tuition scholarships to be distributed across our many achieved and accomplishing students, dedicated office-lab-lounge-library space for students and faculty to gather in an informal but departmental atmosphere to talk about research, to conduct research that involves community or NEIU participants.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters

- Gebhardt, L.** **yek-ta* in Persian. In *Trends in Persian and Iranian Linguistics*. Krorangy, A. and Miller, C. (eds). TiLSM, De Gruyter Mouton, The Netherlands. Forthcoming.
- Gebhardt, L.** Revisiting the functions of enclitics in Persian (with Shahrzad Mahootian). In *Trends in Persian and Iranian Linguistics*. Krorangy, A. and Miller, C. (eds). TiLSM, De Gruyter Mouton, The Netherlands. Forthcoming.
- Silverman, H., & **Hallett, R.W.** (2016). Cultural heritage under the gaze of national tourism marketing campaigns. A companion to heritage studies (Logan, W., Craith, M.N., & Kockel, U, Eds.) Malden, MA: Wiley Blackwell, 176-188.
- Mahootian, S.** “Language contact and multilingualism in Iran”. In *Handbook of Persian Linguistics*. Sedeghi, A. and Shabani-Jadidi, P. (eds). Oxford University Press. Oxford, UK. Forthcoming.
- Mahootian, S.** Revisiting the functions of enclitics in Persian (with Lewis Gebhardt). In *Trends in Persian and Iranian Linguistics*. Krorangy, A. and Miller, C. (eds). TiLSM, De Gruyter Mouton, The Netherlands. Forthcoming.

2. Book Reviews

Hallett, J. (2016). Hallett, Jill. *Language Contact* (Matras 2009). *World Englishes* 35:2, 324-326.

Hallett, R.W. (2015). Review of Mei Yang's (2014) *Carrying a torch: The Beijing Olympic Torch Relay in the British and Chinese media*. *Linguist List* 26, 3789. (<http://linguistlist.org/issues/26/26-3789.html>)

3. Conference Presentations

3.1. Refereed International Conference Presentations

Hallett, J. (2016). Making a great kill: Influencing public education and public opinion through metaphor. International Society for Language Studies (ISLS) Conference, Normal, IL (June 23-25).

Hallett, R.W. (2016). "A safe destination for international visitors including women tourists": A CDA of Indian tourism. International Society for Language Studies (ISLS) Conference, Normal, IL (June 23-25).

Hallett, R.W. (2015). Indian English as a transcultural commodity. Twenty-first Conference of the International Association for World Englishes (IAWE). Istanbul, Turkey (October 8-10).

Hallett, R.W., & Jaroski, V. (2016). 'I just don't think fine dining and Mexican go together': Linguistic Othering in *Top Chef*. Sixty-first International Linguistic Association (ILA) Annual Conference, New York, NY (March 11-13).

Hallett, R.W., & Kaplan-Weinger, J. (2016). Culinary linguistics meets culinary tourism: The case of New Orleans. Sixty-first International Linguistic Association (ILA) Annual Conference, New York, NY (March 11-13).

3.2. Refereed National Conference Presentations

Hallett, R.W., & Kaplan-Weinger, J. (2015). Tourism responds to disaster: The case of Hurricane Katrina. Disaster on the Delta: The Tenth Anniversary of Hurricane Katrina conference. Camarillo, CA (October 16).

4.3. Refereed Local Conference Presentations

Gebhardt, L. (2015). Making progress with Crow. Northeastern Illinois University Sixth Annual Faculty Research and Creative Activities Symposium. Chicago, IL (November 13).

4.4. Invited Presentations

Gebhardt, L. (2016). Crow Determiners and DP Across Languages. Linguistics Department Colloquium, Northeastern Illinois University. February 25, 2016.

Hallett, J. (2016). 'Our children are the casualties': Using metaphors of warfare to frame urban educational discourse." Poster presentation. Illinois Language and Linguistics Society 8 (ILLS 8). University of Illinois, Urbana, Illinois. April 21-24, 2016.

Hallett, J. (2016). (invited) "African American English in School: Teacher Attitudes and Acquisition." Department of Linguistics Colloquium Series, Northeastern Illinois University, Chicago, Illinois. October 27, 2015.

5. Service

International Service

Gebhardt, L. Reviewed graduate level textbook *Semantics* (4th edition), by John Saeed. Blackwell, London and NY.

Gebhardt, L. Reviewed article submission on Korean classifiers for the international linguistics journal *Glossa*

Gebhardt, L. Reviewed article submission on Chinese classifiers and noun phrases for the international journal *Lingua*

Mahootian, S. Reviewed article submission on ESL in Iran for the *Journal of Multilingual and Multicultural Development*

Mahootian, S. Reviewed article submission in English in the media in China *Journal of Multilingual and Multicultural Development*

Hallett, R. W. Reviewed manuscript for *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*.

National Service

Gebhardt, L. Crow Summer Institute, Crow Agency, Montana, July 2015. Recorded conversational Crow by native speakers, contributing to archival and pedagogical material and the construction of an online dictionary.

Gebhardt, L. Crow Summer Institute, Crow Agency, Montana, June-July 2016.

- Taught reading to native speakers of Crow as part of a program to strengthen Crow literacy among Crow speakers and to strengthen and broaden skills of teachers of the Crow language as part of language revitalization.
- Developed and taught a course in Morphology (word structure) to native and nonnative speakers of Crow. The course is aimed at students interested in the Crow language who assist in Crow language teaching and language revitalization efforts.

Gebhardt, L. The Language Conservancy, Workshop, Bloomington, Indiana.
●Helped plan for the Crow Summer Institute (mentioned immediately above), organizing teaching schedules, activities and interns.
●Assisted with the Conservancy's development of pedagogical materials for teaching Crow, Lakota, and Hidatsa, all Native American languages of the Siouan family.

Hallett, R.W. Board member of the Chicago Fulbright Association.
Hallett, R.W. Member of Fulbright application review team, Fulbright ETA Pre-Departure Orientation (PDO) Workshop Facilitation in 2016.

Local Service

J. Kaplan-Weinger served as a volunteer ESL teacher for the Palmer School Parents ESL Program at the John M. Palmer Elementary School at 5051 North Kenneth Avenue, Chicago, IL 60630. She has also inspired and led many Linguistics graduate students to volunteer and teach these classes. The school, the parents and the community have been very appreciative of Dr. Kaplan-Weinger's and her students' efforts.

J. Kaplan-Weinger served as a docent at the Illinois Holocaust Museum and Education Center, leading visitors from middle schools, high schools, colleges, and the community through the museum, teaching them the political and social history of the Holocaust.

J. Kaplan-Weinger served as a member on NEIU Linguistics MA graduate Chunhwa Lee's PhD committee at UIC. Her thesis was in education with a focus on the discursive and cultural identity of Korean mothers in the US. February 2015.

B. Student Achievements

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

Baldwin, Patrick (2016). The perceptions and comprehension of high school students in a non-native English speaking taught online classroom. International Society for Language Studies (ISLS) Conference, Normal, IL (June 23-25).

Major, James (2016). Word play: Informing culture through video game translations. IV International Seminar on English and ESP Lexicology and Lexicography. Alicante, Spain (May 5-6).

Twenty-six student presentations and posters at the Twenty-fourth Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17, 2016).

Alaslani, Khadeejah,. A Descriptive Grammar of Fayfa. (Faculty Mentor: L. Gebhardt)

Albasiri, Enas, Conversational Discourse Analysis in a Treatment Fit Counseling Session, (Faculty Mentor: J. Kaplan-Weinger)

Aljomaa, Soha. FIRST LANGUAGE LOSS: A CASE STUDY (Faculty Mentor S. Mahootian)

Almonte, Nicole A., 11:40 AM: Creating Healing Communities in the Elegy. (Faculty Mentor: J. Kaplan-Weinger)

Aloqla, Amani, Ramadan Gathers Us!: A Discourse Analysis of Advertisements During the Month of Ramadan. (Faculty Mentor: J. Kaplan-Weinger)

Aloufi, Amani, Negative Polarity in Soqotri. (Faculty Mentor: L. Gebhardt)

Altuwaym, Arwa S., An Ethnographic Study of Teachers' and Preschoolers' Interaction in the Classroom. (Faculty Mentor: J. Kaplan-Weinger)

Arssinous, Anorin. Graphic Novellas of Loss and Mourning: Analytical and Creative Approaches to Identity Construction and Representation: "Providence." (Faculty Mentor: J. Kaplan-Weinger)

Baldwin, Patrick. The perceptions and comprehension of high school students in a non-native English speaking taught online classroom. (Faculty Mentor: R. Hallett)

Blair, Jennifer. Vocal Fry in Pop Music. (Faculty Mentor: L. Gebhardt)

Blair, Jennifer. AN INTROSPECTIVE CASE STUDY OF L1 ENGLISH AND L2 HUNGARIAN LEXICAL ACQUISITION (faculty Mentor: Richard Hallett)

Broderick, Jihad (Psychology), Graphic Novellas of Loss and Mourning: Analytical and Creative Approaches to Identity Construction and Representation: "Stand Still Summer." (Faculty Mentor: J. Kaplan-Weinger)

Dahlen, Cheryl L., When I Look in the Mirror, It's Me: Construction of Athlete Identity in Pre-Super Bowl Media Coverage. (Faculty Mentor: J. Kaplan-Weinger)

Eddin, Batool B., Syrian Revolution: A Fight for Freedom and Justice, the Loss of a Brother. (Faculty Mentor: J. Kaplan-Weinger)

Erbacker, Adam (Computer Science), Graphic Novellas of Loss and Mourning: Analytical and Creative Approaches to Identity Construction and Representation: "Eclipse." (Faculty Mentor: J. Kaplan-Weinger)

Harper, Stephon, Graphic Novellas of Loss and Mourning: Analytical and Creative Approaches to Identity Construction and Representation: "Atonement." (Faculty Mentor: J. Kaplan-Weinger)

Johnson, Malik, Graphic Novellas of Loss and Mourning: Analytical and Creative Approaches to Identity Construction and Representation: "Private First Class." (Faculty Mentor: J. Kaplan-Weinger)

Kalmykov, Dmitry, The Popular TEXTUAL ETYMOLOGY OF POLITICAL SLANDER (Faculty Mentor: R. Hallett)

Kroger, Kristina, Moccasins and Microphones: Discourse Analysis of Native American Slam Poets. (Faculty Mentor: J. Kaplan-Weinger)

Lejeck, Judith M., Identity and Agency in Three Sisters: An Application of FCDA in a Different Context. (Faculty Mentor: J. Kaplan-Weinger)

Niebrzydowski, Piotr, Multimodal Discourse Analysis of “I want You” Recruiting Poster. (Faculty Mentor: J. Kaplan-Weinger)

Puhr, Thomas M., Codeswitching in Vladimir Nabakov’s Lolita. (Faculty Mentor: J. Kaplan-Weinger)

Quentin, Erinn (Psychology), Graphic Novellas of Loss and Mourning: Analytical and Creative Approaches to Identity Construction and Representation: “The Life and Times of Tater.” (Faculty Mentor: J. Kaplan-Weinger)

Schott, Steven A. THE EFFECTS OF BILINGUALISM ON COGNITIVE FUNCTION (Faculty Mentor: S. Mahootian)

Sofios, James, Graphic Novellas of Loss and Mourning: Analytical and Creative Approaches to Identity Construction and Representation: “Batter Up.” (Faculty Mentor: J. Kaplan-Weinger)

Zavala, Lorena, Codeswitching as Teaching Strategy in the Bilingual Classroom. (Faculty Mentor: J. Kaplan-Weinger)

2. Acceptance to graduate or professional school; other honors/scholarships/awards, but only if from organizations other than NEIU.

Aloufi, Amani (MA, Sp 2016) was accepted and began her PhD in Linguistics at Georgetown University.

Al Musallam, Abdullah (MA, 2016) has been accepted to the Ph.D. program in linguistics at the University of Wisconsin-Milwaukee and the University of Southampton, UK

Alzahrani, Alhassan (MA, 2015) has been accepted to the Ph.D. programs in linguistics at the University of Texas at Arlington and Arizona State University.

Pardee, Heather (MA, 2014) has been accepted to the Ph.D. program in linguistics at Cambridge University in England.

(Revaz) Jaroski, Vanessa (MA, 2014) has received a three-year Digital Discourse Doctoral Fellowship to complete her Ph.D. at the University of Bern (Universität Bern) in Switzerland, funded by the Swiss National Science Foundation.

C. Alumni News

Alasasleh, Majed (MA, 2015) is an English as a Second Language (ESL) instructor at Goal Training Educational Center and Wilbur Wright Community College.

Ball, Andrew (MA, 2007) is now a tenured English faculty member of the Communications and Fine Arts Department at Malcolm X College.

Brown, Juliet (MA, 2015) is an adjunct English professor at McLennan Community College in Waco, TX.

Almohisen, Abdulmohsen (MA Summer 2015) assistant lecturer at Shaqra University, in one of its colleges which is located in Sajir city

Albader, Assim (MA Summer 2015) is a lecturer in Saudi Electronic University, where he teaches ESL and technical writing.

DiPisa, Anthony (MA Summer 2016) is a Business Development Writer. Within weeks of completion of his MA, Tony was hired by Grenzebach, Glier and Associates to write and edit a range of client-facing materials, including business proposals, marketing collaterals, and website content. He partners with consultants to understand client needs, develop solutions, and translate those solutions into compelling language and text.

Hepburn, Maggie (MA 2013) is the Learning Experience Principal with LexisNexis, Raleigh, NC. She travels extensively to collaborate with and counsel law firms on optimal ways to implement software and facilitate meaningful education of that software within the firm.

Pardee, Heather (MA, Summer 2014) is a part-time lecturer in the Linguistics Department at California State University, Northridge, teaching a course called 'Languages in California'. She will start a new full-time position at UCLA in January 2017 in the International Education Office coordinating summer faculty-led study abroad programs.

Schott, Steven (MA, Sp 2016) is a research assistant for the Early Intervention Research Group at Northwestern University (studies how different types of language intervention help toddlers with Autism Spectrum Disorder learn and use language).

Smith, Karen (MA Summer 2016) is an Instructor of ESL and Linguistics at Harold Washington College.

Vinci-Menogue, Debra (MA Dec 2015) teaches at Dominican University and is also the Director of the ESL/Bilingual program there.

MATHEMATICS

Annual Report 2015-2016

Submitted by Lidia Filus

Executive Summary

Student Success:

The Department of Mathematics takes pride in the ongoing accomplishments of its students and faculty.

Overall during the academic year 2015-16 we graduated 25 majors and 11 with a Master degree. Also during the Fall 2015 and Spring 2016 semesters, the department provided 106 sections at the 100-level (1,996 students), 27 sections at the 200-level (334 students), 22 sections at the 300-level (382 students), and 6 sections at the 400- (graduate) level (65 students). This gives a grand total of 161 sections serving 2,777 students.

Academic Excellence and Innovations:

This year Professors Hibdon, Filus, and Wang organized two workshops on Mathematical and Statistical Modeling of Complex Systems. They were designed to provide participants with hands-on experience in interdisciplinary quantitative analysis. The first took place on December 11-12, 2015 and focused on Mathematical and Statistical Modeling with Applications in Economics, Social & Health Sciences. The second was focused on the topics of Modeling in Business and Economics, Modeling in the Sciences and Engineering, Modeling in Health and Cancer Health Outcomes. It took place on May 6-7, 2016. Both were very successful with over twenty students participating in each workshop, and with speakers coming from Arizona State University, the University of Chicago, Northwestern University, Czestochowa University of Technology, Polish Academy of Sciences, and the Warsaw School of Economics.

Our Seminars provided a stimulated forum for faculty and students for discussion and exchange of ideas for research in different areas of mathematics, their applications, and for interdisciplinary research. We had an opportunity to have talks by visiting scholars from abroad like for instance, “Vertex Algebras and Solitons” by Daniel Fleisher from the Weizmann Institute of Science in Rehovot, Israel, “On Some Aspects of Modeling of the Real Estate Market” by Marek Bryx from Warsaw School of Economics, Poland (organized jointly with Economics Dept.), “Risk Concerned with Alternative Investments” by Izabela Pruchnicka-Grabias from Warsaw School of Economics.

Important innovations have been continued by Profs **Cordell**, **Bird** and **Hibdon** with EMERGE – the Summer Bridge Program. The program has been offered in July 2015.

The summer 2015 program started with 95 students and ended with 93 retaking the math placement exam. It turned out to be a big success. 71% advanced at least one level, 42% advanced at least 2 levels, 12% advanced at least 3 levels, 2% advanced 4 levels. On average, students improved 1.27 levels.

The department organized events which increased mathematics awareness on campus and created inviting environment for students. Among those events are: Department Open House organized in Fall 2015 and coordinated by **Shan Wang**, our new tenure track faculty, and a very successful Pi Day celebration in March, 2016 coordinated by **Katy Bird** and **Shan Wang**. They worked with the Music Department in preparation of the event.

After successful piloting of a stretch course Math 101 Basic Mathematical Reasoning we decided to continue offering this course at El Centro campus.

In order to create an environment to assist a broader NEIU student population in succeeding in mathematics, the department continued their efforts to create the Mathematics Community Center under the leadership of **Sarah Cordell** and assistance of **Katy Bird**.

All of this attests to the Academic Excellence of our program.

Exemplary Faculty: Building on the work done of previous years, faculty members have distinguished themselves in teaching, research and service. The faculty members have continued to excel in their research and publication activities. Their conference presentations and publications are impressive. The faculty have also been very successful in acquiring grants.

We are very happy to welcome **Matthew Graham** and **Nabil Kahouadji** who were hired for new tenure track positions this year. We are looking forward for their contributions to our programs.

Urban and International Leadership:

Faculty members have contributed to urban and international endeavors: Prof. Filus has been serving on two editorial boards and was a reviewer for two academic journals. She was a member of the scientific committee of the 7th International Conference on Risk Analysis. She is also the President of the Chicago Chapter of Kosciuszko Foundation and member of its National Advisory Council. She is President of the Council of Educators in Polonia.

Prof. Gwanyama served as a reviewer and reviewed for the Electronic Journal of Spreadsheets in Education (eJSiE). His published article titled “The HM-GM-AM-QM Inequalities MAA-The College Mathematics Journal 35 was recently cited by K. Razminia 46 (Nov. 2015) in a proof of the symmetric Inequalities and H. Hoffmann 47(Jan. 2016) in the discussion of weighted inequality both in MAA-CMJ.

Prof. Hibdon continued as an advisor to the NEIU SACNAS chapter.

Enhanced Operations:

Finally, we 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. Program Plan

A. Long term goals

1. Provide quality and innovative education in mathematics and related fields addressing the current job market and community needs.
2. Create a center for students' success in mathematics.
3. Cooperation with other departments to develop interdisciplinary programs in highly demanding areas such as actuarial, analytics, and other areas which require analytical skills.
4. Cooperate with other departments in developing innovative programs for teachers.

B. Projected needs

1. Faculty
Two new tenured line positions to support, enhance, and develop academic excellence and innovative programs offered by the department.
2. Equipment
We have an urgent need to replace our worn-out copier in the department. Also, more up-to-date computer equipment for instructors is needed.
3. Other Resources
Further develop a designated space to hold all support programs and activities sponsored by the Math Department. With a designated, welcoming, and collaborative space, the Mathematics Department will be able to more effectively support NEIU students' success in mathematics at all levels.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Lidia Filus, Teresa Oliveira, Christos H. Skiadas (Eds), "Stochastic Modeling, Data Analysis & Statistical Applications", ISBN (print): 978-618-5180-08-9, ISBN (e-book): 978-618-5180-11-9, pp 554, ISAST 2015

2. Articles and Abstracts, Local Exhibitions or Performances:

Katherine Bird, "*Dade's Ordinary Conjecture for the Finite Special Unitary Groups: Part I*", *Technical Report 15-1231*, 2015

Jerzy K. Filus, **Lidia Z. Filus**, Zbigniew Krysiak, "New stochastic model applied in assessment of the financial distress", *Mathematical Finance Letters*, Vol 2015, Article ID 8, 2015

Marina Polyashuk, “Some Solutions for the Baseball Manager: Choosing the Set Starters in Their Fielding Positions”, Technical Report # 15-1206, 2015

Zhonggang Zeng, "Sensitivity and computation of a defective eigenvalue", *SIAM Journal on Matrix Analysis and Applications*, Vol 37, No. 2, pp 798-817, 2015

W. Wu, **Zhonggang Zeng**, “The numerical factorization of polynomials”, Foundation of Computational Mathematics, 2015

3. Conference Presentations, Group Shows

Katherine Bird, Sarah Cordell and Joseph Hibdon, “The EMERGE Summer Program at Northeastern Illinois University: Supporting Incoming Freshmen in Strengthening their Mathematical Identities and Succeeding in Mathematics Development Coursework”, Joint Mathematics Meetings, Seattle, Washington, January 08, 2016.

Lidia Filus, “Stress Dependence and Enforced Regression Paradigm,” 4th Stochastic Modeling Techniques and Data Analysis International Conference SMTDA 2016, University of Malta, Valletta, Malta, June 1-4, 2016 (invited at special session on Data Analysis Methods)

Lidia Filus, “Long memory stochastic processes construction”, 10th Workshop on Statistics, Mathematics and Computation WSMC10 and 5th Portuguese-Polish Workshop on Biometry PPWB5, Instituto Politecnico, Tomar, Portugal, May 26-28, 2016 (invited session PPWB5 on Statistical Modeling and Applications)

Marina Polyashuk, “An Approach to Resolving Dilemmas: a Mathematical Model” at the 7th Workshop on Mathematical and Statistical Modeling, NEIU, December 2015.

Shan Wang, several presentations related to teaching and research, Joint Mathematics Meetings, Seattle, January 2016,

Zhonggang Zeng, “How to solve $Ax = 0$ ”, NEIU Faculty Research Symposium, November 13, 2015

Zhonggang Zeng, “Designing algorithms in Scientific Computing”, March 8, 2016, College of Arts and Sciences Brown Bag series.

Zhonggang Zeng, “Sensitivity and Computation of a Defective Eigenvalue”, Midwest Numerical Analysis Day, April 23, 2016

Zhonggang Zeng, “Numerical Solution of Highly Sensitive Problems”, Second International Workshop on Dynamic Systems and Numerical Analysis, Yangzhou, China, May 21, 2016

Zhonggang Zeng, “Numerical Solution of Highly Sensitive Problems”, Chongqing Branch of Chinese National Academy of Science, May 29, 2016 (invited)

4. Funded grants

Sarah Cordell and **Joe Hibdon**, Program Advisors, NIH Minority Access to Research Center (MARC) grant (2014-2019)

Sarah Cordell, Faculty Coordinator for Emerging Scholars Program (ESP) Mathematics Workshops, Enhancing Career Opportunities in Biomedical and Environmental Health Sciences at an Urban Hispanic Serving Institution: An HSI STEM and Articulation Initiative, U.S. Department of Education; \$4,345,618 (2011-2016)

Lidia Filus, co-Principal Investigator and **Joseph Hibdon**, Mathematics Curriculum Development, project title "*Peer Enhanced Experiential Research in STEM (PEERS)*", **National Science Foundation Grant** under **the Improving Undergraduate STEM Education (IUSE) program**; \$426,738 (2014-2017)

Lidia Filus, co-Leader of the Math Team; Math Workgroup members: **Katy Bird**, **Tanya Cofer**, **Sarah Cordell** and **Waleed Rehani**, NGEMS-*Next Generation Educator for Middle School: Refining STEM with Pedagogical Content and Literacy*, **Chicago Community Trust Strengthening Teacher and School Leader Preparation Planning Grant**; \$100,000 (2015)

5. Service

Joe Hibdon, Society for the Advancement of Chicanos and Native Americans (SACNAS) National Chapter Committee Board Member

Lidia Filus served on two editorial boards: *Journal of Applied Mathematics and Computational Mechanics* and *Universal Journal of Mathematics*. She also was a Member of the International Scientific Committee of the *International Conference on Risk Analysis, ICRA 7*.

Philip W. Gwanyama served as a Reviewer and Reviewed for the Electronic Journal of Spreadsheets in Education (eJSiE).

B. Alumni News

Maryam Khan (B.A. '13 Mathematics) successfully defended her Master Thesis at Arizona State University

Christopher Castro (B.A. '15 Mathematics) successfully completed his first year and continues his PhD in Bioinformatics Training Program as Rackham Merit Fellow at University of Michigan <http://boylelab.org/people.html>

MATHEMATICS DEVELOPMENT

Annual Report 2015-2016

Submitted by Stevan Ranney

Executive Summary

The Mathematics Development Program enrollment for Fall 2015-Spring 2016 was **1,216** compared to 1,281 in Fall 2014-Spring 2015. This represents approximately a **5%** decrease in enrollment from last year. Enrollment for Fall 2015 and Spring 2016 was 753 and 463 respectively.

Of the 749 new freshmen in Fall 2015, approximately 79.3% required at least one developmental math course (Math 090, 091, 092) on the basis of Accuplacer scores or ACT Math scores. Of those students, roughly 76.6% registered for a developmental math course during Fall 2015. This statistic was calculated after completion of the 2015 EMERGE program; otherwise, the 79.3% number would have been higher. Approximately 2.7% (20 students) of the Fall 2015 class needed a developmental course, but delayed taking it.

Success Rate is the ratio of students passing the course to total enrolled in the course at the 20 day point of the semester. During Fall 2015-Spring 2016, course success rates (A–C, I grades) ranged from 58% to 61%. Fall 2015 success rates ranged from 56% to 62%. Spring 2016 success rates ranged from 57% to 69%. Success rates were slightly higher in Spring 2016 (60%) than in Fall 2015 (58%).

Retention Rate is the ratio of students going to grade to total enrolled in the course at the 20 day point of the semester. During Fall 2015-Spring 2016, course retention rates ranged from 86% to 90%. Fall 2015 retention rates ranged from 86% to 89%. Spring 2016 retention rates ranged from 84% to 92%. Retention rates were approximately the same in Fall 2015 (87%) and in Spring 2016 (88%).

For this fiscal year, all students have been required to take the Accuplacer-based NEIU MPT. It was used successfully during Summer 2014 and Summer 2015 by the STP and EMERGE programs to assess before and after effects of math instruction. Incoming students, however, are still being placed based on the higher of their ACT score or the NEIU Math Placement Test (MPT). A study needs to be done to assess the effectiveness of this policy versus one using the NEIU MPT only.

Though there have been some changes in instructional delivery in the classroom, the curriculum has been relatively stable. Most (but not all) instructors are teaching in computer classrooms. Below are the initiatives / decisions that have been made during this fiscal year:

- **Peer Leader Program**

- The number of peer leaders placed into math development courses increased during the past year. During Fall 2015, 2 Math 090 classes, 10 Math 091 classes, and 1 Math 101B course had peer leaders. During Spring 2016, 1 Math 090 class, 5 Math 091 classes, 2 Math 092 classes, and 1 Math 101B class had peer leaders.
- Math development instructors with peer leaders reported positive student outcomes.
- Later in this report, the following are presented: (a) a comparison of the success and retention rates of math development classes with and without peer leaders and (b) positive feedback that the math development students provided about the peer leader program.
- Formalized the roles and responsibilities of the peer leaders, including making them more effective and accountable.

- **Curriculum Modifications**

- A few of the Math 092 classes had their curriculum changed to eliminate the first review unit, leaving four units (Spring 2015). A little more instruction was added to factoring, and the complex numbers section was reduced. This allowed students more time to work on and comprehend the material. Additional analysis is needed to determine the impact of these changes on student success and retention rates.
- The ALEKS program was used in several sections. Although some instructors support this product, additional analysis is needed to determine the impact on student success and retention outcomes.

- **Continuation of Stretch Course Math 101A/B**

- The Math 101AB course continued with an assigned peer leader. Math 101A covered Math 091/092 material while Math 101B covered Math 112/113 material. The success rate and retention rate for the Math 101AB course was 69% and 89%, respectively. This success rate was higher than the success rates for the Math 090 (61%), Math 091 (60%), and Math 092 (58%) classes. Although these outcomes are promising, we also want to analyze long-term academic tracking outcomes for Math 101AB students.

- **Math 097 Course**

- The Mathematics Department received approval for Math 097 (Mathematical Literacy), a 4 hour non-credit math course that is a pathway to Math 112 (Intro to Statistics) and Math 113 (Quantitative Reasoning). Math 091 and 092 teach mathematical methods geared more to students who will take multiple credit math courses, such as College Algebra. Math 097, however, takes a hands-on approach to mathematics that students should find more approachable and usable in their lives.
- The purpose of implementing this course is to create a more successful pathway to mathematical understanding for those students needing only a single credit math course. The historic success rate (including withdrawals) for students taking Math 091 is 65%; it is 60% for Math 092. For students taking the Math 091, Math 092 sequence, the success rate over 2 semesters is 40%. Our objective for Math 097 is to improve the rate at which students migrate to credit math courses.
- *Enrollment Requirements:* Any student scoring 41-84 on the MPT (or 17-21 on the Math ACT) may take this course. If they qualify for Math 091 or 092, they can take this course.

- **Collaborations**

- Matthew Graham, a tenure-track professor, and Sarah Cordell, a tenured professor, will assist with overseeing the curriculum development in our area.

During summer 2015, the developmental mathematics program lost 3 full time faculty members due to a resignation, a retirement, and a death. The three instructors lost were excellent instructors and had above average student success rates. The program has attempted to recover by using more adjuncts and borrowing staff from the College of Education and the Math Department. In addition, the manager of the Math Lab (LSC) was terminated and the position was eliminated. The Math Lab manager position has been filled half-time by an existing instructor from the Math Department. These events were not anticipated. We believe year-to-year student success rate decreases may have been impacted by a combination of accepting more marginal students, and a gap in instructor effectiveness due to these losses.

I. Program Plan

A. Long Term Goals

We would like to improve our success rates for all math development classes and, in particular, the Math 091 and Math 092 classes, which is reflected in our FY 2017 goals below. After reflecting on current national best practices and initiatives in mathematics developmental education there are numerous changes that can be implemented at NEIU to strengthen the mathematics development program. Our goals for FY 2017 are listed below and additional improvement ideas are contained in the improvement and assessment section of this report. However, implementing the changes we envision will require additional personnel and funding.

1. Curriculum Modification Goals

- *Math 092*: Improve success by using the 4 unit curriculum.
- *Math 097 & 101AB*: Continue to improve these courses, including by developing ways to strengthen the curricula, measuring the success of the courses, and identifying the student target population for these courses.
- *All math development classes*: Continue to pilot course delivery changes based on best math development practices in existing research, including possibly implementing a free online math program and a modular curriculum approach.
- *All math development classes*: Review the curriculum to ensure instruction is properly preparing students for successive math courses, and adjust where necessary.
- *All math development classes*: Work with other departments to identify the math skills required for students to succeed in various academic pathways, as it applies to math development (e.g., STEM, non-STEM, education, business).

2. Assessment Goals

- *All math development classes*: Establish a system of measurement, such as pre- and post-tests, to gauge the effects of curriculum and course delivery changes.
- *All math development classes*: Use this measurement system to identify variables that influence student success, and then make adjustments to the program accordingly.
- *All math development classes*: Analyze and compare the retention and success rates for different grading policies, curriculum approaches, and instructional methods (e.g., test substitution, requiring instructional videos) to identify best math development curriculum practices for the NEIU students.

3. Peer Leader Program Goals

- *All math development classes*: Continue to formalize the roles and responsibilities of the peer leaders, including making them more effective and accountable.
- *Math 090, 091, and 092*: Improve success and retention rates by assigning student peer leaders to as many classrooms as possible and requiring them to also hold consistent math development tutoring hours in the new Mathematics Learning Center.
- *Math 090, 091, and 092*: Improve success and retention rates by piloting the integration of math development workshops into one section of each math development class. In this model, students would attend their math development class and they would also attend a workshop either immediately before or after their class. The workshop would be a required component of the math development course. Due to the limited class time available for instructors to lecture, the peer leader model may be more effective if this change is implemented.
- *Math 091-092*: Math 090 has traditionally had the highest success rates, followed by Math 091, and then Math 092. If results continue to indicate that the peer leader program successfully impacts Math 091 students, we plan to have Math 091 peer leaders follow their students into their respective Math 092 courses so the peer leader program can have a greater impact on student success and retention.
- *All math development classes*: Incorporate ways to strengthen students' mathematical identities, including exposing students to math affirmations.

4. Placement Testing Goals

- Provide pre-MPT preparation for students, including possibly online.
- Monitor and adjust the ACCUplacer Placement Testing Program and potentially revise rules for placement of incoming freshmen.
- For students placing into a Math 091/Math 092 equivalent course, develop a short course (or method) to ensure such students are over a specific baseline of knowledge and ability. For example, we could require such students to take a numeracy test after they complete the MPT to identify students that need to strengthen their foundational math knowledge. Then we could provide quick remediation of basic concepts, such as integer manipulation and fractions. This may reduce the drop/fail rate of incoming freshmen.
- Possibly use a version of the pre- and post-tests mentioned earlier (for gauging the effects of curriculum and course delivery changes) as a future placement exam.

5. Student Support Goals

- Provide early identification of struggling students to advisors including by using an online early alert form.
- Develop an Intervention Strategy and Policy for students who are (chronically) repeating classes.
- Track student success after they complete math development courses, including by collecting student feedback after each succeeding semester.
- Become more active in determining the complex factors that influence student success (e.g., where students come from, their current home, and their professional and academic situation). Such information would help us to design, find, and implement more effective student support systems and also strengthen existing student support systems (the peer leader program, tutoring, TRIO, LSC, etc.).

6. Communication/Professional Development Goals

- Strengthen communication and collaboration among math development and math department faculty, including by developing an online instructor feedback survey and holding consistent meetings each semester.
- Provide additional professional development experiences for faculty.
- Develop a strengthened math development program website.

B. University Strategic Planning: Action Steps for FY 2017

Strategic Goal One: Student Success

- 1.1 Our program continues to have an enrollment management plan that is based on strategic planning and trend analysis that is meeting student academic needs, enrollment demand, and maximizing university resources.
- 1.3 Raising undergraduate retention and graduation rates.
- Continue to develop the curriculum and instructional resources for performance-based learning in mathematics. Further develop computer assisted instruction.
 - Collaborate with the Mathematics Faculty on curriculum development.
 - Continue to develop and strengthen the peer leader program.
 - Collaborate with instructors and peer leaders to identify struggling students and the challenges students are facing (e.g., homework challenges, study skill challenges, financial concerns related to purchasing MyMathLab, and broader academic, family, and work challenges). With a peer leader program, combined with an early identification of struggling students, perhaps we can increase both success and retention rates.

Strategic Goal Two: Academic Excellence and Innovation

- 2.3 The Mathematics Development Program continues to reflect current national best practices and initiatives in mathematics education. Continue the modular re-design of the curriculum and further broaden the instructional delivery with computer-based instruction.
- Strengthen assessment practices of the Mathematics Development Program.
 - Refine the ACCUplacer Testing Placement Program in FY 2017 and possibly provide students with pre-MPT preparation.
 - Work to develop an instructional intervention strategy for students repeating courses and an early alert intervention system.

Strategic Goal Four: Exemplary Faculty and Staff

- 4.5 Climate of scholarship, professional development.
- Continue to provide professional development experiences for faculty.
 - Strengthen communication and collaboration among math development and math department faculty.

II. Accomplishments

Most (but not all) instructors continue to teach in computer classrooms, where every seat is equipped with a desktop computer. This has allowed our instructors to continue to try new methods for helping students achieve their math goals, such as partially flipping the classroom, having students do practice problems or part of their homework (online) during a portion of their class time, and having students watch instructional video prior to attending lecture.

Math Development has continued to offer an online course (for 092), where students must come onto the campus for tests only. Until Fall 2014, online students were allowed to use books and notes when testing. In Spring 2015, that practice was dropped and the success rate plummeted, with a number of students not attempting homework from the first unit. It is suspected that many of those who had enrolled and did not attempt any work were expecting open book / open note tests. However, success rates rebounded, improving to around 50%, during fiscal year 2016. The online course allows students who are unable to commit to a campus time to succeed and proceed onto their credit math requirements.

This year we began piloting ALEKS in Math 090, 091, and 092 courses, and we will continue to expand and explore this experiment during the next fiscal year.

Math placement has been a sore point at the university for years. Placing students based on old math ACT scores has resulted in many students repeating courses, when they should have been studying foundational mathematics. Given we now have one year of data, we should be able to compare Accuplacer-placed student success rates with ACT-placed student success rates and make placement recommendations based on that analysis.

During summer 2014 and summer 2015, the mathematics component of the EMERGE Summer Program had strong results, which we aim to improve upon in the future.

	ENGLISH		MATH	
	2015	2014	2015	2014
Students Completing the Program	29	26	93	79
Students Advancing at Least One Level	28	17	66	58
SUCCESS RATE	96.6%	65%	71%	73%

Below are more detailed results for the mathematics component of the 2015 EMERGE Summer Program. We compared students' initial MPT scores prior to beginning the program to their final MPT scores at the end of the program.

- For **All EMERGE students** (93 students):
 - **71% advanced at least one level**
 - 42% advanced at least 2 levels
 - 12% advanced at least 3 levels
 - 2% advanced 4 levels
 - On average, students advanced **1.27** levels

- For **MPT Math 090 students** (34 students):
 - **74% advanced at least one level**
 - 44% advanced at least 2 levels
 - 15% advanced at least 3 levels
 - 6% advanced 4 levels
 - On average, students advanced **1.38** levels

- For **MPT Math 091 students** (30 students):
 - **80% advanced at least one level**
 - 27% advanced at least 2 levels
 - 17% advanced 3 levels
 - On average, students advanced **1.23** levels

- For **MPT Math 092 students** (29 students):
 - **59% advanced at least one level**
 - 55% advanced at least 2 levels
 - 3% advanced 3 levels
 - On average, students advanced **1.17** levels

Data collected on the peer leader program indicates that it is having a positive impact on math development students. The table below illustrates retention and success rates for (a) all math development students, (b) math development students with peer leaders in their sections, and (c) math development students without peer leaders in their sections. Results indicate that Math 092 students with peer leaders in their sections had higher retention and success rates than Math 092 students without peer leaders in their sections. Results also indicate that during Fall 2015, retention and success rates were higher for all students enrolled in Math 090, 091, and 092 sections with peer leaders than students enrolled in Math 090, 091, and 092 sections without peer leaders. Retention rates were 87% (with peer leaders) versus 82% (without peer leaders), and success rates were 61% (with peer leaders) versus 58% (without peer leaders).

Regarding sections where there was a decrease in retention/success rates with peer leaders versus sections without peer leaders, there are many variables in play that might prevent a valid comparison (e.g., new instructors vs. experienced instructors, different instructional formats including traditional vs. MyMathLab vs. ALEKS). Additional analysis is needed to determine the impact of the peer leader program across all sections.

All Math Development Sections				
	Math 090	Math 091	Math 092	Math 101AB
Retention rate	90%	86%	88%	89%
Success rate	61%	60%	58%	69%
Math Development Sections with Peer Leaders				
	Math 090	Math 091	Math 092	Math 101AB
Retention rate	88%	85%	91%	87%
Success rate	58%	56%	68%	65%
Math Development Sections without Peer Leaders				
	Math 090	Math 091	Math 092	Math 101AB
Retention rate	90%	89%	88%	91%
Success rate	62%	69%	57%	73%

A subset of math development instructors can point to specific students who were at risk or failing but were saved by peer leader intervention. Here are sample quotations collected from math development students discussing the impact their peer leaders had on them:

- Well she helps me understand the work once I make a mistake. She breaks it down step by step and that helps me a lot. [Math 091 student]
- She taught me methods I hadn't learned before, and these methods helped better improve my math skills. She was always very willing, helpful, and patient. I'm glad she was here during the semester. [Math 091 student]

- [Peer leader] has been helping me tremendously throughout this semester as well as in the summer with the EMERGE program. She helps me understand math in a way I feel comfortable with. It was an absolute joy to have her. 😊 [Math 091 student]
- She was always willing to help and explain concepts or problems I did not understand. She was encouraging. [Math 091 student]
- She has been a very good teacher. If I am stuck on a problem she will see that and come help me without me even asking. It helps a lot. [Math 091 student]

By making the changes to the peer leader model described earlier in this report (e.g., integrating math development workshops into the math development classes), a larger math development student population will have the opportunity to consistently interact with peer leaders, which we hope will increase the positive impact of the peer leader program on retention and success rates.

Program Improvement & Assessment

One of the findings of the Final Review of the Program (completed in 2012) was that we were not doing “Program Assessment”. Mr. Blackburn posited the following questions, based on his attendance at a Program Assessment seminar:

What are our learning outcomes for students to prepare them for college mathematics?

How can we assess our students to determine if they have achieved these concepts, skills, and practices when they complete Math 092 Intermediate Algebra II?

Where have we been successful and what parts of our instructional program still require improvement in reaching learning outcomes for students completing Math 092?

Though the promised Program Assessment has not appeared, it is envisioned that, now that Dr. Matthew Graham and Dr. Sarah Cordell are engaged as the faculty overseeing the program, there will be a periodic Program Assessment process and deliverable.

MUSIC and DANCE

Annual Report 2015-2016

Submitted by Travis Heath

Executive Summary

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 Español Spanish Dance Theater, Ruth Page Dance Series, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing high quality performances and positive media attention to Northeastern Illinois University.

The Department is currently working with the University and our accrediting organization, the National Association of Schools of Music. The Department has submitted a response to the NASM Commission Action report, and awaits their decision at the November 2016 meeting for renewal of Full Accreditation.

Recruitment continues to be a primary goal. The Department continued its local, state, and national recruitment efforts with representation at NEIU Open Houses, the Illinois Music Education Conference (IMEA) on Peoria, IL and participation at the Midwest Band and Orchestra Clinic. Now that a dormitory on our campus is a reality; the Department is looking at broadening its geographic recruiting range. In particular, targeting successful High School music and dance programs that we would be able to reach in run-out performances, clinics, and masterclasses.

The Department continues to host its annual Festivals on campus as highpoints of the year. The 8th annual Chicago Brass Festival, under the artistic direction of Dr. Travis Heath, showcased renowned trumpet virtuoso Brandon Ridenour, John Hagstrom, trumpet of the Chicago Symphony Orchestra, The Chicago Brass Band, The Maniacal 4 trombone quartet, and hosted over 30 students in a festival youth ensemble.

The Chicago Clarinet Ensemble, under the direction of Dr. Rose Sperrazza, held its annual woodwind ensemble competition, and presented concerts throughout the season with Chicago comedian and WGN radio host Pattie Vasquez, Doreen Ketchens- Jazz New Orleans, and Venezuelan super star clarinet virtuoso Jorge Montilla.

The Chicago Chamber Music Festival, under the artistic direction of Dr. Susan Tang, brought 30 pre-college students to campus for a week intensive camp working with our music Faculty: Brian Groner, Paula Kosower, Dr. Jaime Gorgojo, Dr. Jeff Kowalkowski, Dr. Kay Kim, and featured the Lincoln Trio and Corky Siegel's Chamber Blues.

The Department successfully completed its inaugural year implementing the new Community Music Program. The program has now partnered with the office Community and Professional Education (CAPE) to continue to broaden its reach and offerings.

Our faculty performed at international, national and local levels. Performances included concert led by Mr. Brian Groner, conductor of the Fox Valley Symphony and our NEIU Orchestra. Mr. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago and Chicago Opera Theater; Dr. Travis Heath's performances with Brass Roots Trio and Camerata Chicago; Dr. Rose Sperrazza's performances with Chicago Clarinet Ensemble; and Dr. Veneita Stifler's choreography for CDO as Artistic and Executive director of the Ruth page Center for the Arts.

Academically, student ensembles continue to sustain their high performance standards. The NEIU Wind Ensemble, Jazz Bands, String Orchestra, Guitar Ensemble, Chorus, Chamber Singers, Opera Workshop, Percussion Ensemble, and Repertory Dance Ensemble gave fine performances in and around the NEIU Campus. The Brass Ensemble, Jazz Combos, Guitar Ensembles and other ensembles continued to provide music for important events such as the NEIU Civil Service Awards, the College of Educations Mentor's Reception, The NEIU Foundation Annual meeting, the NEIU Faculty Authors Event, Academic Recognition Ceremonies, and Fall and Spring Commencement Ceremonies.

I. Program Plan

A. Long term goals

- Recruit new and more advanced students
- Strengthen the String Program
- Develop and broaden geographic recruiting strategies now that we have dorms

B. Projected needs

1. Hire one full-time faculty member each in Strings, Percussion, and Guitar
2. Equipment budget must be increased to maintain instruments
3. Marketing and promotional resources are needed to advertise and mobilize our performing groups – thus strengthening visibility and recruitment

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Chang, Peter

- Article published, "Handel's Seven Trio Sonatas, Op. 5: Genesis, Sources, and Stylistic Elements" translation in Chinese and published in the *Journal of the Central Conservatory of Music* (juried flagship academic journal in China), Vol. 142, No. 1, 2016, 100-116.

Cowan, Kathy

- Vocalist. (2015) Featured actor/singer in Ireland tour of 2 person version of “In the Deep Heart’s Core,” by Joseph Daniel Sobol, August 2 at The Grain Store, Ballymaloe, Co. Cork; August 5 at The Model Art Gallery and Theater, Sligo, Co. Sligo as part of the Yeats Summer School; August 9 at Yeats’ Tower in Thoor Ballylea, Gort, Co Galway; August 11 at The Cushendall Golf Club Theater, Cushendall, Co. Antrim.
- Singer/Actor. (2016) Featured actor/singer in full cast performance of “In the Deep Heart’s Core,” by Joseph Daniel Sobol at “For the Ear Alone:A Conference on the 86th Anniversary of the Death of WB Yeats” January 27-28, East Tennessee State University, Johnson City, TN
- Vocalist.(June 13), guest solo appearance at Emory University’s 150th Anniversary Yeats Celebration, Emory University, Atlanta, GA.

Cofer, R. Shayne

- Received first annual Chair Meritorious Award, July 2015
- Awarded Educational Leave, July – December 2015
- Submitted Optional Report to the National Association of Schools of Music for accreditation review
- Migrated the Community Dance Program and Community Music Program to the Community and Professional Education (CAPE) area

Heath, Travis

- Solo trumpet. Brass Roots Trio. (Aug 2015) Museum of Fine Art. St. Petersburg, FL
- Solo trumpet. Brass Roots Trio.(Oct 2015) Hidden Valley Concerts. Escondido, California
- Solo trumpet. Brass Roots Trio.(Feb 2016) El Dorado CCA. Placerville, California
- Solo trumpet. Brass Roots Trio.(April 2016) Festival Concert Series. Port Huron, Michigan
- Solo trumpet. Brass Roots Trio.(June 2016) Nassau Church Series. Princeton, New Jersey

Kim, Kay

- Collaborative Pianist, International Conferences
With Gail Williams (French Horn Faculty at Northwestern University):
International Horn Conference at Los Angeles, CA (8/3/15)
- Collaborative Pianist, International Conferences
With Gail Williams (French Horn Faculty at Northwestern University):
International Horn Conference at Ithaca, NY, (6/16/16)
- Collaborative Pianist. With Peter Ellefson (Trombone Faculty at Indiana University at Bloomington) International Trombone Conference at New York City (6/10/16)
- Collaborative Pianist. With Joseph Alessi (Principal Trombone, New York Philharmonic)
- Alessi International Trombone Seminar at Eugene, OR: official seminar pianist

- Collaborative Pianist. Aspen Music Festival Auditions for the Aspen Opera Theater Center (11/21 and 11/22/15)
- Collaborative Pianist. Gail Williams (Faculty at Northwestern University)
- Collaborative Pianist. National Museum of Natural History, Jackson Hole, WY (8/1/15)
- Collaborative Pianist. Gail Williams (Faculty at Northwestern University) University of Oklahoma, Tulsa, OK (2/27/16)
- Collaborative Pianist. Gail Williams (Faculty at Northwestern University) East Carolina University, Greenville, SC (4/1/16)
- Collaborative Pianist. Gail Williams (Faculty at Northwestern University) Texas Christian University, Fort Worth, TX (4/3/16)
- Collaborative Pianist. Gail Williams (Faculty at Northwestern University)
- Collaborative Pianist. Steve Cohen (Faculty at Northwestern University) Buffet Clarinet Artist's recital (10/4/2015)

Owen, Christopher

- Recording Producer. (2015). "Anthem" Recording producer for the internationally known professional vocal ensemble CANTUS. Minneapolis, MN.

Tang, Susan

- Pianist. (2015). Solo Recital and Masterclass. Quest University, Squamish, Canada.
- Pianist. (2015). Solo Recital and Masterclass. Langley Community Music School, Langley, Canada.
- Pianist. (2015). 2 Solo Recital. Bellingham Musical Club, Bellingham, WA.
- Pianist. (2015). 2 Duo piano performances with Kay Kim. Ravinia Music Festival with Concert Dance, Inc. Ravinia, IL.
- Pianist. (2016). Collaborative recital with Nicole Cabell. Shriver Series, Johns Hopkins University, Baltimore, MD.

2. Book Chapters, Regional Exhibitions or Performances

Cowan, Kathy

- Vocalist (2015) Featured actor/singer in regional tour of 2 person version of "In the Deep Heart's Core," by Joseph Daniel Sobol, June 4 at The Woodstock Opera House, Woodstock, IL; June 10, Chief O'Neil's Pub, Chicago,

Heitzinger, Robert

- Vocalist. (January 2016). *Cycle de melodies sur des poems de Sylvain Garneau pour quatuor à cordes et baryton*, music by Réjean Coallier. With the Kontras Quartet, Jewel Box Series, recorded for broadcast on WFMT-FM. Northeastern Illinois University, Chicago, IL.
- Vocalist. (March 2016). Concert Dance, Inc: "A World of Dance", *Overweight, Overwrought, Over You* music by Thomas Pasatieri, directed by Venetia Stiffler. Chicago, IL.

Owen, Christopher

- Music Director, Casting. (2015). RENT performance for Artists Giving Back to raise funds for the Chicago AIDS Foundation. Chicago, IL.
- Clinician. (2015). Blue Hills Choral Festival. University of Wisconsin Center-Barron County. Rice Lake, WI.

3. Articles and Abstracts, Local Exhibitions or Performances:

Chang, Peter

- Director, String Showcase, Nov. 19, 2015, Northeastern Illinois University

Cofer, R. Shayne

- Conductor. (February, 2016). Northeastern Illinois University Wind Ensemble Concert
- Conductor. (April 6, 7, 8 and 9, 2016). Opera Workshop production of *Die Fledermaus*
- Conductor. (April, 2016). Northeastern Illinois University Wind Ensemble Concert
- Conductor. (May, 2016). Northeastern Illinois University Wind Ensemble, Commencement Ceremony

Cowan, Kathy

- Actor/Reader (2015) Featured reader in Bloomsday Celebration of “Ulysses” by James Joyce, June 16, at the Cliff Dwellers, Chicago, IL
- Vocalist Professional Solo and Ensemble sing for the Jewish High Holidays, September 5 – 24, Temple Sholom, Chicago
- Actor/Singer in soloist version of “In the Deep Heart’s Core,” October 1, NEIU Faculty Recital, Chicago. Included 4 NEIU students in performance.
- Solo presenter. October 11 in the Celtic Women International’s Literary Salon at iBam, Irish American Heritage Center, Chicago
- Actor/Singer in 30” soloist version of “In the Deep Heart’s Core” 11/13, with Steve Zivin, Faculty Symposium, NEIU, Chicago
- Guest soloist 12/2 with NEIU Wind Ensemble, Dr. Shelley Gurin, conductor, NEIU, Chicago
- Featured Soloist and MC, 12/10, A Christmas Tea, Irish American Heritage Center, Chicago
- Conductor, 12/14, Old Town School Choral Festival, Chicago
- Vocalist. (2016) Soloist/MC, 3/5, St. Patrick’s Day Irish Tea, Irish American Heritage Center, Chicago
- Soloist, 3/15, Concert of Irish Folk Songs with Steve Zivin, Grand Dominion Recreation Hall, Mundelein
- Duo with Matt Brown, 4/16, Concert on Folk Music based on One Book One Chicago “Third Coast” by Tom Dyja, Kelly Branch of the Chicago Public Library, Englewood, Chicago

- Narrator. 4/16 with Chicago Clarinet Ensemble, NEIU, Chicago
- Conductor/Soloist/Programmer, 4/24, Prepared, cantored and conducted mass in Gaelic, sang national anthems at the reading of the Proclamation, presented program on Women poets of Ireland in relation to the Rising, sang rebel songs in the concert in the evening of A Whole Day in Commemoration of the 100th Anniversary of The Easter Rising, the Irish American Heritage Center, Chicago
- Conductor/Soloist, 5/14, benefit concert for Doctors Without Borders, Gaelic Park, Chicago

Heath, Travis

- Principal Trumpet. (Sept. 2015) Camerata Chicago, 4th Presbyterian, Chicago IL
- Trumpet. (Sept 2015). Harper College. Poulenc Trio performance
- Lead Trumpet (Oct. 11th) Harry James Orchestra. St. Charles IL
- Director. (Nov 2015) Brass Showcase. NEIU, Chicago, IL
- Co-Director. (Nov 2015) Brass and Choir Concerts. Evanston. IL
- Trumpet. (Dec 2015) Spirito Singers, Elmhurst IL
- Trumpet. (Dec 2015) Brass Quintet Northwestern University, Evanston IL
- Trumpet. (Feb 2016) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL
- Trumpet. (April 6, 7, 8 and 9, 2016). Opera Workshop production of *Die Fledermaus*
- Trumpet. (May 2016) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL
- Trumpet. (June 2016) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL

Heitzinger, Robert

- Vocalist. Grant Park Music Festival, (July 2015) “Requiem”, music by Johannes Brahms, conducted by Thierry Fischer; Choral ensemble member. Chicago, IL.
- Vocalist. Grant Park Music Festival, (July 2015) “Songs From the Heart” Choral a cappella program, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Vocalist. Grant Park Music Festival, (August 2015) “Harmoniemesse” music by Josef Haydn, conducted Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Vocalist. Grant Park Music Festival, (August 2015) “The Kingdom” music by Edward Elgar, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Vocalist. Grant Park Music Festival, (June 2016) “Book of Proverbs” music by Michael Torke, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Vocalist. Ravinia Festival, (June 2016) Concert Dance, Inc./Ruth Page Festival of Dance, *Overweight, Overwrought, Over You* music by Thomas Pasatieri, directed by Venetia Stiffler; Vocal soloist. Highland Park, IL.

- Vocalist. (October 2015). Baritone Recitalist with Pianist Kay Kim; “But Mostly, Let’s Laugh! American Classics from Stephen Foster to Stephen Sondheim”. Northeastern Illinois University. Chicago, IL.
- Symposium Presenter. (November 2015). Faculty Research and Creative Activities Symposium. “Intersection of the Arts: Guillaume Apollinaire, Louis Durey and Raoul Dufy in the Creation of the Song Cycle ‘Le Bestiaire ou Cortège d’Orphée”. Northeastern Illinois University. Chicago, IL.
- Vocalist. (November 2015). Soloist on Music Faculty Convocation. Northeastern Illinois University. Chicago, IL.
- Master of Ceremonies. (December 2015). Passavant Cotillion, Northwestern Memorial Hospital Women’s Board. Chicago, IL.
- Vocalist. NEIU Chamber Singers and Chorus. “Choral Fantasy”, music by Ludwig van Beethoven. Northeastern Illinois University, Chicago, IL.

Kim, Kay

- Collaborative Pianist. Chicago Symphony Orchestra Conductor’s Rehearsal with Maestro Manfred Honeck and Concertmaster Robert Chen (2/17/16)
- Collaborative Pianist. Chicago Symphony Orchestra Principal Flute Auditions (6/15/15) – missing from annual report 2014-2015
- Collaborative Pianist. Lyric Opera of Chicago Lyric Unlimited Chamber Music series featuring composer Jimmy Lopez (Bel Canto) (11/8/15)
- Pianist, Chicago Philharmonic Orchestra Subscription Concert (11/15/15)
- Collaborative Pianist. Ravinia Festival Performances with Contemporary Dance Inc (8/31/15, 9/1/15 and 6/2/16, 6/3/16)
- Collaborative Pianist. Chicago Chamber Musicians Ensemble First Monday at Cultural Center Series on WFMT (6/6/16)
- Collaborative Pianist. Northwestern University Faculty Recitals Gail Williams, French Horn (3/29/16)
- Collaborative Pianist. John Thorne, Flute (5/8/16)
John Thorne (Faculty at Northwestern University)
Bradley University Guest Artist Series, Peoria, IL (3/4/16)
- Collaborative Pianist. Mary Kay Fink (Principal Piccolo/Flute, Cleveland Orchestra)
Recital and Master Class, Evanston, IL (3/8/16)
- Kristin King (Principal Clarinet, US Air Force Band)
Recital, Chicago, IL (10/11/15)
- Collaborative Pianist. Jaime Gorgojo (Violin, Faculty at NEIU)
Adler Center Concer Series, Libertyville, IL (12/19/15)
- Staff Accompanist. Chicago Flute Club
Award Winners’ Concert (4/17/15)

Owen, Christopher

- Faculty Recital. (2015). Rodeo by Aaron Copland Piano Quartet. Northeastern Illinois University. Chicago, IL.
- Conductor. (2016). Brahms *Schickalslied*. Northeastern Illinois University Choral Program and Orchestra. Chicago, IL.
- Conductor. (2016). We are NEIU: A Concert about Identity. Northeastern Illinois University Choral Program. Chicago, IL.
- Conductor. (2015). Sounds of Winter. Northminster Presbyterian Church Choir, Campenella Children's Chorus, Northeastern Illinois University Brass Choir, Northeastern Illinois University Choral Program. Evanston, IL.
- Conductor. (2015). Drink Up! Northeastern Illinois University Choral Program. Chicago, IL.

Ruiz, Irma

- Nominee. Adelante Movement/White House Champion of Change. (2016). Recognition of Latina "mujer extraordinaria". Extraordinary women who have inspired great change in their community.
- Nominee. 3Arts Award. (2016). Recognition of exceptional Chicago-based women artists of color.
- Presenter, Guest Artist, Artistic Director, Choreographer, Producer. (2015-2016). "Tales of Spain/Historias de España", Multimedia lecture concerts for elementary and high school students. Northeastern Illinois University Auditorium, 7 concerts, lectures with Artistic Director and performances.
- Presenter, Artistic Director, Choreographer, Performer. (2015). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. 1 Concert.
- Artistic Director, Choreographer, Producer. (2015-2016). Spain's Dancing Rhythms (EE & Urban Gateways). Burbank, Chicago, Des Plaines, Naperville, Orland Park, Schaumburg, Skokie, Wilmette, IL. 23 Lecture-Performances.
- Artistic Director, Choreographer, Producer. (2015). American Spanish Dance Festival Flamenco Passion Concerts. North Shore Center for the Performing Arts, Skokie, IL. 3 Concerts
- American Spanish Dance and Music Festival - 39th Anniversary Celebration / Professor, Artistic Director, Faculty. (2015). American Spanish Dance and Music Festival Independent Study Course, Credit and non-credit day and evening classes and workshops. Northeastern Illinois University. 57 Classes.
- Artistic Director. Choreographer, Presenter. (2015). American Spanish Dance Festival Classes and Workshops, Classical Level III, Regional/Folklore Level II & III, Classical Level II, Flamenco Level II, Neo-Classical Level I, Flamenco Level I & II, Flamenco Evening Master Class, Spanish Dance and History Seminar, Flamenco Boot Camp Levels II & III. J-Building Studio, Northeastern Illinois University.
- Artistic Director, Instructor and Faculty. (2015-2016). Ensemble Español Community Workshop Classes, J-Building Studios, Northeastern Illinois University. Evening community dance classes and student performances.

- Instructor, Faculty. (2015-2016). Introduction to Spanish Dance 131, Spanish Dance I 161, Spanish Dance II 261, Northeastern Illinois University. Academic classes and student performances.
- Artistic Director, Choreographer, Instructor, Performer. (2015). Tales of Spain, West Virginia University, Parkersburg, WV. Lecture with Associate Artistic Director and performance. 1 Concert.
- Artistic Director, Choreographer, Instructor, Performer. (2015). Tales of Spain, Geneva High/Middle School, Geneva, NY. Lecture with Associate Artistic Director and performance. 2 Concerts.
- Artistic Director, Choreographer, Instructor, Performer. (2016). Tales of Spain, Chicago Symphony Orchestra, Symphony Center, Chicago, IL. Lecture with Associate Artistic Director and performance. 4 Concerts.
- Artistic Director, Choreographer, Instructor. (2015). Duende Flamenco Music & Dance Concert, Old Town School of Folk Music, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Alumni Reunion. Northeastern Illinois University, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Ballet Chicago Showcase. Athenaeum Theater, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Chicago Dance Intensive. Chicago Lights Festival, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Chicago Dancing Festival. Harris Theater, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Chicago Dancing Festival. Pritzker Pavilion, Millennium Park, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Chicago Summer Dance. Millennium Park, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Day of the Dead Celebration. Round Lake Park District, Round Lake, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Fall Orientation. Northeastern Illinois University, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer, Performer. (2015). Wentworth Scholars Program. Northeastern Illinois University, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer, Performer. (2015). Jewel Box Series. Northeastern Illinois University, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). City of Chicago Thanksgiving Day Parade. Chicago, IL. 1 Performance.
- Artistic Director, Choreographer, Performer. (2015). Open House. Northeastern Illinois University, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer, Performer. (2015). British Petroleum. BP Corporate Headquarters, Naperville, IL. 1 Performance.
- Artistic Director, Choreographer, Performer. (2015). El Centro Community Day. Northeastern Illinois University – El Centro Campus, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer, Performer. (2015). Passport to ChiArts. Chicago High School for the Arts, Chicago, IL. 1 Performance.
- Artistic Director. (2015). Amahl and The Night Visitors. Harold Washington Library, Chicago, IL. 3 Concerts.

- Artistic Director, Choreographer, Performer. (2015). Sinfonietta Bel Canto. Immanuel Lutheran Church, Downers Grove, IL. 2 Concerts.
- Artistic Director, Choreographer, Performer. (2015). St. Augustine's 450th Commemoration. St. Augustine Amphitheater, St. Augustine, FL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Made in Chicago Dance Series. Chicago Human Rhythm Project, Chicago Fine Arts Building, Chicago, IL. 2 Performances.
- Artistic Director, Choreographer, Performer. (2016). Chicago Rhythm Fest Stomping Grounds. Chicago Cultural Center, National Museum of Mexican Art, Northeastern Illinois University, Auditorium Theatre, Chicago, IL. 4 Concerts.
- Artistic Director, Choreographer, Performer. (2016). Chicago Rhythm Fest Stomping Grounds. Beaubian School, Belding School, Scammon School, Shields Middle School, Wendell Smith School, Chicago, IL. 5 Workshop Demonstrations.
- Artistic Director, Choreographer, Performer. (2015). Jacob's Pillow. Henry J. Leir Stage and Marcia & Seymour Simon Performance Space, Becket, MA. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Latino Fashion Week. Block Thirty-Seven, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Flamenco Performance. Chi Town Futbol, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Festival of Lights. 900 North Michigan, Chicago, IL. 1 Concert.
- Artistic Director. (2016). Flamenco Festival. Instituto Cervantes, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Showcase. North Shore Center for the Performing Arts, Skokie, IL. 1 Performance.
- Artistic Director, Lecturer. (2015-2016). Audience Architects Moving Dialogs. Artspace 8, Chicago Cultural Center, Chicago, IL. 1 Lecture.
- Artistic Director, Lecturer. (2015). Chicago International Dance Forum. Northeastern Illinois University, Chicago, IL. 1 Lecture.
- Artistic Director, Lecturer. (2015-2016). Chicago Dance History Project - Conversations on Chicago Dance. Chicago Dance Makers Forum, Newberry Library, Chicago, IL. 1 Lecture.
- Artistic Director, Lecturer. (2015-2016). Chicago Dance History Project - Conversations on Chicago Dance. Chicago Dance Makers Forum, Northeastern Illinois University, Chicago, IL. 1 Lecture.
- Artistic Director, Lecturer. (2015). Regional Dance Development Initiative. The National Dance Project, Northeastern Illinois University, Chicago, IL.
- Associate Artistic Director, Choreographer. (2015). Night Out In The Parks. Chicago Park Districts, Chicago, IL. 2 Workshops, 3 Performances.
- Artistic Director, Choreographer. (2015). Parent Power Chicago Arts in the City Empowerment Summit. Roosevelt University, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer. (2015). Parent Power Chicago Fair. Navy Pier, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer. (2015). Launch Showcase. Hyatt Regency Hotel, Chicago, IL. 1 Performance.

- Artistic Director, Choreographer. (2015). Illinois Hispanic Chamber of Commerce Benefit Gala. Hyatt Regency Hotel, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer. (2015). Natya Dance Theater Benefit Gala. Columbia College, Chicago, IL. 1 Performance.
- Artistic Director, Choreographer, Presenter, Producer. (2015-2016). Ensemble Español Spanish Dance Youth Company Performances, Francis Parker School, Skokie Festival of Cultures, Concierto Familiar/Family Holiday Concert, Chicago Teen Dance Festival, Our Chance To Dance Youth Festival, City of Chicago Thanksgiving Day Parade, Illinois State Fair, Community Classes Recital, Ensemble Español Benefit Gala, North Shore Center For The Performing Arts. Community performances.
- Artistic Director, Choreographer, Presenter, Producer. (2015). Our Chance To Dance Youth Festival. Day and evening classes, workshops, master classes, and performances. Northeastern Illinois University, Chicago, IL. 1 Concert.
- Artistic Director. (2015). After School Matters. Northeastern Illinois University. Summer program classes. 1 Performance.
- Artistic Director. (2015-2016). After School Matters. Steinmetz College Prep High School, Chicago, IL. Summer, Fall, Spring program classes. 3 Showcases, 3 Performances.
- Artistic Director. (2015-2016). After School Matters. Roosevelt High School, Chicago, IL. Summer, Fall, Spring program classes. 2 Showcases.
- Artistic Director. (2016). After School Matters. Federico Garcia Lorca Elementary School, Chicago, IL. 1 Performance.
- Artistic Director. (2016). After School Matters. Locke Elementary School, Chicago, IL. 1 Performance.
- Artistic Director. (2016). After School Matters. Alcott College Prep, Chicago, IL. 1 Performance.
- Artistic Director. (2015). Ogden Park Residency, Ogden Park, Chicago, IL. After-school classes.
- Artistic Director. (2015). Ebinger Elementary School Residency, Chicago, IL. Spring program in-school classes. 1 Recital.
- Artistic Director. (2016). Lewis School of Excellence Residency, Chicago, IL. Spring program in-school classes. 1 Recital.
- Artistic Director. (2015-2016). ChiArts Residency, Chicago, IL. Fall, Spring in-school classes. 2 Performances
- Artistic Director. (2015-2016). Belmont Cragin Elementary School Residency, Chicago, IL. Fall, Spring, in-school and after school classes. 2 Performances.
- Artistic Director. (2015). Ballet Chicago Residency, Chicago, IL. Classes.
- Artistic Director, Choreographer, Performer. (2015). Flamenco Performance. Smith Opera House, Geneva, NY. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Flamenco Performance. College Activities Center, West Virginia University, Parkersburg, WV. 1 Concert.
- Artistic Director, Choreographer, Performer. (2015). Flamenco Performance. Gibson Theater, Elmira, NY. 1 Concert.

- Artistic Director, Choreographer, Performer. (2016). Chicago Youth High School. Café Iberico, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Flamenco Performance. Meadow Glens Elementary School, Naperville, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Flamenco Performance. Governor's State University, University Park, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Flamenco Performance. Emilie K. Asplundh Concert Hall, Westchester, PA. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Flamenco Performance. Performing Arts at Huntington Pointe, Delray Beach, FL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Flamenco Performance. Wynmoor Theater, Coconut Creek, FL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Flamenco Performance. Dominican University, River Forest, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2016). Flamenco Performance. Touhill Performing Arts Center, St. Louis, MO. 3 Concerts.
- Artistic Director, Choreographer, Instructor, Presenter. (2015). Flamenco Workshop. American Rhythm Center, Chicago, IL. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2015). Master Class. Hobart and William Smith Colleges, Geneva, NY. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2015). Flamenco Workshop. Michigan State University, East Lansing, MI. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2015). Paloma Gomez Master Class. Northeastern Illinois University, Chicago, IL. 11 Classes.
- Artistic Director, Choreographer, Instructor, Presenter. (2015). Vanessa Aibar Master Class. Northeastern Illinois University, Chicago, IL. 2 Classes.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Omayra Amaya Master Class. Northeastern Illinois University, Chicago, IL. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Paloma Gomez Master Class. Northeastern Illinois University, Chicago, IL. 4 Classes.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Master Class. Dominican University, River Forest, IL. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Master Class. Touhill Performing Arts Center, St. Louis, MO. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Flamenco Workshop. Flamenco Expresivo, Palatine, IL. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Flamenco Workshop. The Dance Workshop, Orland Park, IL. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Flamenco Workshop. Pope John Paul II Catholic Church, Chicago, IL. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Flamenco Workshop. Ebinger Elementary, Chicago, IL. 1 Class.
- Artistic Director, Choreographer, Instructor, Presenter. (2016). Federico Garcia Lorca Elementary School - Flamenco Workshop. Northeastern Illinois University, Chicago, IL. 4 Classes.

Tang, Susan

- Pianist. (2016). Faculty Artist Recital. Northeastern Illinois University, Chicago, IL.
- Pianist. (2016). Chamber music. Jewel Box Series. Northeastern Illinois University, Chicago, IL.
- Pianist. (2016). Concerto with University Chorus and Orchestra. Northeastern Illinois University, Chicago, IL.
- Pianist. (2015). Faculty Showcase. Northeastern Illinois University, Chicago, IL.
- Pianist. (2016). Collaborative recital with Nicole Cabell. Near North Lyric Opera Chapter, Chicago, IL.

Torosian, Brian

- Solo Guitar. (April 2016). Performed with Chicago Symphony Orchestra conducted by Riccardo Muti in three concerts at Symphony Center, Chicago,
- Solo Guitar. (Nov 8, 2015) Performed a solo classical guitar recital for the Second Sunday Concert Series at McHenry County College on.
- Solo Guitar. (Nov 10, 2015). Performed a solo classical guitar faculty recital at NEIU on Solo Guitar.
- Guitar. (Sept 2015) Performed at Harper College,. Numerous NEIU music faculty members also participated in the concert, which is part of an effort to strengthen ties with area community colleges.
- Collaborative Guitar. (January 2016) Performed duo works for flute and guitar at Harper College,.
- Solo and Collaborative Guitar.(February 14, 2016) Performed with Waller and Maxwell Duo in the Segovia Classical Guitar Series at Northwestern University,.
- Collaborative Guitar.(March 12, 2016) Performed duo works for flute and guitar at Carthage College, Kenosha, Wisconsin.
- Collaborative and Solo Guitar. (April 17, 2016) Performed duo works for flute and guitar at Merit School of Music, Chicago,.
- Solo Guitar. (June 13, 2016) Performed at the NEIU Annual Retiree Reception.

4. Conference Presentations, Group Shows**Heath, Travis**

- Director and Founder. (March 2016). Chicago Brass Festival. 8th annual festival and two-day event on the NEIU campus featuring world renowned brass musicians in master-class and performance. Brandon Ridenour, trumpet, John Hagstrom, trumpet, The Chicago Brass Band, and Maniacal 4.

Heitzinger, Robert

- Presenter. (October 2015). International Symposium on Singing and Song: “Discovering the Hero’s Journey in *Die schöne Magelone* (Opus 33, 1869) as created by Ludwig Tieck and Johannes Brahms”. Memorial University, St. John’s, Newfoundland and Labrador, Canada.

Tang, Susan

- Presenter. (2016) Between and beyond the notes. NorthShore Music Teacher Association, Winnetka, IL.
- Presenter. (2016) Between and beyond the notes. Northwest suburban Music Teacher Association, Schaumburg, IL

5. Funded grants

Ruiz, Irma (Funding Ensemble Espanol, in residence at NEIU)

- | | |
|---|-------------|
| • Albany Bank | \$100 |
| • Boeing | \$100 |
| • Chicago City Arts Grant | \$9,000 |
| • Chicago Community Trust | \$35,000 |
| • Chicago Public Schools After School Matters | \$24,442.55 |
| • Driehaus | \$15,000 |
| • Fifth Third Bank | \$250 |
| • Follet Corporation | \$1,250 |
| • Jarvis-Gerritson Fund | \$10,200 |
| • MacArthur Foundation | \$20,000 |

6. Service

Heath, Travis

- Acting Chair. (2015) Department of Music. Northeastern Illinois University
- Adjudicator. (2016) Northshore Jazz Festival. Glenview, IL

Heitzinger, Robert

- Presenter. High School Audition Workshop for College-bound Singers. Chicago Chapter, National Association of Teachers of Singing (November, 2015). Chicago, IL.

Kim, Kay

- Guest Lecture at Northwestern University: Trio Class (11/20/15, 11/27/15)
- Chair of Competition Planning Committee: Sejong Music Competition (Since 2009)

Torosian, Brian

- Current President of the Chicago Classical Guitar Society, various volunteer service and duties, July 2015-June 2016.
- Adjudicated the Chicago Chamber Music Festival Concerto Competition at NEIU, August 2015.
- Adjudicated the Wilson Center Guitar Competition, Milwaukee, June 2016.

B. Student Achievements

Heitzinger, Robert

- **Haynes, DaRell.** (July 2015). Apprentice Artist, Cedar Rapids Opera Theater. Cedar Rapids, IA.
- **Brubaker, Nicholas.** (November 2015) Winner, Brommel-Ratner Scholarship. Northeastern Illinois University. Chicago, IL.
- **Hatcher, Christopher,** (November 2015). Winner, Reverend Krump Award. Northeastern Illinois University. Chicago, IL.
- **Lennon, Jennifer.** (November 2015). Winner, McGowan Scholarship. Northeastern Illinois University. Chicago, IL.
- **Oberdick, Emma.** (November 2015). Winner, Hanna Scholarship. Northeastern Illinois University. Chicago, IL.
- **Wattelle, Caroline,** (November 2015) Winner, Brommel-Ratner Scholarship, Northeastern Illinois University. Chicago, IL.
- **Davies, Maureen.** (February 2016). Winner, Orvieto Scholarship. Northeastern Illinois University. Chicago, IL.
- **Hatcher, Christopher.** (April 2016). Winner, Elyse Mach Concerto Competition Scholarship. Northeastern Illinois University. Chicago, IL.
- **Wattelle, Caroline.** (April 2016). Junior Voice Recital. Northeastern Illinois University. Chicago, IL.

Owen, Christopher

- **Mehrabkhani, Fahimeh** (2016). Student Research Symposium, Best Presentation Award: TRADITIONAL PERSIAN MUSIC AND REGIONAL IRANIAN MUSIC OF AZERBAIJAN, KURDISTAN, AND THE PERSIAN GULF: STRUCTURES, MODES, GENRES, INSTRUMENTS, AND PERFORMERS. Northeastern Illinois University, Chicago, IL.

Ruiz, Irma

- **Beltran, Luis.** Choreographer and Performer. (2015). Si no te hubieras ido. *Works In Progress*, Northeastern Illinois University, Chicago, IL. Performance.
- **Pizzaro, Claudia.** Choreographer and Performer. (2015). Reina Gitana. *Works In Progress*, Northeastern Illinois University, Chicago, IL. Performance.
- **Villalobos, Tasiana.** Choreographer and Performer. (2015) One That Got Away. *Works In Progress*, Northeastern Illinois University, Chicago, IL. Performance.
- **Villalobos, Tasiana.** Choreographer and Performer. (2016) Ya No Roto. *Works In Progress*, Northeastern Illinois University, Chicago, IL. Performance.
- **Beltran, Luis** (2015-2016). Brommel-Perez Scholarship.
- **Pacheco, Jonathan** (2015-2016). Brommel-Perez Scholarship.
- **Saucedo, Amanda** (2015-2016). Brommel-Komaiko-Perez Scholarship.
- **Villalobos, Tasiana** (2015-2016). Brommel-Chan-Laird Scholarship.

Tang, Susan

- **Fath, Andrew.** (2016) Winner in the NEIU Concerto Competition.
- **Wang, Jierong.** (2016) Winner in the NEIU Concerto Competition.

Torosian, Brian

- **Jeon, Yongwoo** NEIU guitar student won Second Prize in the Society of American Musicians Collegiate Guitar Competition, Music Institute of Chicago, April 3, 2016.
- **Eshoo, Ron** NEIU guitar student received Honorable Mention in the Society of American Musicians Collegiate Guitar Competition, Music Institute of Chicago, April 3, 2016.
- **Wu, Xiaoxuan** NEIU guitar student received the International Student Award of Excellence at the 6th Annual Asian, Asian-American Awards Celebration, NEIU, April 2016.
- **Wu, Xiaoxuan** NEIU guitar student received the Oddo Scholarship, NEIU, November 2015.
- **Carroll, William** NEIU guitar student received the Berlinger Scholarship, NEIU, March 2016.

C. Alumni News

- **Egan, Theresa.** (M.M. 2010, Student of R. Heitzinger) Owner, Theresa Egan Studios, Private Voice and Piano lessons. Soloist, Prague Summer Nights Young Artist Program (July 2015). Evanston, IL.
- **Manifold, Lorraine.** (M.M. 2011, Student of R. Heitzinger) Owner, Manifold Melodies Voice Studio. Co-founder and Director, Australian Bahá'í Choral Festival (September 2015). Sydney, Australia.
- **Miles, Michael J.** (B.A. 2008) Student of B. Torosian) Chicago Tribune profiled (M.A. '04 Music) and his latest project that combines banjo, orchestra, jazz choir, and Walt Whitman poetry.
- **Esposito, Tony.** (B.A. '07 Music) (Student of B. Torosian) was featured in a DNAinfo story titled "Meet the Chicago Public School Band Rocking the Beatles Before Sunup." Esposito led eight of his 5th, 6th, and 7th grade students at Onahan Elementary School to form the Raven Street rock band, which meets three mornings a week at 7 a.m. to rehearse.

PHILOSOPHY

Annual Report 2015-2016

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. We are currently graduating 7-8 students per year compared with an average of 5-6 five years ago.

After a very successful search the department was able to hire Stacey Goguen. Dr. Goguen received her PhD in philosophy from Boston University, as well as a certificate in Women's, Gender, and Sexuality Studies. She works on feminist philosophy, philosophy of science, and social epistemology. Her current research focuses on stereotypes, social identity, and the philosophical implications of current work in social psychology. She is currently interested in how this work applies to issues concerning the demographics of philosophy and self-identity. She plans to teach courses that will appeal to a wide range of departments and programs throughout NEIU. She will develop courses in research ethics, philosophy and gaming, and the philosophy of psychology during in the next two years.

Daniel Milsky continues to engage in a research agenda dedicated to the promotion of a new understanding of ecosystem health and the philosophical value of biodiversity. Lately his concentration has been on how to apply notions of ecosystem health to eating, especially within the “locavorism” movement. He has continued his work with an ethics education program that he introduced at North Park Elementary School in Chicago. The program is a voluntary program that runs during the elementary school's after school program. He modeled the curriculum after the National Ethics Bowl. The kid's debate cases are culled from current events and the students also act out cases through role playing and are asked to develop multiple philosophical positions on each case. Recently, he has started working with the Chicago Debate League to give our students an opportunity to work as high school debate judges. Some NEIU students are also being trained to serve as debate coaches in a pilot program designed to teach reasoning and debate skills to middle school students in Chicago. Finally, the department is excited that Dr. Milsky is a finalist for the Audrey Reynolds Distinguished Teaching Award.

John Casey continues to strengthen the philosophy core by teaching courses in the history sequence as well as our upper level logic courses, our senior level seminar, and

some UCC critical thinking courses. Dr. Casey's research over the last several years has focused on the analysis of fallacies in informal reasoning. His recent work offers a more detailed analysis of the family of straw man arguments. He has been credited with identifying two new informal logic fallacies---the Iron Man and the Hollow Man. His work on the Hollow Man and Iron Man fallacies is starting to garner national and international attention as evidenced by his recent publications in *Argumentation* and *Topoi*. Dr. Casey continues to publish his own textbook for his logic class and continues to integrate his very popular online blog, the Non Sequitur (thenonsequitur.com), into his critical thinking and logic courses. He has also been very active with his service by serving as a Faculty Senator and by chairing the University Honors Board.

Al Frankowski has just completed his fourth year in our department. He has been an extremely active scholar since his arrival. With the publication of his book this year, *The Post-Racial Limits of Memorialization: Toward a Political Sense of Mourning*, his research is now receiving national and international attention. He has been traveling all over the U.S. and Canada to attend book signings and author meets critics sessions in support of his book. All the while he has continued actively researching and recently he published a couple of book chapters and is co-editing a book on African genocide. Dr. Frankowski has been a central participant and organizer in the Rethinking Genocide conference at NEIU which is now entering its fourth year.

We are very proud to have successfully continued the *Inspiring TriVia: The Sarah Lucia Hoagland Lecture Series* in March. We had the honor of bringing Mariana Ortega of John Carroll University to campus for a talk entitled "In-Between Selves: World Traveling and Resistance." We were thrilled by the excellent attendance and we were able to take 10 students to dinner with Dr. Ortega.

We continued into the eleventh year of Ethics Bowl competition by attending the 10th Annual APPE Upper Midwest Ethics Bowl at Harper College. Eighteen teams from across the upper Midwest competed and NEIU was well represented. Our team put enormous effort into preparing for the competition but again, came up only one spot shy of qualifying for the Nationals. For the third year in a row, we placed fourth in the competition and were named alternates for the nationals. We are proud of our student's efforts and we had a wonderful showing and we take great pride in continuing 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, 9 students participated and most attended the twice weekly practices.

I. Program Plan

Our students have been performing remarkably well after graduation and we hope to continue to attract, retain, and graduate exceptionally well prepared students. During our IBHE review two years ago we identified some changes we'd like to implement for the program.

Due to the current high demand for our courses, and the dim prospects for future hires for our program, we have decided to make the philosophy curriculum more flexible for the students. We recently changed one of our required courses, Contemporary

Philosophy, to a limited list of contemporary philosophical movement courses at the 300 level. This will give students a range of courses to fulfill a requirement that we had only been able to teach once per year. Next year we will redesign our WIP course and our seminar courses to better reflect the expertise of our current TT faculty.

We are committed to increasing our efforts to recruit new students to NEIU and new majors to our program. We hope to increase our involvement with the Chicago Debate League and the High Schools Ethics Bowl organizations. Working with these groups increases our exposure to outstanding students in the CPS system and offers us opportunities to talk to them about studying at NEIU. We are even coordinating some campus visits for interested CPS debate students.

Our curriculum is currently missing several important sub disciplines in philosophy. As a result of the retirement of Dr. Hoffman, we no longer have coverage in philosophy of religion and non-Western Philosophy. These are important parts of well-rounded philosophy training. We understand that it is unlikely that we will get a hire in the near future so we are working to identify local instructors who could fill in some of these gaps.

Finally, we are working to implement a much more robust and better defined assessment program. We have identified our assessment goals for the next two years and are currently developing instruments and rubrics to implement this plan.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books:

Al Frankowski, *The Post Racial Limits of Memorialization: Toward a Political Sense of Mourning*. Lanham, MD: Lexington Books, 2015.

2. Book Chapters

John Casey

“Anicius Manlius Severinus Boethius ca.425-475.” *Encyclopedia of Political Thought*. Wiley-Blackwell.

3. Conference Presentations:

Al Frankowski

“De-colonial Hermeneutics, Pedagogy, and the Rwandan Genocide.” *The African Summer Institute*, Chicago July 2016.

“Anti-Black Racism, Race Realism, and Post-Racial Discourse.” *Genocide, Incarceration, and Anti-Black Racism*, Susquehanna University, Pennsylvania, April 2016.

“Post-Racial Violence, National Memory, and the Aesthetics of New Anti-Black Politics.”
Reed College, Oregon, April 2016.

“Sorrow as the Longest Memory of Neglect.” *American Literature: Memory, Trauma, Forgetting*, Bergen University, Sweden, January 2016.

Dan Milsky

“Against Biodiversity.” International Society for Environmental Ethics Conference,
Chicago, October, 2015.

B. Student Achievements

Rachael Forgash, Accepted to UIC, political theory graduate program.

Adrienne Arlan, Accepted to Indiana University Law School.

C. Alumni News

Czarnecki, David

Philosophy, ‘13

Graduated Law School at Loyola University

Co-Recipient of the 2010-2011 Undergraduate Prize in Philosophy

Defrancisco, Nicole

Philosophy and Anthropology, ‘11

Accepted into Ph.D. program in Anthropology at University of California/Riverside.

Dobucki, Jennifer

Philosophy, ‘15

Accepted to PIKSI Summer Institute at Penn State, July 2014.

Recipient of the Undergraduate Philosophy Prize NEIU, 2013.

Dolan, Jeremy

Philosophy, ‘09

Completed 6th year of his Ph.D. in philosophy at NYU. (#1 ranked program in the world).

Forgash, Rachel

Philosophy, ‘16

Graduate Student, UIC

Gabrilo, Milosh

Philosophy, ‘15

Accepted into master of counseling program at NEIU.

Gonzales, Juan

Philosophy, ‘16

McNair Scholar 2014-2015.

Hanes, Jeff

“Simple and Temporal God: A Model of Divine Eternity” *Ephemeris: An Undergraduate Philosophy Journal*, Union College, 2014.

Hilton, Jem

Philosophy, '08

Completed the Masters Program in Philosophy at University of Wisconsin/Milwaukee.
Taught as an Adjunct in our department 2010-2013.

Jagmohan, Desmond

Defended his Ph.D. in Political Theory at Cornell University.

Assistant Professor at Princeton University.

Manno, Luke

Philosophy, '14

Accepted into John Marshall law school for Fall 2014.

Marazan, Dan

Philosophy, '13

Accepted into Depaul, Loyola, and Marshall Law schools for Fall 2013.

Mayo, Phil

Philosophy, '08

Attending Philosophy Ph.D. program at the University of Oregon.

Montiel, Jorge

Philosophy, '13

Completed 3rd year of Ph.D. Program at Marquette University.

Myslinski, Silvia

Philosophy, '13

Graduated John Marshall law schools, June 2015.

Owen, Nic

Attending the Ph.D. Program in Philosophy at University of Wisconsin/Madison.

Reardon, Matthew

Philosophy and Economics, '14

Attending Harvard Law.

Rousseau, Carly

Philosophy, '12

Attending Kent Law School.

Wiener, Sander

Accepted to multiple law schools. Ultimately chose IIT-Kent. Full funding.

PHYSICS

Annual Report 2015-2016

Submitted by Paulo Acioli

Executive Summary

The Physics Department continues to be engaged in efforts to offer high quality teaching that is based on the best practices supported by current Physics Education Research (PER). Faculty in the department currently employ pedagogies such as Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led Learning, that are proven to improve content retention as well as conceptual understanding of physics. These have been used in our General Education, Service, as well as in courses offered for physics majors. Most of the implementation of these techniques relies on the individual efforts of the faculty teaching the course and is therefore not implemented in every single class. As part of a funded NSF - Improving Undergraduate STEM Education (IUSE) the department has implemented computational activities and mini-research projects in the Calculus based University Physics sequence, the results of these implementations have been presented in several regional and national meetings.

One of the highlights of the physics department continues to be the success of our Summer program. Our summer program offers classes that are required by many pre-professional majors. Our program attracts students from other universities locally and even nationally, and in particular we have a strong attendance of UIC students. We produced 1422 CH in the College Physics I and II sequence, a number that is about the same as the total SCH production of the department in Spring 2016. As We continue to study the option to offer the University Physics I and II sequence in future summers. This is the preferred sequence for students in the STEM disciplines pursuing post-graduate studies or students that intend to attend Engineering programs.

The Physics Department continues to be a key player in the new Environmental Science Program in collaboration with Biology, Chemistry, Earth Science, Geography and Environmental Studies on designing and teaching the interdisciplinary curriculum for this program. The program is now on its second year of implementation and counts with 15 majors and is offering two sections of ENVI 101 – Introduction to Environmental Science every term. ENVI 301 – Field Methods in Environmental Science will be offered for the first time in Summer or Fall 2017. We envision that in Spring 2018 we should have the first graduates in the program.

Dr. Paulo Acioli is the principal investigator (with Sudha Srinivas as the project coordinator and other STEM faculty as co-P.I.s) on an externally funded National Science Foundation scholarship project. The project introduced mini-research projects and a strong Peer Led component in introductory science courses with the aim to

improve undergraduate STEM education (IUSE) at NEIU. Dr. Acioli has been a member of the Editorial Board of two peer reviewed open access journals and is a reviewer for the National Science Foundation. Dr. Srinivas is a reviewer for the National Science Foundation and Department of Energy as well as a member of the Alliance for Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks, National Science Foundation ADVANCE Program.

Dr. Acioli published two manuscripts in Journal Of Physical Chemistry A in collaboration with scientists from the Universidade de Brasília in Brazil. One of this works was recognized and Dr. Acioli gave an invited talk in Energy, Materials, Nanotechnology Meeting, Beijing, China, April, 2016 . There were seven presentations by students in the program in local, regional, and national meetings. One of our students, John Gonzales, participated in the Summer Research Experience for Undergraduates (REU) in Accelerator and Nuclear Physics offered by Old Dominion University and Jefferson Laboratory.

In fall 2017, Dr. Orin Harris, joined the Physics department at Northeastern and he is going to bring a strong experimental component for the program and plans to establish a research program on the direct detection of black matter using bubble chambers. This is a collaboration with Argonne National Lab, Fermi National Lab, the University of Chicago, as well as collaborators in Canada.

I. Program Plan

A. Long term goals

The physics program goals include continuing to provide high quality education for its majors, minors, students in the pre-professional programs and to the university community as a whole; enhancing our program by establishing a new particle physics experimental program; study the viability of re-instituting a secondary teaching certification in the physics concentration; study the viability of a pre-engineering program.

B. Projected needs

1. Faculty: The Physics Department currently has five tenure-track faculty. One of the faculty is on medical leave since fall 2014 and is not anticipated to return. One of the faculty serve as department chair. One faculty is currently teaching 2/3 of his load in the Environmental Science program. One faculty is leaving the department to serve as Associate Dean of the College of Graduate Studies and Research. Only the newly tenure track hire as a full load in the program. As a result, the department only counts with the equivalent of 2 full-time faculty teaching in the program. It is then imperative that the department is allowed to hire another faculty to be able to continue to offer a quality undergraduate program in Physics and to the university. The ideal candidate would have a strong experimental, applied, or computational physics background to help solidify the current department strengths and to be able to fill the void that will be created by the faculty that is leaving the department in spring 2017.

2. Equipment: The physics department anticipates the need for new equipment to bring our intermediate and advanced labs up to date. This would include strong instrumentation electronics equipment, renovation of our out of date facilities. In addition to these, we anticipate the need for equipment to help the new hire to successfully implement his research/educational program at NEIU.

3. Other resources: If a successful search results in the hire of an experimental/observational/computational physicist the department anticipates the need for additional travel funds that would be required for the faculty and students to attend conferences and have visits to establish or strengthen the observations where a substantial part of the research will be conducted.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

- P. H. Oliveira Neto, D. A. Silva Filho, L. F. Roncaratti, **P. H. Acioli**, and G. M. e Silva Low-Temperature Seebeck Coefficients for Polaron-Driven Thermoelectric Effect in Organic Polymers, *J. Phys. Chem. A* **120(27)**, 4923-4927 (2016)
- W. F. Cunha, **P. H. Acioli**, P. H. Oliveira Neto, R. Gargano, and G. M. e Silva Polaron Properties in Armchair Graphene Nanoribbons, *J. Phys. Chem. A* **120(27)**, 4893-4900 (2016)

2. Conference Presentations, Group Shows

- P. H. Acioli, Exciton Mobility in Organic Photovoltaic Materials, Energy, Materials, Nanotechnology Meeting, Beijing, China, April 21-25, 2016 (**Invited**)
- Ken Nicholson, **Paulo Acioli**, Elizabet Head, Joseph Hibdon, **Sudha Srinivas**, and Rachel Trana, The Peer Enhanced Experiential Research in STEM (PEERS) Project at NEIU, Oral Presentation at the Science Education for New Civic Engagements and Responsibilities (SENCER) Summer Institute 2016, July 28th-Aug. 1st, 2016, Chicago, IL.
- E. Head, **S. Srinivas**, **P. Acioli**, K. Nicholson, J. Hibdon, R. Trana, L. Filus, and M. Sztainberg, The Peer Enhanced Experiential Research in STEM (PEERS) Project at NEIU, Poster presented at the North-Central Regional Meeting of the Geological Society of America, April 18-19, 2016, Champaign, IL.
- Joseph Hibdon, Lidia Filus, Elisabet Head, **Sudha Srinivas**, Kenneth Nicholson, Rachel Trana, and **Paulo Acioli**, The Peer Enhanced Experiential Research in STEM (PEERS) project at Northeastern Illinois University: Mathematics Component, oral presentation at the 2016 Joint Mathematics Meetings, Jan 6-9, 2016, Seattle, WA.
- **Paulo H. Acioli**, "Computational Dynamics: From Molecules to Galaxies", Workshop presented at the 7th Workshop of Mathematical and Statistical Modeling, NEIU, Chicago, IL, Dec. 11-12, 2015.

- **S. Srinivas, P. Acioli**, K. Nicholson, E. Head, R. Adler, M. Sztainberg and L. Filus, The Peer Enhanced Experiential Research in STEM (PEERS) Project at NEIU, Poster presented at the American Association of Colleges and Universities (AACU) Crossing Boundaries: Transforming STEM Education, November 12-14, 2015, Seattle, WA.
- **P. Acioli, S. Srinivas**, E. Head, J. Hibdon, L. Filus, R. Trana, M. Sztainberg, and K. Nicholson, Peer Enhanced Experiential Research in Science, Technology, Engineering, and Mathematics, Oral presentation at the NEIU Sixth Annual Faculty Research & Creative Activities Symposium, Nov. 13, 2015, NEIU, Chicago, IL.
- **Paulo H. Acioli**, "Drag Assisted Simulated Annealing", Oral presentation at the NEIU Sixth Annual Faculty Research & Creative Activities Symposium, NEIU, Chicago, IL. Nov. 13, 2015.
- **Greg Anderson**, "The Inside Passage", a tour of Natural History and Environmental Science in the Pacific Northwest, Canoecopia, Madison, March 2016. **(Invited)**
- **Greg Anderson**, "Waves for Paddlers", The physics of waves explained to a non-technical audience, Canoecopia, Madison, March 2016. **(Invited)**
- **Greg Anderson**, "The Inside Passage", a tour of Natural History and Environmental Science in the Pacific Northwest. WMCKA Symposium, Big Blue Lake, MI, May 2016 **(Invited)**
- **Greg Anderson**, "Waves for Paddlers". WMCKA Symposium, Big Blue Lake, MI, May 2016 **(Invited)**.

3. Funded grants

- Peer Enhanced Experiential Research in STEM (PEERS), NSF-DUE-IUSE program. This project is designed to advance the research skills of undergraduate majors in STEM (Science, Technology, Engineering, and Mathematics) at Northeastern Illinois University. This will be accomplished through the inclusion of hands-on research activities, expansion of computer simulations, and most importantly, through the use of peer mentors to facilitate these activities, in the introductory 200-level courses in Chemistry, Earth Science, Physics, Mathematics, and Computer Science (2014-2017). \$426,738.
 - Paulo Acioli - PHYS (PI)
 - Lidia Filus - MATH (co-PI)
 - Elisabet Head – ESCI (co-PI)
 - Marcelo Sztainberg – CS (co-PI)
 - Ken Nicholson – CHEM (co-PI)

4. Service

- Paulo Acioli, referee for the Journal of Molecular Modeling
- Paulo Acioli, Referee for the Journal of Physical Chemistry.
- Paulo Acioli, Referee for the Journal of Computational Science.
- Paulo Acioli, Referee for The Journal of Chemical Physics
- Paulo Acioli, Referee for the New Journal of Physics

- Paulo Acioli, Referee for the New Journal of Chemistry
- Paulo Acioli, Referee for Physical Review A, Physical Review B , and Physical Review Letters
- Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM).
- Paulo Acioli, Advisor, NEIU Chapter of the Society of Physics Students (SPS).
- Sudha Srinivas, National Science Foundation Computational Chemistry Program, Division of Mathematics and Physical Sciences, Proposal Reviewer
- Sudha Srinivas, Member, Alliance for Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks, National Science Foundation ADVANCE Program.

B. Student Achievements

1. Presentations:

- **Cesar Bustos (Physics)**, Ben Sandeen , Shriram, Chennakesavalu , Tyson Littenberg , Ben Farr , Vassiliki Kalogera, "Determining Reliability of Existing Gravitational Waveforms in Parameter Estimation for Binary Black Holes" presentation at the NEIU SCSE Symposium, September 2015.
- **Cesar Bustos (Physics)**, Ben Sandeen , Shriram, Chennakesavalu , Tyson Littenberg , Ben Farr , Vassiliki Kalogera, "Determining Reliability of Existing Gravitational Waveforms in Parameter Estimation for Binary Black Holes" presentation at the American Astronomical Society Conference, Kissimee, FL, January 4-8, 2016.
- **Cesar Bustos (Physics)**, Ben Sandeen , Shriram, Chennakesavalu , Tyson Littenberg , Ben Farr , Vassiliki Kalogera, "Determining Reliability of Existing Gravitational Waveforms in Parameter Estimation for Binary Black Holes" presentation at the The Louis Stokes Alliances for Minority Participation (LSAMP), Lisle, IL, February 26 & 27, 2016.
- **Gulnara Karimova (Earth Science), Vincent Vangelista (Physics)**, and Paulo Acioli, "Computational Modeling of Asteroid Collisions", Poster presented at the Twenty-Fourth Annual Student Research and Creative Activities Symposium, April 15, 2016, NEIU, Chicago, IL.
- Oscar Herrera, Sara Abuhadba, **David Wypych (Chemistry and Physics)**, StefanTsonchev, INVESTIGATING THE ELECTROMAGNETIC EFFECTS OF COPPER AND METAL-ALLOY COILS ON ELECTROCHEMICAL ETCHING OF PLATINUMIRIDIUM TIPS, presentation at at the Twenty-Fourth Annual Student Research and Creative Activities Symposium, April 15, 2016, NEIU, Chicago, IL.
- **Robert P. Ringstad (Physics and Earth Science)**, Joseph E. Hibdon Jr., CRIME PAYS, COOPERATION CURES: A DYNAMIC MODEL OF CRIMINALITY, presentation at at the Twenty-Fourth Annual Student Research and Creative Activities Symposium, April 15, 2016, NEIU, Chicago, IL.

- **John Gonzales** and Brad Sawatsky, Building, Testing, and Implementing a Thermocouple Circuit in the Hall C Gas Shed, presentation at the Old Dominion/Jefferson National Laboratory, Aug. 2016.

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

- **John Gonzalez**, participated in the Research Experience for Undergraduates in Accelerator and Nuclear Physics offered by Old Dominion University and Jefferson Laboratory.

C. Alumni News

- Joel Schwartz (Physics Minor' 2009) has been successfully defended his Ph.D. thesis entitled "I Think I See the Light Curve: The Good (and Bad) of Exoplanetary Inverse Problems", under the advisement of Prof. Fred. Rasio, Northwestern University, September 23, 2016.
- Eunice Laguna (Physics ' 2010) is working in the Fertility Centers of Illinois as an Andrology and Endocrine lab tech while she is preparing for her Masters in Medical Physics.
- Sotirios (Sam) Kolontouros (Physics Major' 2011) was hired as a Classification Analyst at Argonne National Laboratory in June 2016. Sam expresses that his degree in Physics at NEIU was one of the key elements for being hired at Argonne.
- David A. McGovern (Physics' 2013) has completed his MAT in Physics at National Louis in June 2016 while working at AT&T.
- Bryan Lodeing (Physics' 2013) is working as an Energy Engineer at Utilivate Technologies LLC since 2015.
- Marcin Combrzynski (Physics' 2014) is working as a Bid Coordinator at Hanna Design Group, Inc. an Architecture & Planning company since May 2016. d.
- Bilguun S. Woods (Physics' 2015) is working as a Asset Management Specialist at J. P. Morgan since June 2016.
- Thomas McLaughlin (Physics' 2015) has received his Masters in Design Engineering from the University of Bath, England, in September 2016.
- Steve Roothaan (Physics' 2015) has been accepted as a Masters Student at Large at the University of Illinois at Chicago in Fall 2016.
- Paul Vu (Physics' 2016) , is working as a tester of medical products for Hollister Inc.

POLITICAL SCIENCE

Annual Report 2015-2016

Submitted by Marshall Thompson

Executive Summary

This report, where appropriate, uses the categories of NEIU's Strategic Plan to structure and discuss the work of the Department of Political Science. It should be immediately noted that during 2015-16 the department initiated the external review of the program. Our self-study report, "Bachelor of Arts and Master of Arts in Political Science Self Study for Program Review," coauthored by our entire tenure-track faculty, has been completed and submitted to Academic Affairs, along with suggested names for outside reviewers. We find in this report that, despite concern over enrollments and budgets, the department continues to be productive. Our graduates have continued to be placed in impactful positions in government, business, and in non-profit organizations. Our faculty members have continued to expand their scholarship. Moreover, both students and faculty have continued to make important contributions to the NEIU community and beyond.

Student Success

Six years ago, in 2010, the Department of Political Science was enjoying a record number of undergraduate majors, with 146 first and second majors. But in subsequent years we experienced a decline. However, since hitting a low in 2013, our numbers of majors have stabilized. In the Fall of 2014 our first and second majors increased from 106 to 110, and in the Fall of 2015 our majors numbered 108. We are pleased to see this performance, especially in light of declines elsewhere. Indeed, when comparing the number of majors between 2008 and 2013, Political Science at NEIU is the second best performing department among Illinois public universities, with a loss of majors of about 5%. Among those universities, the average Political Science department experienced a loss of majors of about 16%.

But we realize that this does not bring us back to the levels we enjoyed a few years ago. As documented by the prior Chair, Jeff Hill, we lost our most important recruitment tool when the university ceased requiring the course PSCI 216: American National Government. At one time, we taught 20 sections of this course each term. Now, we teach five to six sections. We realize we need to recruit more actively and have addressed this in the section on Program Needs. Briefly, we intend to use the Politics Club and its activities to recruit new majors. We also will continue to invest in the program at the University Center of Lake County in Grayslake.

Our graduate program has declined from its peak enrollment in 2011. In the Fall of 2015 we had 33 graduate students; this is down from our peak of 53 in 2011 but

compares reasonably well with the 36 that we had in 2008. The surge in enrollment was likely associated with the economic recession; that surge has faded. We have been offering five graduate courses each term, and the enrollment in these courses has been satisfactory. We also offer one or two graduate eligible 300 level courses in the summer and these have also been popular with our graduate students.

The number of Political Science minors has declined, from 53 in 2008 to 16 in the Fall of 2015. The elimination of requiring undergraduate students to have a minor is likely responsible for most of this trend.

We inducted a new class of students into Pi Sigma Alpha, the Political Science Honor Society. These inductees were celebrated at the department's "Tea and Treats End of Year Celebration" on December 1.

Academic Excellence and Innovation

On November 12 we held "Political Science Career Day: Future Forward!" Our career day has become a major biannual all-day event. We invite alumni and other public and private sector workers with backgrounds in political science to serve as guests on a series of panel discussions. Additionally, we had two keynote speakers. Ellen Cannon provides leadership for the event: identifying and inviting guests, scheduling keynote speakers, and making arrangements for the facilities and refreshments. The panelists were:

- Martin Torres, Senior Policy Analyst, Latino Policy Forum
- Sara McElmurry, Asst. Dir., Immigration Initiative Project, Chicago Council on Global Affairs
- Kerry Lester, Columnist and Senior Writer, Daily Herald
- Fay Hartog Levin, 65th U.S. Ambassador to the Netherlands, Distinguished Fellow of the Chicago Council on Global Affairs
- Cecile Shea, Senior Political Policy Officer at U.S. Embassies in Islamabad and Tel Aviv, and the U.S. Consulate-General in Edinburg
- Elaine Blair, Director, Career Development Center, NEIU
- Rebecca Frazin, Government Affairs Manager, Greater Chicago Food Depository
- John Barrientos, Investigator, Legislative Inspector-General, City of Chicago

Our two keynote speakers were:

- Laura Fine, Illinois State Representative
- Sheldon Nahmod, Distinguished Professor of Law, Chicago Kent College of Law, Illinois Institute of Chicago

Achievement of one of our four Program Goals was assessed this past year, Goal Two: "Students develop interest in and understanding of organizing, planning, executing, and participating in political activity." The analysis prepared by Gregory Neddenriep showed that our students overwhelmingly engaged in the most common form of political participation, voting. Additionally, two-thirds of our students engaged in other forms of

political participation during the prior twelve months. Over one-third of our students reported having organized others, independently or for a political party or candidate, within the prior twelve months. Lastly, over one quarter of our students executed certain political acts such as signing a petition or communicating with government officials. The full details on methodology, data, and analysis may be found in “Assessment Report 2016: Department of Political Science.”

Urban Leadership

We continue to use social media to keep track of our students and graduates. During the past year, Political Science graduates took positions with the City of Chicago, the Social Security Administration, the U.S. Department of Defense, the U.S. Department of State, as well as varied positions in business, consulting, and education, as detailed below. Social media approaches, combined with surveys we reported in 2014, suggest our graduates are doing well after they leave NEIU.

Exemplary Faculty and Staff

As detailed below, department faculty members published one book chapter and four articles. Faculty members also delivered eleven conference presentations. Moreover, department faculty members continued to serve the NEIU community as well as to engage broader communities.

Dr. Sophia Mihic continued her service as University Professionals of Illinois (UPI) Chapter President. Dr. Russell Benjamin served in the UPI as an area and an at-large representative, as well as serving as a member of the UPI House of Delegates. He continues to serve the Caribbean Studies Association and the National Conference of Black Political Scientists. Dr. Marshall Thompson provided service to NEIU as the coordinator of the African and African American Studies Program.

Dr. Ellen Cannon also had extensive community involvement. She served on the Board of Directors of the Chicago Jewish Day School, the Board for the Midwest Israeli Consulate’s Faculty Advisory Group, and the Board of Directors of the Jewish Federation of Metropolitan Chicago’s Jewish Faculty Advisory Group. At NEIU, she served on the NEIU Interdisciplinary Faculty Group to develop a new Jewish Studies Minor. The new minor has proceeded through university governance and is expected to be housed in the Department of Political Science. The Department has approved two new courses as part of the minor; we taught PSCI 396: Jewish Political Thought in Fall 2015, and will teach PSCI 321: American Jewish Politics in the Spring of 2017.

I. Program Plan

A. Long term goals

Supporting the University Strategic Plan goals/action steps of building NEIU’s program at the University Center of Lake County (2.6); fostering strong relationships with community colleges and other colleges and universities (1.2); and focusing on academic programs that are linked to regional development and workforce demands for the global society (2.9), the Department will continue to build its program at the University Center

in Lake County. By now we have developed a curriculum in American Politics and we have graduated our first class. Our attention now must shift to increasing the size of our program. Based on discussions with students, we are aware that few community college students are aware of our program. Thus, we are investing more effort in marketing and outreach. Previous marketing studies undertaken by the university suggested there was a large demand for courses in public administration. However, we suspect many of the survey recipients were not aware that public administration is part of the curriculum in American politics.

We will be going through the university governance procedures necessary to change names and course descriptions in a way that will clarify this connection, and, in so doing, assist marketing efforts.

B. Projected needs

1. Faculty: While we have a sufficient number of faculty in the department, we have gaps within our geographic coverage within the subfield of Comparative Politics and International Relations. Specifically, the politics of Latin America and the Middle East have not been the focus of recent courses offered by the department. It is normal for departments of political science to not have faculty specializing in each geographic region of the world. However, given the past popularity of courses in these areas with NEIU students, it is unfortunate that we have reduced our teaching here.
2. Equipment: At least two offices in the department are using outdated and unreliable desktop computers; and one of those has a discolored monitor. This equipment should be replaced. We are also interested in greater availability of statistics software, such as SPSS or STATA, for both faculty and graduate students.
3. Other Resources: The enclosure of the open space identified as LWH 2077, outside of several political science offices, would add certain comforts and conveniences. This would provide a quieter environment in which students could perform make-up work or complete work begun in class. This would also provide a demarcated workspace for our future student aides.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Jankovski, Aleksandar. “Ideas y normas como determinantes de la política exterior: el caso de Guerra Aérea durante la Segunda Guerra Mundial.” In *La Segunda Guerra Mundial: A 70 años*, eds. Modesto Seara Vázquez and Alberto Lozano Vázquez. Oaxaca, Mexico: Universidad del Mar.

2. Articles and Abstracts, Local Exhibitions or Performances:

Azari, Julia and **William D. Adler**, “A FiveThirtyEight Guide to Veepstakes Speculation,” *fivethirtyeight.com*, May 31, 2016. <http://fivethirtyeight.com/features/a-fivethirtyeight-guide-to-veepstakes-speculation/>.

Adler, William D. and Hershey H. Friedman, “Administrative Leader as Hero: Yochanan ben Zakkai and the Rebuilding of Post-Temple Jewish Organizational Structure.” *Management & Organizational History* 11:1 (2016): 19-27.

de Bruyn, Martyn. “ASEM and the Bridging of the Human Security Gap.” *AEI Insights* 2 (1) 2016: 25-42.

de Bruyn, Martyn. “Crossing the I: TTIP and the Investor State Dispute Settlement Mechanism.” *Stosunki Międzynarodowe (International Relations)* Spring 2015: 160-172.

3. Conference Presentations, Group Shows

Keller, Jonathan and **William D. Adler**, “From the Army of Israel to the Conqueror of Canaan: Religion, the Army, and American National Identity in the Early Republic,” 2016 Policy History Conference (Nashville).

Adler, William D. and Julia Azari, “Party Asymmetry and Vice Presidential Selection,” 2016 Annual Meeting of the Midwest Political Science Association (Chicago).

Adler, William D. and Rachel F. Adler, “Follow Me; The Influence of Social Networking Sites in the 2014 U.S. Elections,” 2016 Annual Meeting of the Midwest Political Science Association (Chicago).

Bae, Sangmin. “R2P in East Asia: Acceptance, Commitment and Practice.” Asian Studies Conference Japan, Meiji Gakuin University, Tokyo, Japan, 2015.

Bae, Sangmin. “Asian Exceptionalism in Capital Punishment.” Invited Presentation, Hitotsubashi University Law School. Tokyo, Japan, June 2016.

de Bruyn, Martyn. “The Single European Act and its Relevance for ASEAN” Annual Meeting of the European Union Studies Association Asia Pacific, Hong Kong, June 29-30, 2016.

de Bruyn, Martyn. “The Transatlantic Trade and Investment Partnership: Prospects for States and Businesses” International Business Conference European Union, Chicago, IL, March 8, 2016

de Bruyn, Martyn. “Realism, Transatlanticism, and Trade” Realism and the Great Powers Politics in Europe and Asia Pacific conference by the Institute of International Relations, Warsaw University, December 10-12, 2015.

de Bruyn, Martyn. “Development Cooperation Between Japan and the European Union: Prospects and Challenges” Annual Meeting of the European Union Studies Association Asia Pacific, Seoul, South Korea, June 10-12, 2015.

de Bruyn, Martyn. Chair, The East Asian Studies Conference Japan. Panel “R2P In East Asia: Acceptance, Commitment and Practice.” Tokyo, Japan, June 19-22, 2015.

Thompson, Marshall. “Fiscal & Monetary Policy Divergence: Empirical & Moral Implications” Annual Meeting of the Illinois Political Science Association, Chicago, Illinois, Nov. 7, 2015.

4. Funded grants

Adler, William D. Gerald R. Ford Presidential Foundation Grant, 2016, \$1,100.

5. Service

Benjamin, Russell. Elected member, House of Delegates for the University Professionals of Illinois.

Cannon, Ellen. Member of the Board of Directors, Center for Jewish Law and Judaic Studies, DePaul University College of Law.

Cannon, Ellen. Member of the Executive Board, Hillel of Illinois.

Cannon, Ellen. Member of the Executive Board of the Chicago Federation Faculty Advisory Board, Academic Engagement Network.

Thompson, Marshall. Elected member, House of Delegates for the University Professionals of Illinois.

Thompson, Marshall, Editorial Board Member, SAGE Open.

B. Student Achievements

1. Acceptance to graduate or professional school

Ajdini, Sheri (M.A. 2015): accepting into the M.B.A. Program at the Quinlan School of Business, Loyola University Chicago.

Lyons, Daniel (M.A. 2015), accepted into the Ph.D. Program in Political Science at The University of South Carolina.

Prickett, Dale (B.A. 2009): accepted into the Ed.D. Program at Arizona State University.

C. Alumni News

Alvarez, Cesar (B.A. 2015): entered mortgage operations at J.P. Morgan Chase in 2015.

Basatneh, Alaa (B.A. 2015): a writer at Fusion.net, her activism was featured in the award-winning documentary, "#chicagoGirl"; she attended the State of the Union Address in Jan. 2016 as the guest of Rep. Mike Quigley.

Douglas, Mykhal (M. A. 2014): became a Contact Representative at the Social Security Administration in 2015.

Heroff, John (B.A. 2008): became Director of Policy and Legislative Affairs at the City of Chicago in 2015.

Jayara, Vinod (B.A. 2013): entered Human Resources at the U.S. Department of Defense in August 2015.

Johnson, Christine "CJ" (M.A. 2014): became a Foreign Service Officer at the U.S. Department of State in Feb. 2016.

Karlatiras, Eloise (B.A. 2014): received her M.A. in Communication from Northwestern University in 2016; is CEO of Next Bites.

Leziac, Boris (M.A. 2011): after completing his Ph.D. at Arizona State University in 2013, he is now a revenue tax specialist at the State of Illinois.

Liberty, Tim (B.A. 2010): became a Claims Consultant at Baldwin Krystyn Sherman Partners in 2015.

Reyes, Joseph Michael (B.A. 2008): now a Senior Management Consultant at Saudi Aramco.

Rincon, Roberto (M.A. 2010): after completing his Ph.D. at U.I.C. in 2011, he became an adjunct professor at Harold Washington College in 2015.

de los Santos, Starr (M.A. 2014): became Program Coordinator at Council for Adult and Experiential Learning, Complete the Degree, in Feb. 2016.

Szalacha, Vernon (B.A. 2012): became an associate teacher at EF Education First in 2015.

Todor, Alexandra "Alice" (M.A. 2015): became a sales analyst at Slalom Consulting in June 2016.

PSYCHOLOGY (INCLUDING GERONTOLOGY MA)

Annual Report 2015-2016

**Submitted by Saba Ayman-Nolley (Psychology)
and Lisa Hollis-Sawyer (Gerontology)**

Psychology Executive Summary

Throughout the 2015/2016 year, the Psychology Department has demonstrated its continued commitment to our students, faculty, and community through active engagement within the department, university, the professional community and the community at large. The goals we had set forth to foster this engagement were demonstrated in the myriad of activities that this report delineates. Ultimately, student success and achievement are of the foremost priority and we as a department have demonstrated this commitment through our reported student successes and research collaboration opportunities. Our continued goal is to provide our students and faculty with the necessary tools that will enhance their performance and ultimately their ability to succeed in achieving their academic and career goals. To this end in the academic year 2015-16, we made major progress in many important areas, such as implementing three new online courses, developed by Dr. David Farmer. We also added a new class – visual neuroscience, taught by Dr. Shannon Saszik, which provided challenging hands-on experience for students interested in pursuing this subfield of psychology. As always, we are working to improve our teaching and research laboratories, expanding and fine tuning our curriculum (including continuation of the psychology of food course and introduction of neuropsychology), revising our assessment plan and its implementation, expanding and improving our Peer Leader program, and creating networking systems with our alumni. These efforts have yielded far-reaching results for our students, faculty and department as a whole including various student and faculty awards. Many of our students have been accepted into graduate programs, as well as alumni awarded with graduate degrees. The MA in Gerontology has been awarded designation as an AGHE (Association for Gerontology in Higher Education) “Program of Merit” through 2018, and the new Gerontology Senior Advocate Certificate began in fall 2016. Details of our accomplishments are in the following report, which when possible is arranged to use the categories of the university’s strategic plan.

Student Success

Northeastern Illinois University's Psychology Department has had a productive year during 2015-16. This year, the Psychology department had 459 majors and 508 intended majors, approximately 52 minors, and 54 graduate students enrolled, of which 8 graduated during 2015-16. There were 286 new psychology major declarations. Additionally, 6 McNair students were supported and mentored this last academic year. There were 23 new NEIU inductees this year into Psi Chi, the International Honors Society in Psychology. Altogether, faculty and students have published 9 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 43 conference presentations (local, national, and international - invited and referred) and about 29 students and alumni were involved in the presentations. The Student Center for Science Engagement 6th Annual Research Symposium, held in September of 2015, had 5 students and 2 faculty members involved in two presentations. The University's 6th Annual Faculty Research Symposium was held in November 2015 with 2 psychology faculty member presenting research. There were 7 faculty and 84 students involved in the 10th Annual Fall Psychology Student Symposium in December 2015. Eight (8) faculty and 70 students were involved in presentations at the 23rd Annual NEIU Student Research and Creative Activities Symposium in April 2016. Among the 145 graduates for the year, 29 students (20 %) graduated with honors.

Academic Excellence and Innovation

Dr. Saba Ayman-Nolley was the recipient of the 2015-16 Janet Lerner Faculty Research Scholarship Award. This award recognizes scholarly work in the field of special education, with preference to the area of learning disabilities. Dr. Ayman-Nolley's project involved a scholarly review of the literature on social schema of children with autism as it pertains to facilitating friendships for these individuals.

This year the psychology department offered workshops for career choices with a BA in psychology, offered by Dr. Farmer, and on the capstone selection process, offered by Dr. Ayman-Nolley and Dr. Rueckert.

In 2015/2016, our service learning students were placed at a variety of community organizations such as two literacy programs in Chicago public schools, Cool Classics and Sit, Stay, Read, Global Gardens, NEIU Student Affairs, Christopher House, Albany Park Community Center, Girls in the Game, Chicagoland Methodist Senior Services, University Center of Lake County, Swedish Museum, and the National Cambodian Heritage Museum and Killing Fields Memorial.

Exemplary Faculty and Staff

In order to increase collaboration across the University and to invest in faculty and staff development while maintaining a high standard of educational opportunity for students, the psychology department held mixed department events.

Dr. Merchant and Dr. Saszik both received tenure and promotion to Associate Professor during the 2015-16 academic year.

The 6th Annual Art in Response to Violence event was co-hosted in October with the Art department, Counseling Department, and Gifted Program and attended by over 50 students, faculty and members of the public.

In March, 2016 the Psychology Department hosted its 5th Annual Psychology and Related Fields Graduate Programs Fair. More than 125 students attended the fair and 16 colleges and universities were represented. Faculty and representatives from Clinical Psychology, Social Psychology, I/O Psychology, Forensic Psychology, Child Development, Gerontology, Rehabilitation, Community, School and Family Counseling, Social Work, Linguistics, Art/Drama/Dance Therapy, Occupational and Physical Therapy and other areas attended to provide information and present their programs. More than 15 alumni also joined the students and faculty for the post fair discussion and dinner.

In continuing support of the NEIU campus-wide food initiative, Dr. Dykema-Engblade's Psychology of Food course has become a repeating spring course. Some students used this course as their capstone, and presented results at various symposia and at the Midwestern Psychological Society.

This year, with the leadership of Dr. Erber in collaboration with Drs. Rueckert, Merchant, Dykema-Engblade and Lorilene Cuevas, there is continuing reconstruction, implementation, and assessment of our Peer Leading Program. The positive outcomes were prepared and presented at regional and national conferences.

One of the more notable accomplishments has been the reduction of withdraw rates from PSYC 200 through the inclusion of "mindset interventions" that instill academic tenacity and persistence. Students in both Fall and Spring courses participated in two "growth mindset" interventions (e.g., Dweck & Mueller, 1998; Dweck, Wlaton, & Cohen, 2011). Withdraw rates for the control/comparison groups were on average 32.5% and 14.1% for the mindset intervention groups.

The psychology program, as part of a STEM program initiative, is sponsoring the National Institutes of Health MARC (Maximizing Access to Research Careers) grant program. We are one of two universities in the Midwest and the **only** non-research intensive university to receive this grant. This program has just completed two full years. The first trainee cohort of 4 students will complete the BA degree. Of these 4, two will be in graduate programs in the biomedical sciences in Fall 2016, and 2 will be applying to graduate programs for Fall 2017. Currently we have 10 scholars (8 in Biology and 2 in Psychology) in training to prepare for PhD programs in the biomedical sciences. In the past year, our trainees have done 46 presentations at national and international conferences and attended 9 highly competitive summer research internships at The University of Chicago, Northwestern Illinois University, University of Illinois (Chicago) Loyola University, and University of North Carolina (Chapel Hill). The goal is to send 12-24 students to PhD programs at the end of the 5 year grant.

Urban Leadership

The department has 558 members, 12 faculty, and 2 staff on NEIUport student and faculty group called Psychspace, and continues to develop the active alumni group on Facebook called NEIU Psych Space. It currently has 208 members with 12 active and 1 retired faculty members and alumni who do networking on jobs, graduate programs and planning events. We have used the social networking site to engage with alumni for a variety of events including the Graduate Programs Fair, Generativity Club events, faculty talks, and the Fall Psychology Research Symposium. Additionally, we have used NEIU Psych Space as an information gathering tool for data on alumni graduate school degrees and careers.

The faculty was greatly involved in numerous community organizations. Dr. Ayman-Nolley has been the coordinator of a child and parent program on the Chicago Southside, sponsored by the Baha'i community. The children in the program engaged in social service activities with organizations including the Pan African project, firehouses, and nursing homes. Four faculty and one student from the psychology department have continued involvement in the first Community garden project on NEIU campus, which is two more participants than last year. Dr. Takahashi is a board member for the Heiwa Terrace Housing Corporation of Chicago, a chair of the Chicago Osaka Sister City Social Services Committee, and a committee member for the 2017 Twentieth Anniversary of Chicago Sister Cities International Social Service Exchanges 1997-2017.

Gerontology Executive Summary

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 2015-Spring 2016 academic year, twelve (12) new students were taking classes to begin the graduate gerontology program. The retention rate was approximately 83% across courses from Fall 2015 to Spring 2016. The total program enrollment is now 44 students (i.e., 41 M.A. students and three (3) certificate students), after six (6) graduations over Fall 2015-Spring 2016. A new 21-credit hour post-baccalaureate *Gerontology Senior Advocate Certificate* has been approved in Spring 2016 and will begin in Fall 2016. Outreach efforts have been intensified by communicating with different aging agencies to discuss collaborative efforts (e.g., internships) and the new gerontology certificate program. The Gerontology website is being redesigned to better promote the Gerontology Minor and the new Gerontology Senior Advocate Certificate, and the M.A. in Gerontology programs

The two faculty of the Gerontology program, Dr. Hollis-Sawyer and Dr. Takahashi have published one (1) book, two (2) book chapters, six(6) articles and presented their ongoing research in five (5) different presentations across three (3) national and one (1) international conferences. Details of these publications are noted in the appropriate sections of the report. The Generativity Club was actively involved in several events promoting education about aging issues, such as film screenings for gerontologist community as well as video productions to promote the NEIU Gerontology programs

online and through social media. 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 professional field expectations, the NEIU University priorities, and Illinois Commitment Implementation plan.

I. Program Plan

A. Long term goals

Psychology

Student Success

- Further expanding and fine-tuning our peer leader program based on findings of TUES grant and new IUES grant, and planning for post grant continuation of these programs. These changes will include more online peer leading support options, such as online workshops, as well as alternatives to peer leader payment.
- Continuing and expanding our alumni activities, especially planning the expansion of contact between alumni and current students.
- Creating new strategies and processes to recruit and retain students.

Academic Excellence and Innovation

- Inviting on and off campus research presentations (including at least one at Lake County campus).
- Continuing revision of Psych 200 (the foundation for all psychology courses) into a hybrid course, implemented with our revised peer leader system, as part of the TUES and IUES grants.
- Continued involvement with the Student Symposium and the McNair program.
- Carrying out curricular changes in accordance with the new General Education program, adding ELE-X and ELE-DS courses.
- Continuing the implementation of our new assessment plan.
- Continuing toward completion of our strategic plan for e-course offerings, its implementation and assessment, especially the new online courses offered by Dr. Farmer at the rate of two or three courses per semester.
- Active involvement in the establishment of the MARC grant program at NEIU through leadership of Dr. Church and Dr. Rueckert.
- Making curricular changes to address our last program review by strengthening students' learning in science of psychology.

Exemplary Faculty and Staff

- Continued involvement with university initiatives such as the CAST minor program, food pantry, Economic Inequality Initiative, and the Art in Response to Violence conference.
- Developing a two year plan to prepare for our next program review in 2018.
- Fostering the process of our next three faculty to becoming full professors.
- Proposing hiring one or two new faculty in areas of cultural, developmental and/or community psychology.

Gerontology

Academic Excellence and Innovation

- Designation as an AGHE (Association for Gerontology in Higher Education) “Program of Merit” through Fall 2018 for the Masters in Gerontology program. This honor reflects the quality and academic rigor of the gerontology program.

Exemplary Faculty and Staff

- Based on gerontology program ongoing assessments of what attracts prospective students to the NEIU gerontology program, namely the Gerontology web page and other program related internet advertising, the gerontology team will continue their efforts to improve the program’s online presence as well as further advertising initiatives.
- Working with the “RN to BSN” program taskforce in planning a possible curricular linkage between gerontology undergraduate courses (online electives) and the planned RN to BSN program in the coming years.

B. Projected needs

Psychology

1. Faculty

- Recruiting one or two faculty member in Cultural, Community, and/or Health Psychology in order to meet the needs of our students and changes in the field.

2. Equipment

- There is a need for more furniture and materials for our research and teaching labs.
- Establishing Dr. Kern’s neuro-olfactory lab.
- Assessing our laboratory needs and create a laboratory maintenance strategic plan.

3. Other Resources

- Increasing our budget to cover our advertising and expansion needs for the MA in Gerontology program and the Lake County psychology BA program.
- Increasing the student aid budget to secure a 20 hours per week lab manager all year round to meet the needs of faculty, staff, and students.
- Student aid needed for the Physiopsychology lab to care for the fish and the lab. This position is for 5-10 hours a week, also from July 1st to June 30th of each year.
- Support resources for Lake County students, such as tutoring and a more predictable peer leader program that will not require them to travel regularly to the main campus.
- Returning BBH 317 to the psychology department to be used as an observational lab and small classroom.

Gerontology

1. Faculty

- Hiring one to two visiting lecturers who can offer a broader range of field training backgrounds and perspectives (theoretical and applied).

2. Other Resources

- Financial assistance to advertise both the newly-launched Gerontology Senior Advocacy Certificate and/or the M.A. in Gerontology programs.

II. Accomplishments

A. Faculty Research/Creative Activities

Successfully submitting our Service Learning course as the Applied Lab course and Psychology of Food course to the faculty governance to become a permanent part of our curriculum.

1. Books, National/International Exhibitions or Performances:

Hollis-Sawyer, L. & Dykema-Engblade, A. (2016). *Women and positive aging: An international perspective.* Elsevier Academic Press.

2. Book Chapters, Regional Exhibitions or Performances

Church, R.B., Kelly, S.D., Wakefield, E. (2016). *Measuring gesture.* APA Handbook of Nonverbal Communication. Matsumoto, D. Hwang, H.C., and Frank, M.G. (Eds). APA Press.

Hollis-Sawyer, L. (2016). *Sex therapy.* In Goldberg, A. (Editor), *The SAGE encyclopedia of LGBTQ studies.* New York: Sage Publications.

Hollis-Sawyer, L. (2016). *Nonbiological, nongestational mother.* In Goldberg, A. (Editor), *The SAGE encyclopedia of LGBTQ studies.* New York: Sage Publications.

3. Articles and Abstracts, Local Exhibitions or Performances:

Hollis-Sawyer, L. (2016). Book review: The sharpbrains guide. *Activities, Adaptation & Aging*, 40(2), 164-165.

Hollis-Sawyer, L. (2015). Book review: The craft of life course research. *Activities, Adaptation & Aging*, 39(4), 336 - 336.

Hollis-Sawyer, L. (December 2015). Book review: Exercise for frail elders: Proven strategies for working with frail elders and adults with special needs. *Activities, Adaptation & Aging*, 39(4), 337 - 338.

Hollis-Sawyer, L. (2015). Book review: Keep your brain young: A health & diet program for your brain, including 150 recipes. *Activities, Adaptation & Aging*, 39(4), 338 - 339.

Hollis-Sawyer, L. (2015). Book review: Essentials of palliative care. *Activities, Adaptation & Aging*, 39(3), 262 - 263.

Pinto, J.M., Wroblewski, K.E., **Kern, D.W.**, Schumm, L.P., & McClintock, M.K. (2015). The rate of age-related olfactory decline among the general population of older U.S. adults. *The Journals of Gerontology Series A: Biological Sciences and Medical Sciences*, 70(11), 1435-1441. doi:10.1093/gerona/glv072.

Correia, C., Lopez, K., Wroblewski, K.E., Huisingh-Scheetz, M., **Kern, D.W.**, Chen, R.C., Schumm, L.P., Dale, W., McClintock, M.K., & Pinto, J.M. (2016). Sensory frailty is prevalent and correlates with physical performance and function in older adults in the United States. *Journal of the American Geriatrics Society*, 64(2), 306-313. Doi:10.1111/jgs.13955.

Malloy, M., Acock, A., DuBois, D. L., Vuchinich, S., **Silverthorn, N.**, Ji, P., Flay, B. R. (2015). Teachers' perceptions of organizational climate as predictors of dosage and quality of implementation of a social-emotional and character development program. *Prevention Science*, 16, 1086-1095. doi:10.1007/s11121-014-0534-7

Bavarian, N., Lewis, K. M., Acock, A., DuBois, D. L., Yan, Z., Vuchinich, S., **Silverthorn, N.**, Day, J., & Flay, B. R. (2016). Effects of a school-based social-emotional and character development program on health behaviors: A matched-pair, cluster-randomized controlled trial. *Journal of Primary Prevention*, 37, 87-105. doi: 10.1007/s10935-016-0417-8

Day, J., Ji, P., DuBois, D. L., **Silverthorn, N.**, & Flay, B. R. (2016). Cumulative social-environmental adversity exposure as predictor of psychological distress and risk behavior in urban youth. *Child and Adolescent Social Work Journal*, 33, 219-235. doi: 10.1007/s10560-015-0421-5

Lewis, K.M., Vuchinich, S., Ji, P., DuBois, D. L., Acock, A., Bavarian, N., Day, J., **Silverthorn, N.**, & Flay, B. R. (2016). Effects of the *Positive Action* program on indicators of positive youth development among urban youth. *Applied Developmental Science*, 20, 16-28. doi:10.1080/10888691.2015.1039123

Takahashi, M. (October, 2015). Eichi kenkyu no doko [The Psychology of Wisdom: Its Overview and a New Inclusive Developmental Paradigm]. *Japanese Journal of Gerontology*, 325-333.

4. Conference Presentations, Group Shows

Koumoustakis, T., Khan, Amena, Mistak, A., **Ayman-Nolley, S., and Church, R.B.**, How gesture affects math learning: Do male and female children respond differently? (June, 2016). Presented at The Piaget Conference in Chicago, IL

Saucedo, M., Louden, D., Gorczynski, L., Latif, D., Camacho, W., **Breckinridge Church, R. & Rueckert, L.** (November, 2015). Embodied learning in adults exposed to bilingual education as children. Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL

Monroy, A. **Church, R.B. and Rueckert, L.** (October, 2015). Does short exercise impact polynomials before or after instruction? Poster presented at the Cognitive Development Society, Columbus, Ohio.

Kazi, M., Dupaya, K., Rustum, H., Brylak, J., **Church, R.B.**, Parrill, F. & Ping R. (May, 2016). The Effect of Action-Based Instruction on Learning A Chemistry Concept. Presented at American Psychological Society, Chicago, IL.

Cuevas, L., (November, 2015). Women's Successful Aging from a Feminist Perspective. Paper presented at the Gerontological Society of America's 68th Annual Scientific Meeting, Orlando, Fl.

Dykema-Engblade, A. & Simpson, T. (May, 2016). The influence of gender and food type on judgments of a target individual. Poster presented at the 2016 Annual meeting of the Midwestern Psychological Association.

Dykema-Engblade, A., Rada, L. & Bartasiute, M. (May, 2016). The influence of gender, race, and eating behavior on target judgments. Poster presented at the 2016 Annual meeting of the Midwestern Psychological Association.

Dykema-Engblade, A., Bartasiute, M., & Rada, L. (May, 2016). The motives for feeding a child a vegan diet influence perceptions of a parent. Poster presented at the 2016 Association for Psychological Science Annual Convention.

Erber, M.W., Rueckert, L., & Merchant, C.R., (April, 2016). Peer-Led Team Learning in Psychology: Effectiveness and impact of collaborative learning for a diverse student body. Poster presented at the Envisioning the Future of Undergraduate STEM Education (EnFUSE) Symposium. Washington, D.C.

Erber, M., Rueckert, L., Dykema-Engblade, A., Merchant, C.R. & Cuevas, L. (2016, February) *Collaborative and Active Learning Strategies Promote Critical Thinking*. Paper presented at the Annual NEIU Learn & Lead Symposium, Chicago, IL.

Erber, M., Rueckert, L., Dykema-Engblade, A., Merchant, C.R. (2016, May) Peer-Led Team Learning in Psychology: Effectiveness and impact of collaborative learning for a diverse student body. Poster presented at the 28th annual convention for the Association for Psychological Science

Erber, M., Rueckert, L., Dykema-Engblade, A., Merchant, C., & Cuevas, L. (February, 2016). *Collaborative and Active Learning Strategies Promote Critical Thinking*. Symposium presented at Northeastern Illinois University's 3rd Annual Learn & Lead Symposium on Excellence in Teaching, Leadership, and Service, Chicago, IL.

Hollis-Sawyer, L., Dykema-Engblade, A., Bartasiute, M., Rada, L., & DeLeon, W. (November, 2015). Words of wisdom: Women positively aging from a cross-cultural perspective. Paper presented at 68th annual meeting of the Gerontological Society of America.

Hollis-Sawyer, L., Dykema-Engblade, A., Bartasiute, M., Rada, L., & DeLeon, W. (May, 2016). *Woimaging: Redefining the Positive Self-image of Diverse Aging Women*. Poster presented to the 2016 Association for Psychological Science annual convention (to be presented in May).

Hollis-Sawyer, L. (2016). Podcast interview entitled "How women age in a positive way." <http://webtalkradio.net/internet-talk-radio/2016/05/09/caregivers-circle-how-women-age-in-a-positive-way/>

Volpert, V., & **Hollis-Sawyer, L.** (2016). Assessing older volunteers' personal resiliency: Factors to consider. Poster presented at the 28th APS Annual Convention, Sheraton Grand Chicago, Chicago, IL

Adams, D.R., Ajmani, G.S., Pun, V.C., Wroblewski, K.E., **Kern, D.W.**, McClintock, M.K., Suh, H.H., & Pinto, J.M. Nitrogen dioxide pollution exposure affects olfactory function in older US adults. American Rhinologic Society Combined Spring Meetings. 2016 May.

Adams, D.R., Wroblewski, K.E., **Kern, D.W.**, Kozloski, M.J., Dale, W., McClintock, M.K., & Pinto, J.M. Factors associated with inaccurate self-reporting of olfactory dysfunction in older u.s. adults. Association for Chemoreceptive Sciences. 2016 April.

Kern, D.W., Wroblewski, K.E., Schumm, L.P., Pinto, J.M., & McClintock, M.K. Androstadienone sensitivity is associated with social behaviors and attention to emotions. Midwestern Psychological Association. 2016 May.

Kern, D.W., Wroblewski, K.E., Schumm, L.P., Pinto, J.M., & McClintock, M.K. Ability to Smell Androstadienone is associated with social and sexual behaviors, and attention to emotions in older adults. Northeastern Illinois University 6th Annual Faculty Research and Creative Activities Symposium. 2015 November.

Rueckert, L., Merchant, C., & Erber, M.W. (May, 2016). Enhancing Understanding of Statistics. Poster presented at the Association of Psychological Science in Chicago, IL.

Helmke E., Douma M.J., Cruz Y.T., De Venecia A.N., & **Saszik S.** (2016). The effect of apomorphine and mptp on adult zebrafish. The 23rd Annual Animal Behavior Conference, Indiana University, Bloomington, In.

Bavarian, N., Lewis, K. M., **Silverthorn, N.**, DuBois, D. L., & Flay, B. R. (2016, May/June). Impact of a school-based social-emotional program on social environments: Results from a trial in low-income schools. Paper presented at the Society for Prevention Research 24th Annual Meeting, San Francisco.

Takahashi, M. (April, 2016). Longevity factors: A case for southwestern Japan. Invited presentation for Region 5 Experienced Federal Workers Employment Program & Asian American/Pacific Islander Heritage Month event, Chicago, IL.

[International]

Takahashi, M. (July, 2015). Questioning anti-aging: Wrinkle reduction without getting old? An invited symposium talk by the Research Center for Ars Vivendi, Ritumeikan University, Kyoto, Japan.

5. Funded grants

Breckie Church 2014-2019 Co-principal Investigator, NIH MARC Training grant, NU-STARs for Northeastern Illinois Student Training in Academic Research in the Sciences

National Science Foundation TUES program, #DUE-1140126, “A Hybrid Course Model of Peer-Led Learning for the Social Sciences” 2012-present, **Erber, M.W. (PI), Rueckert, L. (Co-PI), Merchant, C.R. (Co-PI).**

Amanda Dykema-Engblade “Community-engaged obesity intervention development for Puerto Rican and Mexican men” CHicagoCHEC incubator and catalyst grant. One year grant (May 2016-May 2017; \$10,000).

Masami Takahashi Co-investigator, Scientific Research Grant, Attitude toward the end of life issues among older adults, Japan Society for the Promotion of Science (Granted in April, 2016).

6. Service

Ayman-Nolley, S., Co-organizer, International Art in Response to Violence Conference.

Ayman-Nolley, S., Coordinator and organizer of Children, Adolescent, and Parent Weekend Program on Peace and Moral Education, Chicago Southside.

Ayman-Nolley, S., Reviewer for *Cognition and Emotion* journal.

Ayman-Nolley, S., Reviewer for *Child Development* journal.

Ayman-Nolley, S., Reviewer for Jean Piaget Society Annual conference submissions.

Cuevas, L., Local arrangements coordinator for the 46th annual meeting of the Jean Piaget Society, Chicago, IL.

Dykema-Engblade: Ad hoc reviewer for Group Processes and Intergroup Relations.

Hollis-Sawyer, L., Vice Chair, Association for Gerontology in Higher Education (AGHE) “Business and Aging” Committee.

Hollis-Sawyer, L., Faculty Campus Representative, Association for Gerontology in Higher Education.

Hollis-Sawyer, L., Editorial Board Member, *Open Biomedical Geriatrics* journal.

Hollis-Sawyer, L., Editorial Board Member, *Journal of Social, Behavioral, and Health Sciences* journal.

Hollis-Sawyer, L., Editorial Board Member, *Annual Editions: Aging* textbook.

Hollis-Sawyer, L., Editorial Board Member, *Taking Sides: Educational Psychology*.

Hollis-Sawyer, L., Reviewer, *American Journal of Psychology* journal.

Hollis-Sawyer, L., Reviewer, *Educational Psychology* journal.

Hollis-Sawyer, L., Reviewer, *Journal of Online Learning and Teaching* journal.

Hollis-Sawyer, L., Reviewer, *International Journal of Education* journal.

Hollis-Sawyer, L., Reviewer, *Learning and Individual Differences* journal.

Hollis-Sawyer, L., Editorial Board Member, *Current Psychology* journal.

Rueckert, L. Reviewer for Council on Undergraduate Research Quarterly.

Takahashi, M., Member for the Chicago-Osaka Sister City Social Work Exchange Program Committee; Promoted to co-chair in 2014.

Takahashi, M., Reviewer for *Japanese Psychological Research* journal.

Takahashi, M., Reviewer for *New Ideas in Psychology* journal.

Takahashi, M., Research fellow, Research Institute of Ryukyu Cultures, Okinawa International University, Okinawa, Japan.

Takahashi, M., Reviewer for *Motivation and Emotion* journal.

Takahashi, M., Behavioral science consultant, Illinois Science Fair Central.

Takahashi, M., Reviewer for European Journal of Developmental Psychology.

Takahashi, M., Reviewer for the International Journal of Aging and Human Development journal.

Takahashi, M., Reviewer for *Psychology and Aging* journal.

Takahashi, M., Reviewer for the annual conference of the Gerontological Society of America.

Takahashi, M., Judge for the Japan Exchange Teaching (JET) Program.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Carly Hall, Marla Jean Douma, Emily Helmke, Yesenia Taveras, & Shannon Saszik. (2015). Quantification and modeling of zebrafish (*danio rerio*) shoaling patterns in response to environmental and pharmaceutical treatments. The Student Center for Science Engagement 7th Annual Research Symposium, Northeastern Illinois University, Chicago, IL

Emily Helmke, Marla Jean Douma, Carly Hall, Yesenia Taveras Prachi Munjwani, & Shannon Saszik (2015). Apomorphine, anxiety, aggression, oh my! Dopaminergic manipulation with apomorphine and mptp using a zebrafish model. The Student Center for Science Engagement 7th Annual Research Symposium, Northeastern Illinois University, Chicago, IL

Emily Helmke, Marla Jean Douma, Yesenia Taveras Cruz, & Shannon Saszik. (2016). Pharmaceutical manipulation of the dopaminergic system. Society for Neuroscience, Chicago Chapter Annual Meeting, Fienberg School of Medicine, Chicago, IL. **The poster presentation won 2nd place in the undergraduate competition.**

Monroy, A. Church, R.B. and Rueckert, L. (October, 2015). Does short exercise impact polynomials before or after instruction? Poster presented at the Cognitive Development Society, Columbus, Ohio.

Marisha Kazi, Kristel Dupaya, Hamid Rustum, Josephine Brylak, R.B. Church, Fey Parrill and Raedy Ping (May, 2016). The Effect of Action-Based Instruction on Learning A Chemistry Concept. Presented at American Psychological Society, Chicago, IL.

Koumoustakis, T., Khan, A., Mistak, A., Ayman-Nolley, S., and Church, R.B., How gesture affects math learning: Do male and female children respond differently? (June, 2016). Presented at The Piaget Conference in Chicago, IL.

Koumoutsakis, K., Mistak, A., Khan, Ayman-Nolley, S., and Church, R.B. (July, 2016). Under what circumstances does gesture in instruction exert an effect on learning: The role of gender and context. Presented at The International Society of Gesture Studies, Paris, France.

Memisi, A. & Merchant, C.R. (2016, April). Military Simulation Activities in Response to Coping and Trauma. Paper presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Sanchez, J. & Merchant, C.R. (2016, April) Media's Influence on Young Adult's Perception of Older Adults. Paper presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Kozak, S.H. & Merchant, C.R. (2016, April). Tarot Imagery and the Unconscious: A Quantitative Study of Archetypes and Personality Factors. Paper presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Padilla, M. & Merchant, C.R. (2016, April) Single-parent vs. Co-parenting and Drug Use with College Students. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Hill, K.J., Zermeno, D.E., Kozak, S.H. & Merchant, C.R. (2016, April). Perception and Use of Cannabis. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Leonard, G. & Merchant, C.R. (2016, April). Perceptions of Suicide and Self Harm. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Cooney, F.L & Merchant, C.R. (2016, April). Comparing Anxiety Levels among Athletes and Non-Athletes. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Ledesma, M. & Merchant, C.R. (2016, April) Relationship between Socioeconomic Status and Substance Use in College Students. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Argiris, G.F. & Merchant, C.R. (2016, April). Comparing Athletes to Nonathletes with Alcohol Consumption and Peer Pressure. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Staley, M.M, Smith, J.P., Marszalek, M.B. & Merchant C.R. (2016, April). Perceptions of Older Adults in the College Population. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

Garcia, V. & Merchant, C.R. (2016, April). Relationship between Peer Pressure and Substance Use. Poster presented at the 24th Annual Student Research and Creative Activities Symposium, Chicago, IL.

2. Acceptance to graduate or professional school

Erynn Besser graduated in spring 2015 and is now in the M.A. in Counseling Psychology program, with a concentration in Child & Adolescent Treatment and Trauma and Crisis Intervention at the Chicago School of Professional Psychology.

Katherine Cherry was accepted and will be attending the PhD Clinical Psychology program at University of Missouri, St. Louis.

Alejandro Monroy received a prestigious Wilma Walker Honor award for outstanding work in the first year of the MSW program at the University of Chicago.

Theodora Koumoutsakis completed her MSW at The University of Chicago.

Arbin Memisi has been accepted to and will be attending Northeastern Illinois University's graduate program in Counseling Psychology.

Daryl Lee has been accepted to and will be attending Roosevelt University's Masters in Counseling Program.

Marcela Levayova accepted to NEIU Masters in Clinical Mental Health Counseling. Conor Smith was accepted to the Applied Behavior Science program (PhD) at the University of Kansas.

Nick Glassburn accepted into the Doctor of Clinical Psychology program at Adler University with a \$7,500 scholarship for the first year.

Wendy De Leon was accepted and will attend the PhD program in gerontology at Iowa State University.

Jason Burnett completed the MSW program at Loyola University with clinical/internships at Community Counseling Centers of Chicago and Edward Hines Jr. VA Hospital.

Gargi Sawhney has accepted a post-doc opportunity at Clemson University within the field of occupational safety and health.

Ileana Navarro accepted into MA program at Erikson Institute in the Child Development program with a specialization in Infancy.

Trisha Rodgers accepted into Loyola University's Master of Social Work program.

Alexandra Garcia accepted into MA in Counseling at DePaul University, Chicago.

C. Alumni News

Brett Coleman, alumnus and McNair Scholar received his PhD. from University of Illinois Chicago and accepted a position as assistant professor at Western Washington University in Health and Community Studies program.

Israel Gross accepted a position at Stroger Hospital as a Neuropsychologist serving patients across the lifespan and will start in Fall 2106.

Max Marin received a Clinical Chemistry Fellowship at The University of Chicago for his last 2 years of residency.

Theodora Koumoutsakis presented her research at the Piaget Society conference, Chicago in June and at The International Society for Gesture Studies conference in Paris in July. Theodora has also published her research in the Journal of Nonverbal Communication in May, 2016.

Pattie Katralis was offered and accepted a full time tenure position for psychology at Joliet Junior College.

Taylor Simpson is a May 2016 graduate from Illinois Institute of Technology's I/O program, with \$10,000 for first year scholarship.

Jenny Gryzoski is attending Chicago School of Professional Psychology's MA in Counseling Psychology program, with almost fully funded tuition via scholarships

Heather Wolf graduated in spring 2016 with a MA in Rehabilitation and Mental Health Counseling from the Illinois Institute of Technology and now holds a full-time position as a Vocational Rehabilitation Counselor at Jesse Brown Veterans Affairs Medical Center in the UIC Medical District in Chicago.

Michael Kukla works as a Special Education Classroom Assistant.

Basil Khan works at General Electric as a Cloud Administrator.

Jenifer Dankha currently works for GEAR UP!, a college prep program working with first-generation students from 8th grade all the way to senior year in high school.

Jean Matelski Boulware, MA, currently Assistant Director of Communications & Research for the University of Chicago Center for Practical Wisdom

Ebaa Wahdan completed MSW at Loyola University, Chicago.

Marta Shyriy completed MA in General Psychology from Capella University.

Juan Cardona has two Masters (School Psychology and Bilingual Education), and a Specialized Certificate in Educational Leadership is an assistant principal for CPS.

Jill Ware accepted a job offer from Northwestern University working at the Buffett Institute for Global Studies doing financial work, processing expenses, grants, scholarships, and awards for undergraduates and graduate students, as well as visiting scholars and post-doctoral fellows.

Andrea M. Yetzer, PhD candidate at the University of Colorado Colorado Springs was awarded a National Science Foundation Graduate Research Fellowship in support of her research on the role of morality in self-regulatory perseveration as the precipitant of combat-related moral injury.

Darlene Schlenbecker holds the position of Director of Institutional Effectiveness/Outcomes Assessment at Harper College.

SOCIAL WORK

Annual Report 2015-2016

Submitted by Jade Stanley, Chair

Executive Summary

As noted in previous annual report summaries, the Social Work Department continues to grow and develop with increased presence of our faculty and students both on campus and in the community. Our students continue to be active in the community through the work in the social work club- Alliance of Student Social Workers (ASSW), service learning activities, yearlong internships and active work in agencies and organizations. The NEIU Social Work Department has received reaffirmation of its accreditation from the Council on Social Work Education (CSWE) through 2016. During the past 2 years, the social work faculty has been engaged in the reaffirmation process through a strategic evaluation and assessment process. The self-study report of social work program was submitted to CSWE on December 1, 2015, and Commissioner Paul Dovyak conducted a site visit on April 2, 2016. The Social Work Department is on the October 2016 agenda of the Council of Accreditation and CSWE at which time we anticipate a favorable report indicating 8 years of reaffirmation until 2024. The Council on Social Work Education (CSWE) sets standards that define competent preparation for social work education at the baccalaureate and masters levels and ensures that its member institutions adhere to these standards. The social work faculty should be commended for their continual dedication to our students, the university, the community, and to the social work profession. In the NEIU University Strategic Plan, one of the goals identified was the development of a Masters of Social Work Program.

The Masters of Social (MSW) program was reviewed and approved at the university level, the Board of Trustees and the Illinois Board of Higher Education with a start date of fall 2016 for the two-year program and fall 2017 for the one-year advanced standing program. Offering a MSW at NEIU will not only enhance our visibility in the community, but will also meet the needs of the students seeking this higher degree and workforce needs. The Social Work Program has a strong and vibrant faculty with a shared vision for student success. The MSW program is currently going through the candidacy process with the Council of Social Work Education, a site visit was held in April 28 2016 by Commissioner Susan Tebb. The candidacy process is a part of the process for moving our social work program towards accreditation. At the October meeting held by the Council on Accreditation, NEIU MSW was awarded Candidacy status. The Next step will be writing and submitting a Benchmark II document to the Council on Social Work Education, which focus is on assessment and evaluation.

During this evaluation process, Dr. Troy Harden was hired as the new MSW director in the Social Work Department with a beginning date of January 7, 2016. Dr. Harden will lead the new MSW Program through the accreditation process, participate in hiring two

new tenure track faculty members to begin in fall 2016 as well as an additional 3 additional hires over the next 2 years and contribute to the development and implementation of the curriculum for both 2-year foundation and 1 year advanced programs. The hiring process is designed to meet the requirements of CSWE as well as the student demand. Dr. Casey Holtschnieder and Dr. Amanda West will join the social work department in August, 2016.

Department/Faculty Achievement

As a strong, faculty of 8 tenured/tenure-track faculty, 3 full-time instructors, and 13 part time instructors, we have continued to have a successful academic year with several noteworthy achievements in our social work department. The social work faculty are productive scholars publishing articles, book chapters and presenting their research at major social work conferences both locally and internationally. The social work faculty continues to play critical roles within the program, university and community through their creative and innovative approach to learning and knowing. Two social work faculty members were involved in the very successful planning, promotion, and execution of a large fundraising event on campus. The Social work department is represented at the Faculty Council on Academic Affairs, The Global Studies Committee, the International Programs Committee, university wide search committees and others.

The Social Work Program continues to make outstanding contributions to teaching, research and service to the department, College of Arts and Sciences, to the university, and larger community.

We are proud to acknowledge the strong relationship we have developed with our colleagues at El Centro, celebrating 8 years. We have provided an ongoing and increased visibility in the community and an increase in the course offerings for our social work courses at El Centro. This has provided increased opportunities for our students to learn and work in the community. We have continued to build our social work program at the University Center in Lake County, and have been able to offer all of our social work courses at this location. We offer SWK 207, SWK 303, SWK 304, SWK 305, SWK 306, SWK 309, SWK 357, SWK 310, SWK 311, SWK 353, SWK 354, SWK 355, SWK 356 and SWK 357. The faculty composition at UCLC is made up of both full time tenure track faculty as well as seasoned part-time instructors. We have a full time advisor available to meet with students as well as assist students in declaring their major in social work.

The Social Work Program continues to participate in many activities and programs initiated by Umoja at Manley High School. Several of the social work faculty and instructors participated and continue to be involved in “Training the Trainer” at Manley High school. We have provided space, and continue to provide space at NEIU for the Umoja Upward Bound Program. We also actively participated in their annual fund raising event. We continue to acknowledge and celebrate our colleague, “Dr. Joseph Cytrynbaum” as a tribute to his legacy, in the various tasks we engage in on behalf of our students, the program, the university, the community and the social work profession. Each year, we co-sponsor a Film Festival with the Office of Cultural Affairs to provide additional learning opportunities for our students. In fall 2016 we viewed the film, The Homestretch. This film is about a former homeless young man, who became a NEIU student.

The NEIU Social Work Program continues to offer online and hybrid social work courses (Social Work with Families, Introduction to Social Work, and Social Welfare Policy curriculum course). Plans to increase our online offerings will include the International Social Work course, which is also a writing intensive course offering. The Social Work Program continues to explore various ways of offering online courses for students, expanding the way we view social work education and meeting the needs of our students. The Social Work Program has redesigned its webpage, developed Social Work Blog with a focus on student success stories, scholarship information, program events and resources and to increase communication with our alumni. We have a social work newsletter produced in both fall and spring, highlighting our program activities, connecting with our current students and alumni. We have worked closely with Mike Hines and his team to share the events and activities the social work department is engaged in as a recruitment and retention tool.

In a response to the request made by the Dean of College of Arts and Sciences to develop innovative summer courses, we have explored offering two summer institutes in our social work program, reaching out to our alumni and social service providers in the community. This innovative programming will offer a wider variety of scheduling options, increase our course offering to a larger audience and meet the demands of professionals needing certifications or continuing education credits. We have developed a relationship with Ana Romero, Director, and Centralized Training Institute Chicago Metropolitan Battered Women's Network, to work together to offer 40-hour domestic training courses to meet student and practitioner demands. Dr. Job Ngwe continued to work with the College of Education in offering the Summer African Institute, which was offered this summer 2016 for its 10th year.

A significant part of the social work department is in field education. In 2015-2016, we accepted 172 undergraduate students and 16 MSW students in assigned field placements during this academic year. Based on the continued growth of our program, it is projected that we will serve 200 students for the upcoming class of academic year 2016-2017. We have expanded our relationships with several community-based programs and have developed new sites for learning for our students. It should be noted that the students in the social work department at NEIU are well prepared for graduate school and entry-level positions based on the integrated and diverse curriculum offered.

The growth of our program is evident by looking at the following numbers:

Fall 2007	225 students
Fall 2008	264 students
Fall 2009	286 students
Fall 2010	280 students
Fall 2012	344 students
Fall 2012	400 students
Fall 2013	420 students
Fall 2014	450 students
Fall 2015	490 students

I. Program Plan

A. Long term goals

Social Work Program Goals

The overarching goal of the social work program at NEIU is to produce students who are able to:

1. Engage in generalist practice as competent professionals to sensitively work with diverse populations
2. Utilize one's strengths and multifaceted identity to develop a professional social work identity and values
3. Enhance the strengths of clients to build the capacities within themselves and their environment
4. Promote human rights and social justice locally and globally
5. Critically consume and generate social work knowledge to inform generalist practice

Social Work Activities: Curriculum Reform, Recruitment and Outreach

The Social Work Program has conducted a variety of activities to keep the program visible and viable:

- We held our 10th “Back to School Rally” in fall 2015, 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.
- In fall 2016, the Social Work Program held the Annual Field Directors Meeting, which also includes faculty, staff, administrators and students. There were 65 field instructors in attendance and 160 students. The morning meeting was combined with field instructors and students and the afternoon focused on “the social work journey” for students. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met.
- In spring 2016, the Social Work Program co-sponsored a “Social Work Month Program-Possibilities”, cosponsored with the social work club. Various programs were held on the main campus and on the El Centro Campus. We had current students, alumni and friends of the program in attendance.
- In spring 2016, The Social Work Program faculty acknowledged 75 students in the social work honors society, Phi Alpha, which is double in number from last year. A reception co-sponsored by the College of Arts and Sciences, was held for the honoree, their guests and family. This event was held in the Golden Eagles and Pedroso Center with a cake reception.
- Throughout the academic year 2015-2016, the social work faculty hosted a brown bag series, which was conducted by both faculty and students. The series included timely social issues.

- Throughout the academic year 2015-2016, the social work faculty hosted workshops, which were conducted by both faculty and students. The series included a graduate school forum, panel discussion on international social work and an APA workshop.
- Throughout the academic year 2015- 2016, The Social Work faculty held weekly faculty meetings to work on 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.
- Throughout the academic year 2015-2016, The Social Work program held monthly departmental meetings that included all part time and full time instructors. The focus of the meetings was to provide instructors with information regarding the program and students, to discuss program and student challenges, as well as to gain support for the curriculum areas they are teaching in.
- In March 2016, one hundred (100) social work students attended the Lobby Day events in Springfield (the largest number of students from one social work program in the state). Kudos to the Association of Student Social Work (ASSW) club and the sponsoring faculty for supporting the ASSW in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from the National Association of Social Workers (NASW) for having one of the largest groups of students at the event.
- In spring 2016, twenty-one (21) social work students (and sponsors*) presented at NEIU 201st annual student research symposium.
- Throughout the academic year 2015-2016, the Social Work Program utilized a data base system (ACCESS) to 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 database 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

Curriculum Revision

- Throughout the academic year 2015-2016, the Social Work faculty held weekly faculty meetings to work on curriculum revision for the upcoming CSWE Self-study and reaffirmation process. Faculty revised and 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 and the new 2015 EPAS (Educational Policy and Assessment) required by CSWE.

- Three faculty members have developed online courses for our social work program: Social Work 200: Introduction to Social Work; Social Work 207: Social Policy I and Social Work 305: Social Work Practice II. We anticipate increasing our online offerings over the next 2 years to meet student demand and continue to align our program goals with baccalaureate goals and CSWE EPAS 2012 standards.
- Dr. Hilado continues to oversee the HBSE curriculum, developing new assignments, updating required readings, adding new content on human development and adding TK20 as an assessment tool.
- Dr. Ramirez continues to oversee the Practice curriculum, developing new assignments, updating required readings, adding new content on international social work and adding TK20 as an assessment tool.
- Dr. Kim continues to oversee the Policy curriculum, developing new assignments, updating required readings, adding new content on economic equity and justice, and adding TK20 as an assessment tool.
- Dr. Ngwe continues to oversee the Research curriculum, developing new assignments, updating required readings, revision of research course offerings in preparation for the MSW, and adding TK20 as an assessment tool.
- Dr. Anderson continues to oversee the Field Education curriculum, developing new assignments, updating information, assessing new learning sites, mentoring new field instructors and meeting the needs of the students in both BASW and MSW program, as well as adding TK20 as an assessment tool.
- Dr. Brake continues to oversee the Introduction to Social Work curriculum, developing new assignments, updating required readings, adding new content on international and global social work, and adding TK20 as an assessment tool.

B. Projected needs

1. Faculty

- 2 replacement positions in the BASW program are needed immediately to meet CSWE requirements and student demand. In fall 2015, we hired Dr. Jeffrey Bulanda to help the program develop, write and secure new ways of funding for our growing program. In August 2016, Dr. Bulanda submitted his resignation leaving a large gap in our program. Additionally Dr. Francisco Gaytan, who was teaching in the social work department for 50% of his load, left the College of Arts and Sciences and began a full time position as the Director of Enlace. This too has had an impact on the delivery of programming to our social work students. This leaves only 6 full time tenure track faculty to serve over 450 students, on three campuses- Main Campus, El Centro and UCLC, in a very vibrant and busy department. This situation has created a burden on our faculty and resources and is not effective in the delivery of educational standards and goals.

- 1 position for the El Centro cohort is needed in the BASW program. This is based on a proposal and contract designed by Provost Helldobler to increase the number of majors offered at the El Centro campus. This proposal included psychology, computer science and special education majors. The Social Work Department offers both a daytime and evening sequence, offering more than 10 courses with multiple sections.
- 1 position for the CCICS cohort is needed in the BASW program. The Social Work Department offered the major at CCICS and is in the process of increasing the course offerings to meet student demand and offer important service to a developing community in Bronzeville.
- 1 new tenure track position in the BASW program is needed to meet CSWE requirements and student demand. With only 6 full time tenure track faculty to serve over 450 students, on three campuses- Main Campus, El Centro and UCLC, in a very vibrant and busy department we are in need of a search for one new faculty member. The requirement for accredited program, as set forth by CSWE is to have a 25:1 student/faculty ratio- to become in compliance with this standard, it would be necessary to hire one additional tenure track faculty.

2. Equipment

The social work department is in need of a new network printer for our office. Currently we are using an HP Laser Jet Printer model number MP3035, and we are in need of an updated model. The current one is not working properly and we have had to spend money on having the same issue fixed several times this year. Also the HP Officejet Pro 8500 needs to be replaced in the chair of social work office as it is no longer working.

3. Other Resources

During our site visit for our reaffirmation process, conducted by Commissioner Paul Dovyak, Council on Social Work Education, it was found that the Social Work Department is in need of additional space for both office and conference rooms. We are held accountable to provide a progress report by August 1, 2017 indicating the steps taken to address this concern.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Brake, A. “Tackling Oppression in Schools: Orienting Skills for School Social Workers” in Massat, C. R., Kelly, M. S., & Constable, R. T. (Eds.), School Social Work: Practice, Policy, and Research (8th edition)

Hilado, A. book chapter entitled, "Migrant Workers: Social Identity, Occupational Challenges and Health Practices" in an edited text by Xu and Jordan

Kim, J. book chapter entitled "Examining Racial-Ethnic and Gender Disparities in Poverty Among the Elderly" in the *Routledge Handbook of Poverty in the United States*

2. Articles and Abstracts, Local Exhibitions or Performances

Brake, A. "Recentring our tendencies: Immigrant youth development and the importance of context in social work research" in the *Journal of Human Behavior in the Social Environment*

Iverson, M., Dentato, M.P., Krings, A., & **Anderson, J.** (2016, November). The State of Social Work Macro Education in the United States. Council on Social Work Education. Annual Program Meeting. Atlanta, GA

3. Conference Presentations, Group Shows

Anderson, J. "Healing from Trauma and Being Held" presented at Illinois Statewide NASW conference, Illinois, April 2016.

Brake, A. workshop in collaboration with a McNair student entitled, "In You We Trust: Youth Reflections on Best Practices for Building Teacher-Student Trust in Ninth Grade" presented at the Northeastern Illinois University Faculty Research & Creative Activities Symposium

Brake, A. "Right from the Start: Teacher Student Relationships & the Transition to High School- presented at the Northeastern Illinois University Faculty Research & Creative Activities Symposium.

Brake, A. "Child and Youth Development in Three Countries: Exploring the Contexts, Mechanisms and Strategies That Condition Their Disadvantage" conference symposium

Brake, A. "Immigrant Youth in Transition: Examining New Contexts, Barriers & Conditioning Criteria from Adolescence to Adulthood." conference symposium

Harden, T. "*Race, violence, public policy and social trauma*" University of Michigan Ford School of Public Policy. April 2016

Harden, T. Racial Justice in Praxis Conference, Chicago, Il. April 2016.

Hilado, A. research report to SAMHSA looking at the impact of early intervention on mental health problems among vulnerable families with young children

Hilado, A. presented at The Illinois Education Research Council in Bloomington, IL

Hilado, A. presented at the Zero to Three National Conference in New Orleans LA

Kim, J. “Health status, Medicare Part D enrollment, and prescription drug use among older adults” and “Poverty, health insurance status, and health service utilization among the elderly”

Kim, J. “Examining Racial-Ethnic and Gender Disparities in Poverty Among the Elderly Using a Dynamic Approach” presented at the 2014 Annual Conference of the Society for Social Work and Research (SSWR)

Kim, J. “Examining racial-ethnic and gender differences in the income-health gradient among older adults: Evidence from the Health and Retirement Study” presented at the 67th Annual Scientific Meeting of the Gerontological Society of America (GSA).

Kim, J. “Queering gerontology: Sexual orientation, race, and sexual victimization in a population-based sample of older adults” under review by the Journal of Gerontology.

Ngwe, J. Director, African Summer Institute, summer 2016.

Ramirez, M., -NASW Statewide Conference Rapid ConFab Speaker-Reconceptualizing Violence: Homophobia in Ours Schools, October 2016

Ramirez, M., -NASW Statewide Conference-Research Presentation-An Examination of Homophobia and Social Work Practice Among a Sample of School Social Workers. October 2016

Ramirez, M., -NEIU Faculty Research Symposium-Research Presentation Addressing Homophobia in Social Work Practice, November 2015

Ramirez, M., Social Work Co-Sponsored the 25th Annual DCFS Latino Advisory Latino Institute Day. October 2015.

Ramirez, M. “Boricua Stories: How to Preserve Puerto Rican Oral History” for the Puerto Rican Arts Alliance’s “Archivo Project,”

Ramirez, M. “Queering gerontology: Sexual orientation, race, and sexual victimization in a population-based sample of older adults” presented at the national Gerontological Society of America annual conference.

Stanley, J. Northeastern Illinois University Innovation Grant for Social Work and Early Childhood Education. 14th Annual Worldwide Forum on Education and Culture in Rome, Italy.

4. Service

Anderson, J. conducted training at the Kedzie Center “Working With People who are Homeless” Chicago, Il. July 2016

Anderson, J. volunteer at Chicago Women's Health Center , providing group supervision to the PhD, PsyD, MSW, and Masters of Psychology students.

Brake, A. consultant for the Alcott College Prep Youth Leadership & Peer Mentorship Program

Harden, T. Member, Illinois Deans and Directors Association

Hilado, A. helped establish the Illinois Refugee Mental Health Task Force to coordinate mental health service delivery efforts in Illinois for refugees.

Hilado, A. continues to support efforts to advocate for culturally-sensitive early childhood mental health interventions through her involvement in the Illinois Newborn Practice Round Table, the Illinois Association for Infant Mental Health, the Illinois Children's Trauma Coalition, and her work through the RefugeeOne Wellness Program.

Hilado, A. Member, Illinois Refugee Mental Health Task Force

Hilado, A. Advisory Board Member, Forma FGC

Hilado, A. Member, Illinois Newborn Practice Roundtable

Kim, J. Member, Board of Directors at Korean American Community Services

Ramirez, M. Hosted ASSW's A Night of Empowerment and Resilience at En Las Tablas Performing Arts, NFP. November 2015

Stanley, J. Reviewer for CIES- Fulbright Discipline Peer Review

Stanley, J. Book reviewer, Critical Social Work

Stanley, J. Board member, Chicago Fulbright Association

Stanley, J. member, International Federation of Social Workers

Stanley, J. member, Illinois Deans and Directors Association

B. Student Achievements

The Social Work Program continues to grow and the number of social work students is at 450 majors and over 80 minors as of spring 2016. This is a growth of over the past academic year with an anticipated steady growth for the upcoming year. We have continued to see an increase in transfer students who come into the program prepared to begin their social work course sequence. We have seen a continued increase in the number of students meeting their graduation requirements each year and meeting the 5-semester course plan. The social work program has student graduates in fall 2015 and student graduates in spring 2016. Students continue to demonstrate strong scholarship and leadership qualities and have been awarded various honors and scholarships. There is a consistent high number of students, which was true on the fall 2015, and spring 2016 College of Arts and Sciences Dean's list.

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

Juan Arango and **Cashell Lewis** presented their research papers at a McNair Scholars Program in El Salvador, July 2016.

2. Selected list of SRING 2016 NEIU Student Research and Creative Activities Symposium Presentations (*denotes Advisor)- 25 students were selected to present

PSYCHOPATHOLOGY AND SOCIAL SUPPORT SYSTEMS: IMPLICATIONS FOR RECOVERY AMONGST THE ADULT POPULATION **Yesenia Roman**, Angel Resto*
Social Work

THE IMPACT OF ATTENDING AN AFTERNOON PROGRAM ON ACADEMIC OUTCOMES OF SCHOOL AGED CHILDREN IN THE AUSTIN COMMUNITY **Chanel Vazquez**, Angel Resto*
Social Work

THE IMPACT OF UNPAID INTERNSHIP PRACTICUM ON LEARNING OUTCOMES, SELF-CARE, AND STRESS LEVELS OF UNDERGRADUATE SOCIAL WORK STUDENTS **Arnetra Jackson**, Angel Resto*
Social Work

WHAT IS THE EFFECT OF SEXUAL EDUCATION ON YOUNG PEOPLES BEHAVIOR REGARDING SEX? **Adriana Delgado**, Francisco Gaytan*
Social Work

HOUSING AS A HUMAN RIGHT **Ashley N. Hyder**, Dr. Job Ngwe*
Social Work Department

THE IMPACT OF THE ILLINOIS BUDGET CRISIS ON ACCESS TO TREATMENT FOR SUBSTANCE USE DISORDERS **George E. Curran**, Dr. Marius Dancea*
Social Work

3. Selected list of Social Work Majors Accepted into Graduate school fall 2015-spring 2016

The social work program is especially proud of the students who have been accepted to graduate programs, a reflection of the strong and consistent mentoring and commitment to student learning offered by the program. Many of our students have been accepted in graduate schools of Social Work in Chicago and around the country. This year the students were accepted to MSW programs:

John Sanfilippo accepted at the University of Illinois- Jane Addams

Jacqueline Herrera accepted at Dominican University

Hannah Higgins accepted at University of Colorado

Claudia Campos accepted at Dominican University

Maria Vega Melagrani accepted at Dominican University

Eddie Shafer accepted at Loyola University

Darold Tolefree accepted at Aurora University

Monisha Johnson accepted at University of Illinois-Jane Addams

Norma Castrejon accepted at Dominican University

Carolina Rivera accepted at University of Illinois- Jane Addams

Maegan Wheeler accepted at the University of Michigan

Sian Wilson accepted at Loyola University

Janet Hernandez University of Illinois – Jane Addams

Diana Rodriguez University of Illinois – Jane Addams

Genesis Padilla University of Illinois – Jane Addams

Euginia Ivanova accepted at Dominican University

Amy Fitzgerald University of Illinois – Jane Addams

Sylvia Vazquez accepted at Dominican University

Rachael Isaacson accepted at Loyola University

Gregory Jackson accepted in Master of Art/Post-Baccalaureate/ Gerontology program at NEIU

Saul Perez hired as Case Manger I -Casa Central

Maribel Gonzalez hired at Association House of Chicago

Selma Delgado hired at Chicago Commons

Michelle Pozo hired at Cook County Social Services Department

4. Scholarships

Martha Armenta

El Centro Fall Scholarship Received

Latinos Progresando Scholarship

Latino Resources College Scholarship Fund

UNIVISION Latino Scholars

Illinois Dream Fund

Maybeth Gomez

El Centro Scholarship - Received

UNIVISION Latino Scholars

Stephanie Navarrete

El Centro Scholarship

Alicia Brown

NEIU Merit Scholarship

Adrienne Wilson

NEIU Merit Scholarship

Agnieszka Balcazar

El Centro and Merit Scholarship

Kelly Villanti

Peace Scholarship

5. Selected List of students hired by their field placements/internships upon completion of their social work degree

Karina Perez hired at Association House

Norma Castrejon hired at Heartland Alliance

6. Other Important accomplishments by social work department Students

Inducted to Phi Alpha Social Work Honors Society

This year 70 students were inducted into the Phi Alpha Social Work Honors society in spring 2016:

Accepted to McNair Scholars Program

The Social Work Program identified 2 students that were accepted for the McNair Scholars Program during the academic year 2015-2016: **Noah Begashaw and Gabriel Garcia**

Accepted to Honors Program

Holly Houghton

C. Alumni News- Selected Names

Keith Green continues to pursue his PhD at SSA/University of Chicago- Social Work

Robert Motley continues to pursue his Ph.D. at George Warren Brown- University of Missouri- Social Work

Cashell Lewis, pursuing a Ph.D. at George Warren Brown- University of Missouri- Social Work

Michelle Mallari MSW UIC) , hired at DCFS

Lucero T. Guerrero NEIU Admissions Review & Processing/Graduate Admissions

Jessica Guillen completed MSW UIC , hired Youth Educator Director- Enlance

Eddie Bocanegra - leading new program for veterans- Urban Warriors

Jesse Self pursuing a Ph.D. at University of Chicago –SSA

Zitalli Roman MSW UIC, hired at Heartland Alliance

SOCIOLOGY

Annual Report 2015-2016

**Submitted by Andreas Y. Savas Kourvetaris
& Brett Stockdill**

Executive Summary

During the 2015-16 academic year, Sociology faculty continued to integrate teaching, research, writing, and activism to promote student success and social justice at Northeastern Illinois University and beyond. We maintain our commitment to an innovative and challenging curriculum that encourages students' academic excellence, critical thinking, and commitment to social change. We have continued to make our course offerings more intersectional (i.e., attentive to race, class, gender, sexuality, (dis)ability, citizenship/legal status, etc.) and global. These strengths are further reflected in our faculty's active participation in other academic programs, particularly African & African American Studies (AFAM), Child Advocacy Studies (CAST), the Honors Program, Latina/o & Latin American Studies (LLAS), Lesbian, Gay, Bisexual, Transgender, & Queer (LGTBQ) Studies, and Women's & Gender Studies (WGS). Our commitment to liberatory pedagogy has paid off in significant ways. Forty-three Sociology majors graduated in 2015-16. We had 108 Sociology majors in fall 2015. Our department's nurturing, activist culture has forged a community of students who support each other and excel both academically and politically.

Our majors and minors play leadership roles in organizations on and off campus; upon graduation, they also passionately pursue careers and graduate school programs that promote the common good. Our faculty continues to produce cutting edge scholarship that enhances the discipline of Sociology as well as a number of interdisciplinary fields. Our faculty is deeply engaged in serving not only the Sociology Department but also the College of Arts and Sciences and the University as a whole. This service at NEIU promotes interdisciplinary collaboration, student empowerment, and shared governance. Beyond campus, Sociology faculty members' vibrant involvement in collective action fulfills a crucial function in bridging the gap between university and community. Overall, our teaching, research, and service prepare our students for both graduate school and professional careers, enhance the University's strategic plan, and contribute to struggles for justice and equality.

Highlights of 2015-16

Our department has continued to develop in exciting and productive ways, but the 2015-2016 academic year was a challenging one for our personnel. **Christina Gómez** and **Marcos Feldman** resigned from their positions in summer 2015; **Michael Armato** resigned in summer 2016. As a result, the number of tenure track/tenured faculty fell to four, which is four less than our full complement of eight. In addition, due to the State of

Illinois' budget impasse, NEIU instituted a furlough program that negatively impacted our students, staff, and faculty. Nevertheless, **Brooke Johnson** successfully applied for retention. **Olivia Perlow** successfully applied for tenure. **Andreas Savas Kourvetaris** returned to teaching in Fall 2015 from his sabbatical in Spring 2015. **Brett Stockdill** continued to serve as Chair of the Department of African & African American Studies, Latino/a & Latin American Studies, Sociology, and Women's & Gender Studies. These milestones reflect the vital contributions that Sociology faculty continues to make in the areas of teaching, scholarship, and service. Our faculty's work is driven by a commitment to identify and analyze manifestations of social inequality as well as collective strategies to challenge these inequalities. Student and faculty accomplishments continued to rely on the organizational skills of **Ms. Carol Martin**, our department's Office Manager. In 2014-15, we completed our Academic Program Review Self Study and hosted a site visit by an external evaluator from the American Sociological Association. In 2015-16, we developed our Executive Summary and Five Year Plan, thereby completing our eight-year program review.

Teaching: Innovations and Collaborations

Our department has continued to explore and develop more effective curricular and pedagogical offerings. Our majors consistently articulate that they choose Sociology because they find our courses to be both exciting and relevant to their lives—and because they have learned of our commitment to social action. This is in large part because we are invested in providing teaching that is accessible, student-centered, critical, and inclusive. A key dimension of our annual evaluations of both Instructors and tenure track and tenured faculty is encouraging all faculty members to utilize readings that are intersectional and global.

We are also committed to employing teaching techniques beyond the traditional lecture style, which, when used in isolation, increases student alienation and decreases student learning. To this end, we regularly share interactive teaching strategies to enhance our teaching. This past year, we expanded our use of Learning Through Discussion (LTD), a teaching pedagogy that requires deep student preparation and engagement with course readings. During the 2015-16 year, ten of our classes featured the LTD method. Sociology faculty also brought an array of guest speakers to campus to speak on racist police brutality, reproductive justice, AIDS activism, LGBTQ rights, sex positivity, and other topics. A number of these guest speakers are graduate students, whose presentations on their own research inspire our undergraduate students to consider graduate study themselves. A number of faculty members also integrated Service Learning and other experiential approaches to teaching/learning.

Each of our tenure track and tenured faculty members serves as an academic advisor for majors, minors, and other students. We continue to provide new majors with a packet of information that includes an overview of the major requirements, a self-advising flow chart and checklist, a departmental newsletter, and an American Sociological Society brochure and booklet about careers in sociology. We had our ninth annual Ice Cream Social & General Advising Session in September 2015, during which tenure track/tenured faculty presented an overview of advising information for majors.

The Sociology Department continues to demonstrate our commitment to work with and serve multiple programs at NEIU. African & African American Studies, Latina/o & Latin American Studies, LGBTQ Studies, and Women's & Gender Studies Programs are housed within our Department, and we work in close collaboration with them. 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. **Olivia Perlow** is a core AFAM faculty member. **Michael Armato, Brooke Johnson, Olivia Perlow, and Brett Stockdill** are core WGS faculty and taught numerous cross-listed courses for WGS. **Brett Stockdill** is a core LLAS faculty member and taught one cross-listed LLAS course. **Brooke Johnson** taught an FYE (First Year Experience) seminar (WGS 109: Sex in the City) and cross-listed courses for the LGBTQ Studies Minor. **Brett Stockdill** worked with faculty from Social Work, Justice Studies and Psychology to grow the Child Advocacy Studies Minor (CAST). Our Instructors also contribute to our interdisciplinarity. **Cristen Jenkins** and **Aneta Galary** taught courses that are cross-listed with WGS. Instructors **Lisa Bérubé** and **Amanda Stewart** taught Sociology courses that are cross-listed as CAST electives. **Elsa Saeta** taught a course that is cross-listed with both LLAS and WGS. We also have been active participants in the Honors and McNair Programs, providing the largest number of scholars to this latter program since its inception in 2003. We actively contribute to the General Education Program, since we offer up to 14 sections of three General Education classes each semester. In Fall 2015, 35% of our courses offered were General Education courses, while in Spring 2016, 34% of our courses were General Education offerings.

Our students are active on campus and throughout Chicago through their club involvements, service-learning work, internships, and political activism. The Sociology Club organized an array of activities throughout the year, which are described below. **Andreas Savas Kourvetaris** and **Brett Stockdill** organized the fifth annual induction ceremony for the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, and ten students were inducted into the chapter in April 2016. NEIU Sociology alumna and Ph.D. Candidate **Alexis Dennis** (B.A. '13) (Sociology, University of Wisconsin-Madison) delivered the keynote address. **Andreas Savas Kourvetaris** successfully applied for and secured a \$500 Initiation Speaker Grant from AKD for NEIU alumna **Alexis Dennis**.

Research/Creative Activities: Advancing Critical, Public Sociology

As evidenced below, Sociology faculty published a variety of sociological work, as well as presented research at regional, national, and international conferences. This scholarship broadens and deepens not only sociology but also Women's and Gender studies, Ethnic Studies, LGBTQ Studies, and other interdisciplinary fields. Taken collectively, the body of work advances our departmental mission of public sociology, which seeks to produce sociological scholarship that is accessible to audiences beyond the traditional sphere of academia. The breadth of our scholarship is reflected in the number of different professional conferences at which we presented papers, served as panelists, or served as invited guest speakers, including the American Educational Studies Association, the American Sociological Association Annual Meeting, the Association of Black Sociologists, Chicago Ethnography Conference, the Midwest Sociological Society Annual

Meeting, the Society for the Study of Social Problems annual meeting, Sociologists for Women in Society Winter Meetings, and the National Women's Studies Association Conference.

Faculty publications ranged from articles and encyclopedic entries to reviews and book chapters. **Cristen Jenkins** published the book chapter "Youth Engagement in Educational Change" in *The Power of Community Engagement for Educational Change* (edited by Michael P. Evans and Diana Hiatt-Michael). **Michael Armato** published the book review of *Manhood Acts* by Michael Schwalbe in *Contemporary Sociology* (44(4):706-707). **Michael Armato** and **Cristen Jenkins** were honored at the annual NEIU Authors' Reception in spring 2014. In *Teaching Sociology*, **Emily Ruehs** published the book review of *Traveling Heavy: A Memoir in Between Journeys* (44(2):142-143) and the documentary film review of *The Hand that Feeds* (44(2):144-145). **Andreas Savas Kourvetaris** published online and in print the encyclopedic entry "Inequality, Wealth" in *The Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism* (edited by John Stone, Rutledge M. Dennis, Polly Rizova, Anthony D. Smith, and Xiaoshuo Hou). **Amanda Stewart** published the article "Survival. Activism. Feminism?: Exploring the Lives of Trans* Individuals in Chicago" in the *Journal of Critical Thought and Praxis* (5(1):Article 3).

Service: Shared Governance, Solidarity, and Empowerment

Sociology faculty members continued to provide a broad spectrum of service activities both on and off campus. **Michael Armato** served on the Non-Traditional Degree Program Advisory council and the UPI Executive Board. **Brooke Johnson** served on the Center for Teaching and Learning Advisory Committee. Our faculty is also active in the College Academic Affairs Committee, the Honors Program, and the McNair Scholars Program. The presence of our faculty is felt not only on our main campus, but also at the El Centro, Carruthers' Center for Inner City Studies, and Lake County campuses, in the larger community, and in their varied activist and professional engagements. Sociology faculty served as organizers and presenters for numerous campus events, including Bruce Better Have Our Money, Latino/a Heritage Month, Black History Month, Women's History Month, and World AIDS Day. **Olivia Perlow** ("Black Women's Pedagogies and Praxis") and **Brooke Johnson** ("Queering Resistance to Gendered Heteronormativity") participated in the fall 2015 College of Arts and Sciences "Second Tuesdays" Brown Bag Series.

A major contribution of our department and Sociology Club to the larger NEIU community and beyond this past year has been the exciting guest speakers and events for our department and for the broader campus community. The Sociology Club organized a screening and panel discussion of the film *Fruitvale Station*, which focuses on racist police murder of Oscar Grant. Café Society event that focused on transit inequalities in fall 2013. The Sociology Club also worked with **Brett Stockdill** to bring in four NEIU Sociology alumni guest speakers, **Sebastino Aviles**, **Casey Baxley**, **Eden De Genova**, **Luvia Moreno**, **Nicole Maldonado**, **Alba Orizaba**, **Chris Poulos**, and **Olga Steele**, to discuss their graduate school and career experiences for our Fourth Annual Careers in Sociology Series (February 23, 2016 and March 8, 2016). Along with the Pedroso Center and other academic programs (and the Mexico Solidarity

Network), the Sociology Program sponsored “We Are Subjects of History: Indigenous communities’ fight for autonomy and human rights in Chiapas, Mexico and beyond” on September 22, 2015; this presentation, by indigenous lawyer and activist Guadalupe Moshan Alvarez of the Fray Bartolomé de Las Casas Human Rights Center, was part of the College of Arts and Sciences Economic Inequality Initiative. The Sociology Program and other academic programs sponsored a guest lecture by Christina Gómez entitled “The Lost Maria in the Academy: Latinas and Education” on October 29th, 2015. Sociology also co-sponsored the 2015 Activist Graduation Celebration on April 29, 2015.

As a result of the State of Illinois’s budget impasse, and in the best tradition of NEIU’s history of social activism, the Sociology Club organized a number of on- and off-campus events that brought local, state, and national attention to NEIU and other Illinois public educational institutions. The Sociology Club’s “Bruce Better Have Our Money” action (#brucebetterhaveourmoney) on March 11, 2016, and its “Fund Our Futures” action (#fundourfutures) on April 1, 2016, drew thousands of people to NEIU and to the City of Chicago to use their voices to demand educational justice. In Spring 2016, the University Administration recognized the Sociology Club’s outstanding student leadership and commitment to NEIU and its organizing principles and mission with the coveted *Blue and Gold Award* and the *Ella Baker Award*. The *Blue and Gold Award* recognizes “outstanding leadership skills through operating as an effective team, collaborating events with other student groups, accomplishing significant achievements and helping improve or enhance the NEIU community.” The *Ella Baker Award* recognizes Sociology majors and other students who “embody academic excellence in the pursuit of social justice.” Moreover, Sociology Club President Jessica Alaniz was awarded the NEIU Student Government Association’s *Student Voice Award* for her outstanding student leadership.

Our faculty and students also play leadership roles across campus, in student organizations, national associations, and on editorial boards. **Brooke Johnson** continued to serve as Associate Editor of *Radical Pedagogy*. **Olivia Perlow** served as Editorial Board Member of *Radical Pedagogy* and the *Journal of Colorism Studies*. **Brooke Johnson** served as co-faculty advisor for the NEIU Feminist Collective. **Andreas Savas Kourvetaris** served as the chapter representative for the Alpha Kappa Delta International Sociology Honor Society. **Amanda Stewart** served as Graduate Student Representative of the *American Sociological Association*. **Michael Armato** was awarded the Martha Thompson Outstanding Faculty Award. **Brett Stockdill** served as the external reviewer for Dominican University’s Department of Sociology and Criminology’s five-year academic program review in spring 2016.

Our faculty is also active in community-based activism. **Olivia Perlow** is a member of two Project NIA initiatives—Girl Talk and the Prison Industrial Complex (PIC) Teaching Collective. The PIC Teaching Collective conducts a variety of educational workshops and produces materials that challenge oppression rooted in the prison industrial complex. As a facilitator for “Girl Talk,” **Dr. Perlow** supports the empowerment of girls in the Cook County Juvenile Temporary Detention Center. Cristen Jenkins is an active member of the Logan Square Neighborhood Association. **Chris Poulos** is an active member of the Albany Park Neighborhood Council. **Brooke Johnson** serves on the Illinois Safer Schools Alliance.

Departmental Outcomes: Enrollment, Majors, Minors and Graduation

Our faculty's commitment to teaching, research, and service has resulted in very positive outcomes for our students. Our overall course section offerings have declined due to budget cuts with 32 offered in fall 2015 (down from 38 sections of Sociology in fall 2014) and 29 sections offered in spring 2016 (down from 32 sections in spring 2014).

Sociology General Education courses and other elective offerings were available at both the El Centro and CCICS satellite campuses and in the Weekend Institute.

Forty-three Sociology majors graduated in 2015-16, up from 39 in 2014-15. We had 108 Sociology majors in fall 2015—the same number as fall 2014. Though the number of Sociology minors has fallen dramatically due to the elimination of the university minor requirement, we have the one of the highest numbers of minors in the College of Arts and Sciences.

We actively contribute to the General Education Program, since we offer up to 12 sections of three General Education classes each semester. In the fall 2015, 37% of our courses offered were General Education courses, while in the spring, 2016, 34% of our courses were General Education offerings.

Thirty-six students completed one of our two capstone courses, Senior Seminar in Sociology and Internship in Sociology this year. Our graduates continue to be accepted into graduate school, with several accepted into Master's and Doctoral programs for Fall 2015. Other NEIU Sociology alumni continue to excel in graduate school. For example, Sociology major **Jody Ahlm (2011)**, **José G. Herrera Soto (2013)**, **Jessica Holzman (2011)** and **Chris Poulos (2009)** all currently have full fellowships in the University of Illinois-Chicago's PhD Program in Sociology. **David Romero (2014)** is a student in UIC's Masters in Social Work Program. **Shaina Knepler-Foss (2014)** and **Heather Obmann (BA '16)** are in the Loyola University's Masters in Social Work Program. **Evelyn Zatkoff (2013)** is in the NEIU's Masters in Family Counseling Program. **Eden De Genova (2014)** is in the NEIU's Master of Arts in Counseling: Rehabilitation Counseling. **Peggy Valdes (2012)** is in the Higher Education and Student Affairs PhD Program at the University of Iowa. **Alexis Dennis (BA '13)** is in the University of Wisconsin, Madison's PhD Program in Sociology. **Georgiann Davis (2004)** is Assistant Professor position in the Department of Sociology at the University of Nevada-Las Vegas and published a book entitled *Contesting Intersex: The Dubious Diagnosis* (2015, NYU Press). **Victoria Peer (2015)** is a student in the Masters in Women's and Gender Studies Program at the University of South Florida. **Mary Castro (2014)** completed her Masters in Public Service at DePaul University.

I. 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 recruit and retain a diverse student population. Our sociology major is one of the most racially and ethnically diverse on campus. We continue to nurture a diverse student population as we work to sustain the gender, racial/ethnic, and sexual diversity of our full time faculty and instructors, the focus on the intersections of race, class, gender and sexuality in our curriculum, and our responsiveness to non-traditional students by offering courses in the evening, on weekends, and at our satellite campuses to attract non-traditional and students of color 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 two publications from the American Sociological Association to our new majors: a brochure entitled, "Sociology: A 21st Century Major" and a booklet entitled, "21st Century Careers with an Undergraduate Degree in Sociology." We also explicitly discuss career possibilities in our courses as well as in advising sessions with majors and minors. We publicize students' work with the community through service learning and internships in our departmental newsletter (*Sociology Matters*), on the departmental bulletin boards, and on the bulletin boards in LWH 2094 (formerly the "Sociology Classroom"). We are more effectively building on the diversity of our own students through the programs we plan, often in collaboration with our Sociology Club and other programs/departments, particularly the interdisciplinary programs (AFAM, LLAS, WGS). Also, in spring 2016, we initiated nine new students into our NEIU chapter of Alpha Kappa Delta (AKD) International Honors Society. We also continue to recognize student academic and activist excellence with the annual Praxis Award and the Ella Baker Award.

Student/Learner centered community: The department consistently uses and infuses pedagogical strategies that foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious 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 Program 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.

In fall 2015, **Brett Stockdill** organized the fourth Sociology Teaching Support Group, attended by adjuncts, instructors, and tenure stream faculty members. This event provided a supportive space for faculty members to share their strategies for meeting the complex challenges of teaching about oppression and resistance with a diverse student body. We have continued to invest deeply in high impact pedagogical practices, including service learning, internships, structured small group activities, student educational presentations, and class discussion. During the 2014-15 year, ten of our classes featured the LTD method.

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. Many of our courses require students to engage in Service Learning activities, fieldwork in the community, and/or internships.

Technology: Our department continues to embrace technology assisted instruction. For example, virtually all our courses utilize Desire To Learn (D2L). We expect our majors to be proficient in the use of SPSS for Windows by the time they graduate. SPSS is introduced in the SOC 211: *Sociological Research Methods* and more fully explored in the SOC 212: *Introduction to Social Statistics* course. 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, the Illinois Sociological Association, and the Midwest Sociological Society conferences. **Brooke Johnson** taught an on-line course, SOC 212: *Social Statistics*, in Summer 2016—the eighth time it has been taught on-line. Instructor **Aneta Galary** offered the fourth on-line section of our General Education course, SOC 105: *Women, Men & Social Change* in fall 2015.

International Education: Our department has made concerted efforts to strengthen and expand global educational knowledge and learning opportunities. We now offer many courses that incorporate a global focus, and will continue to globalize our curriculum. We greatly encourage our students, alumni and faculty to participate in study abroad opportunities which complement their sociological interests, and their experiences are then carefully detailed in our newsletters.

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 activism that they wish to pursue after graduation. Our sociology majors seek placements in a wide range of career and activist categories.

In Spring 2016, there was a continued emphasis within the seminar on the importance of cultivating the role of “civic professional,” and also an added focus on augmenting participating majors’ understanding of the ways in which non-profit organizations both challenge and promote social inequalities.

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. In conjunction with the Sociology Club, **Brett Stockdill** hosted the fourth annual Careers in Sociology Series in SOC 342, featuring Sociology alumni who describe what types of careers they have pursued with sociology degrees. This past spring, 2016, the 18 students in our capstone SOC 342: Internship Seminar, taught by **Brett Stockdill**, were successfully placed in a variety of organizations for their 144 internship hours (see below). It is noteworthy that supervisors regularly highly praise the work of our students and request more interns from our Sociology Department.

Internship Placements, Spring 2016

Intern Name	Internship Organization	Intern Position
Citlali Arroyo	33 rd Ward (Ald. Deb Mell)	Aldermanic Intern
Gilbert Barrera	Lydia Home Association	Intake Specialist
Tatiana Diaz	Hephzibah Children’s Association	Classroom Intern
Daja Dukes	Lydia Home Association	Mental Health Intern
Keith Heim	Portage Park Elementary School	Student Teacher
Christopher Hernandez	Centro Autónomo	Computer/Technology Intern
Robert Hernandez	Chicago Metropolitan Battered Women’s Network	Public Relations Intern
Chanelle Hutchinson	Christopher House	Youth Leadership Intern
Alejandro Jasso	After School Matters	Administrative Intern
Mary Kourieh	Skokie Montessori School	Teacher’s Assistant
Jessica Martinez	Centro Autónomo	Preschool Intern
Joseph McMahon	Franciscan Outreach	Case Management Intern
Isabel Ocon	OMNI Youth Services	Case Manager
Farah Rahman	NEIU Career Development Center	Career Development Intern
Aldo Silvestre	Little Village Environmental Justice Organization	Environmental Advocate
Kaelah Smith	Catholic Charities	Research Analyst Intern
Amber Woodruff	ArtReach at Lill Street	Development Intern
Guadalupe Zuñiga	Centro Autónomo	ESL Intern

We also have nurtured partnerships with several community-based organizations: the Logan Square Neighborhood Association (LSNA), the North River Commission, the Center for Neighborhood Technology, the Albany Park Neighborhood Council, and the Centro Autónomo (Autonomous Center) of Albany Park. We regularly place students for service learning and internships within these organizations, and our students have engaged in project support and research needed by these (and other) organizations.

As noted above and below, our faculty is engaged in working with community-based organizations, non-profit, and professional organizations. Indeed, our Department Application of Criteria includes service to the community as an important area of review.

Securing the necessary resources to enhance the working conditions for faculty and staff:

The department continues to work hard to create a positive working environment for faculty and staff. In addition to our monthly 2-4 hour faculty meetings, this past year we held three all-faculty meetings with the following themes: 1) Teaching Support Group; 2) Winter Open House; and 3) Spring Open House. In order to continue to foster this inclusive and collaborative work culture, all faculty will be encouraged to participate in faculty and brownbag seminars to share research and community activism, departmental curriculum and planning meetings, the departmental newsletter and our website to report on classroom activities, and university-sponsored panels and symposiums.

B. Projected needs

1. Faculty

Historically (until December 2005), we operated our department with a base of eight tenure-track faculty. With the loss of **Michael Armato**, **Marcos Feldman**, and **Christina Gómez**, we currently have only *four* tenure track/tenured faculty members. This leaves our tenure stream faculty stretched far too thinly, particularly with our deep participation in the interdisciplinary programs (AFAM, LLAS, WGS) as well as other programs (CAST, Honors, etc.). At a minimum, we need to hire two tenure stream faculty members in the next year to maintain the integrity of the program.

2. Equipment

Because of the freeze on expenditures due to the lack of a state budget, our requests for a new printer for the department and a new laptop for **Brett Stockdill** were denied. We need to replace both the departmental printer and the chair's laptop in order to function.

3. Other Resources

Spatial Needs

- **Office Space** for part-time instructors. It would be optimal to have another office for our part-time instructors. While we have acquired office space for our two full-time Instructors, Aneta Galary and Cristen Jenkins, our 12 part-time Instructors and Adjuncts are currently forced to share two offices.

- **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 College of Business and Management Building. It would also be optimal to have a designated space for our majors to study and to hold meetings.
- **Classroom Assignments:** It continues to be is troublesome that classroom assignments are often implemented in a way that is supportive of faculty. Class assignments often result in extremely difficult logistics for faculty. For example, our faculty frequently have back-to-back classes in Lech Walesa Hall and Bernard Brommel Hall, leaving them ten minutes to meet with students before/after class, go to the bathroom, set up/put away AV equipment, and walk across campus. Virtually all of our classes include small group discussion and class discussion, but many assigned classrooms are not equipped for this. In recent years, an increasing number of our classes have been located outside of Lech Walesa Hall, making it difficult for both students and faculty to make it to class on time as well as to attend office hours and visit the departmental office.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

List only publications that have been published. DO NOT INCLUDE publications that are “in press,” “under review,” “in progress,” or “revise and resubmit.” Complete citation. Please use either the APA, Chicago or MLA style.

2. Book Chapters, Regional Exhibitions or Performances

Jenkins, Cristen. (2016). Youth engagement in educational change. In M. P. Evans, & D. B. Hiatt Michael (eds.), *The power of community engagement for educational change* (pp. 83-100). Charlotte, NC: Information Age Publishing.

Savas Kourvetaris, Andreas Y. 2015. “Inequality, Wealth.” In *The Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism*, edited by J. Stone, R. M. Dennis, P. S. Rizova, A. D. Smith, and X. Hou. Oxford: John Wiley & Sons.
Published Online: 30 December 2015
(<http://onlinelibrary.wiley.com/doi/10.1002/9781118663202.wberen575>).

Savas Kourvetaris, Andreas Y. 2016 “Inequality, Wealth.” Pp. 1-5 in *The Wiley Blackwell Encyclopedia of Race, Ethnicity and Nationalism*. 1st ed., edited by J. Stone, R. M. Dennis, P. S. Rizova, A. D. Smith, and X. Hou. Chichester, UK: John Wiley & Sons, Inc.
In Print: 29 February 2016. Retrieved March 1, 2016

3. Articles and Abstracts, Local Exhibitions or Performances:

Ruehs, Emily. (2016). Film Review: The Hand That Feeds. *Teaching Sociology* 44(2):144-145.

Ruehs, Emily. (2016). Book Review: *Traveling Heavy: A Memoir in between Journeys*. *Teaching Sociology* 44(2):142-143.

Stewart, Amanda A. 2016. "Survival. Activism. Feminism?: Exploring the Lives of Trans* Individuals in Chicago." *Journal of Critical Thought and Praxis* 5(1):Article 3. <http://lib.dr.iastate.edu/jctp/vol5/iss1/3>.

Armato, Michael. 2015. Book review of *Manhood Acts* by Michael Schwalbe. *Contemporary Sociology*, 44 (5):706-7.

4. Conference Presentations, Group Shows

Ahlm, Jody. 2015. "Respectable Promiscuity and Cybercarnality; Or, 'Never show your face on pictures with your naughty bits.'" Paper presented at the annual meeting of the American Sociological Association, Chicago, Illinois.

Ahlm, Jody. Panelist, "Looking? A History of Hooking Up," Chicago History Museum, May 19, 2016.

Ahlm, Jody. "Looking for Love in All the Wrong Places?" Invited visiting scholar, University of Chicago, June 2, 2016.

Armato, Michael, Panelist, "A Cop, A Lawyer, & A Sociologist: A conversation covering race, police practices, and social justice." Invited guest speaker at the University of Central Florida, Orlando, FL. July 2015.

Armato, Michael, "Gender & Inclusion." Invited guest speaker at the Annual Diversity Symposium, William Rainey Harper College, Palatine, IL. October 30, 2015.

Jenkins, Cristen and Susan Stall. 2016. "Parents as ambassadors of change." Paper presented at the annual meeting of the Midwest Sociological Society, Chicago, IL.

Johnson, Brooke. November 2015. "The *Erotic* as Empowerment: Resistance at a Militarized Charter School." Invited Presentation at the American Educational Studies Association. San Antonio, Texas.

Perlow, Olivia. "A Working Panel on Pedagogical Tools for Millennial Teaching and Learning Strategies: Tricks of the Trade." Invited Panelist at the Association of Black Sociologists Annual Conference. Chicago, IL. August 20-22, 2015.

Perlow, Olivia. "Traumatic Fissures of Blackness: Affective and Erotic encounters with Anti-black violence in the Americas." Invited Roundtable Participant at National Women's Studies Association Annual Meeting. Milwaukee, WI. November 11-13, 2015.

Perlow, Olivia. "Teachers of Color Navigating Feminist Pedagogy in the Academy." Invited Roundtable Participant at National Women's Studies Association Annual Meetings. Milwaukee, WI. November 11-13, 2015.

Ruehs, Emily. 2015. "Clandestine Youth: Unaccompanied Minors in the Borderlands." Crossing Over Symposium, Cleveland State University, Cleveland, OH.

Ruehs, Emily. 2015. "Clandestine Youth: Securitization, Humanitarianism and Unaccompanied Minors in the U.S.-Mexico Borderlands." Society for the Study of Social Problems Annual Meeting. Chicago, IL.

Ruehs, Emily. 2016. "Deserving Thugs? Unaccompanied Minors in the US Immigration System." Chicago Ethnography Conference. Depaul University, Chicago, IL.

Stewart, Amanda. 2015. "Precarity and the Lives of Queer Women in the Rural United States." National Women's Studies Association. November 14.

Stewart, Amanda. 2016. "Precarity and Vulnerability in the Lives of Rural Queer and Trans* Women in the United States." Sociologists for Women in Society – Winter Meetings. February 6.

5. Funded grants

Ahlm, Jody. Provost's Award for Graduate Research, University of Illinois Chicago, (\$1500) 2015-2016

Ahlm, Jody. Student Research Grant, Society for the Scientific Study of Sexuality, (\$1000) 2015-2016.

Stewart, Amanda. Chancellor's Supplemental Research Fellowship (Renewal for 2016): University of Illinois at Chicago (\$4,000), 2016

Ruehs, Emily. Dean's Scholar Award, University of Illinois at Chicago, \$22,000 and tuition waiver

Ruehs, Emily. Graduate College Chancellor's Award, University of Illinois at Chicago, \$4000

Ruehs, Emily. Provost Award for Graduate Research, University of Illinois at Chicago, \$1500

Ruehs, Emily. Rue Bucher Memorial Award, University of Illinois at Chicago, \$900

Ruehs, Emily. UIC Excellence in Undergraduate Mentoring Award, University of Illinois at Chicago, \$500

Ruehs, Emily. SAGE Teaching Innovations and Professional Development Award, ASA Section on Teaching and Learning in Sociology

6. Service

Academic & Professional

Ahlm, Jody. Co-organizer of Engendering Change Graduate Student Conference, University of Illinois - Chicago, 2015-2016

Jenkins, Cristen. Mentor to Citlali Arroyo in the McNair Scholars Program, Northeastern Illinois University.

Johnson, Brooke. Associate Editor, *Radical Pedagogy*.

Perlow, Olivia. Editorial Board Member, *Radical Pedagogy* and *Journal of Colorism Studies*.

Ruehs, Emily. Reviewer, *Societies without Borders*, *Interdisciplinary Undergraduate Research Journal*, *Gender and Society*

Ruehs, Emily. Student Advisory Board Member, *Social Problems*

Savas Kourvetaris, Andreas: Chapter Representative, Alpha Kappa Delta International Sociology Honor Society, Northeastern Illinois University.

Stewart, Amanda. Graduate Student Representative, American Sociological Association – Sociology of Sexualities Section, Graduate Student Representative, 2015-Present.

Stockdill, Brett. External reviewer for Dominican University's Department of Sociology and Criminology's five-year academic program review. February 18, 2016.

Stockdill, Brett. Discussant. Sexualities and LGBTQ Studies session of the 18th Annual Chicago Ethnography Conference, April 30, 2016.

Stockdill, Brett. Reviewer. *Social Problems* (journal).

B. Student Achievements

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

Arroyo, Citlali. "WAYSIDE SCHOOL IS FALLING DOWN: A CALL FOR CULTURALLY RELEVANT TEACHERS AND PEDAGOGY." Faculty Sponsor: **Cristen Jenkins.** Northeastern Illinois University 24th Annual Student Research & Creative Activities Symposium on April 15, 2016.

Sanchez, Jose Flores. "POPULAR EDUCATION IN U.S COMMUNITIES." Faculty Sponsor: **Brett Stockdill.** Northeastern Illinois University 24th Annual Student Research & Creative Activities Symposium on April 15, 2016.

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

Alaniz, Jessica. NEIU Sociology Ella Baker Award. April 2016.

Alaniz, Jessica. NEIU Student Government Association's *Student Voice Award*. April 2016.

Arroyo, Citlali. McNair Scholar. Mentor: **Cristen Jenkins.**

Cleveland, Camille. McNair Scholar. Mentor: **Durene Wheeler.**

Belcher, Jennifer. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Brieske, Karen. NEIU Sociology Ella Baker Award. April 2016.

Castaneda, Kimberly. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Galvan, Edgar. NEIU Sociology Ella Baker Award. April 2016.

Milica, Gardasevic. NEIU Sociology Ella Baker Award. April 2016.

Hernandez, Robert. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Hernandez, Christopher Hernandez. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Herrera, Stephanie. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Jarnagin, Briana Michele. Initiated into the Northeastern Illinois Univ. chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Martin, Marie Elisabeth. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Morales, Patricia. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

Morales, Patricia. McNair Scholar. Mentor: **Brooke Johnson.**

Morales, Patricia. NEIU Sociology Ella Baker Award. April 2016.

Obmann, Heather. (Sociology BA '16). Admitted to MSW program, Loyola University School of Social Work (Andreas Y. Savas Kourvetaris, referee)

Sanchez, Jose Flores. NEIU Sociology Ella Baker Award. April 2016.

Suh, Philip. Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 29, 2016.

C. Alumni News

Ahlm, Jody (2011) Student editorial board, *Social Problems*, University of Illinois, Chicago, May 2014.

Ahlm, Jody (2011). Doctoral Candidate. Department of Sociology. University of Illinois, Chicago.

Ahlm, Jody. 2015. "Respectable Promiscuity and Cybercarnality; Or, 'Never show your face on pictures with your naughty bits.'" Paper presented at the annual meeting of the American Sociological Association, Chicago, Illinois.

Ahlm, Jody. Panelist, "Looking? A History of Hooking Up," Chicago History Museum, May 19, 2016.

Ahlm, Jody. "Looking for Love in All the Wrong Places?" Invited visiting scholar, University of Chicago, June 2, 2016.

Aviles, Sebastino (2011). Awarded Masters of Public Health and Masters of Social Work. University of Illinois, Chicago, 2015.

Aviles, Sebastino (2011). Medical Case Manager. Chicago House and Social Service Agency.

Caban, Eio (2009). Instructor. Sociology Department, Triton College.

Castro, Mary (2014) completed her Masters in Public Service at DePaul University.

Davis, Georgiann (2004). 2015. *Contesting Intersex: A Dubious Diagnosis.* NYU Press.

Davis, Georgiann (2004). Assistant Professor, Department of Sociology as Assistant Professor at the University of Las Vegas.

De Genova, Eden (2014). Completed second year of the Master of Arts in Counseling: Rehabilitation Counseling, Northeastern IL University.

Dennis, Alexis (2013). Completed third year of PhD Program in Sociology at the University of Wisconsin, Madison.

Dennis, Alexis. (Sociology/Women's and Gender Studies, *Summa cum laude* BA '13) served as the NEIU AKD Chapter's guest speaker for the Fifth Annual Induction Ceremony.

Gonzalez, Evelyn (2010). Student Transition Coordinator, Projecto Pa'Lante at Northeastern Illinois University.

Herrera, José G. Soto (2013). Completed second year of the University of Illinois-Chicago's Doctoral Program in Sociology.

Holzman, Jesse (2011). Awarded Master of Arts in Sociology, Department of Sociology, University of Illinois, Chicago, 2015.

Holzman, Jesse (2011). Project Coordinator for "3/40 BLUEPRINT: Creating the Blueprint to Reduce LGBTQ Youth Homelessness."

Holzman, Jesse (2011). Doctoral candidate. Department of Sociology, University of Illinois, Chicago.

Knepler-Foss, Shaina (2014). Completed second year in the Masters of Social Work degree program, Loyola University.

Mack, Jacquelyn (2013). Enrolled at Sam Houston State University as graduate student in Masters of Higher Education Administration.

Mucci, Katelyn (2012). Completed second year of Masters of Social Work program at Aurora University.

Pacini, Elliot (2012). Received Masters of Arts in Sociology, DePaul Univ., July 2015.

Pacini, Elliot (2012). Instructor. Sociology Department, DePaul University.

Peer, Victoria (2015). Completed first year in Masters in Women's and Gender Studies Program at the University of South Florida.

Poulos, Chris (2009). Completed second year in the University of Illinois-Chicago's Doctoral Program in Sociology.

Romero, David (2014). Completed second year in the Masters of Social Work degree program, Jane Addams College of Social Work, University of Illinois at Chicago.

Schneider, Jakob K. (2013). Completed first year in the Environmental Psychology PhD program at the City University of New York with a five-year fellowship.

Valdes, Peggy (2012). Awarded Masters degree in Higher Education and Student Affairs at the University of Iowa, 2015.

Valdes, Peggy (2012). Doctoral candidate in Higher Education and Student Affairs at the University of Iowa.

Zatkoff, Evelyn (2013). Completed second year the Master of Arts in Family Counseling degree program, Northeastern Illinois University.

STUDENT CENTER FOR SCIENCE ENGAGEMENT

Annual Report 2015-2016

Submitted by Joel Olfelt

Executive Summary

We are proud of the achievements of our students and of our outreach to them through SCSE staff and the NEIU STEM faculty who are associated with the Student Center for Science Engagement (SCSE). Our mentoring efforts continue to be effective as evidenced by the increase in enrollment in the NEIU STEM departments from 1051 students in the fall of 2014 to 1071 students in the fall of 2015 even as overall enrollment at NEIU has fallen. With the increased enrollment we also have increased participation in the STEM disciplines at NEIU by underrepresented minorities (URMs; defined as Hispanic, Native American, African American, and Hawaiian Pacific students). These students formed 33.7%, 35.7%, and 37.3% of NEIU's STEM students in fall 2011, 2014, and 2015 respectively. The graduation rates of NEIU's URM STEM students are also continuing to rise. In 2011, 2014, and 2015 the percentage of STEM degrees awarded to URM students were 23.3%, 23.9% and 25.3% of all STEM degrees respectively (Data from NEIU Office of Institutional Research and Assessment). While we clearly must work to achieve graduation percentages for our URMs that are at parity with their proportion of our STEM students, the trend is in the right direction.

During 2015 – 2016 we supported student achievement through mentoring, tutoring, workshops, sponsored research projects, and symposia, both on campus and at regional and national venues. We conducted multiple intrusive advising sessions with each of approximately 150 individual students, we hired and supervised tutors in Biology, Chemistry, Computer Science, Mathematics, Earth Science, and Physics, and we conducted a 10 week long summer research experience. In the summer research experience 36 students worked 30 or more hours a week with 21 faculty in 17 different projects, mostly at NEIU, but also at the Field Museum of Natural History, the Chicago Botanic Garden, and at field sites as far away as southeastern Minnesota.

We mentored students in their communication skills through the 7th Annual SCSE Research Symposium (Sept 18, 2015) to an audience of over 100 people. At the symposium students made 13 oral presentations and 25 poster presentations. We mentored 19 NEIU students in their experience at the Annual National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Oct 29-31, in Washington DC, where they presented their work. Later in the

year we mentored seven students (four of whom won prizes) at the Illinois Louis Stokes Alliance for Minority Participation (LSAMP) meeting Feb 26-27 2016 in Lisle, Illinois.

The accomplishments highlighted here, and detailed below were achieved even with the significant challenges of turnover in SCSE staff. During 2015 – 2016 three of the five SCSE full time staff positions were vacated (Coordinator [Atsalis], Office Support Associate [Moore], and Life Sciences Advisor [Vargas]). The continuing support by our STEM faculty, the guidance and support of the SCSE Executive Board, the CAS Dean's office, the office of Academic Affairs and the dedication of the current and continuing SCSE staff has been critical to our continued ability to support student success in this year of transition. We look forward to continuing rebuilding and expanding our ability to support NEIU student achievement.

I. Program Plan

A. Long term goals

The overall goal of the Student Center for Science Engagement is to increase the recruitment, engagement, advancement and satisfaction of all students in the STEM disciplines, with particular attention to under-represented students. This overarching goal breaks into components that advance NEIU's Strategic Goals, especially Strategic Goals 1 through 4. These components of the overall SCSE goal are to:

- 1) Recruit more STEM students through contacts with regional community colleges and high schools.
- 2) Advance NEIU STEM student engagement in their chosen discipline, progress toward graduation, and career preparedness.
- 3) Promote diversity in our STEM students.
- 4) Develop collaborations a) with other campus organizations b) among the faculty and departments of the STEM disciplines, c) with regional STEM organizations to enhance student success.
- 5) Promote faculty/student research.

B. Projected needs

1. Faculty

The SCSE staff is currently made up of a Director (Olfelt), a Physical Sciences Advisor (Simeon), a Transfer Specialist (West), and an Office Manager (Dobbins). Our life Sciences Advisor position is currently vacant, and must be filled. The process of getting approval for this search is currently under way.

2. Equipment

Computer for new Life Sciences Advisor,
Standard Office Equipment

II. Accomplishments

A. Faculty Research/Creative Activities

1. Conference Presentations, Group Shows

Geddes, P. "Invasive plants that hybridize: Challenges in cattail identification and in estimating hybridization rates." 13th International Conference on Ecology and Management of Alien Plant Invasions (EMAPi), 20–24 September 2015 2015. Kona, HI. Oral presentation.

2. Funded grants

Illinois Louis Stokes Alliance for Minority Participation, National Science Foundation, \$18,000.

Proposal to Fund Cancer Research and Build Capacity at NEIU through the Student Center for Science Engagement (SCSE), National Cancer Institute through ChcagoCHEC. \$35,000.

B. Student Achievements

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

Note Only presentations at venues outside of NEIU are listed here.

Abuhabda S., Oscar Herrera, and Stefan Tsonchev. "Electrochemical Etching Technique of Platinum-Iridium Tips for Scanning Tunnelling Microscopy." 2016 Symposium in STEM, February 27 2016, Lisle, IL. Poster Presentation.

Block, J., Villegas, A., Borchert, R., Jadin, R.C., Orlofske, S.A. Swimming in Disease: Parasite diversity driven by water quality. Annual Midwestern Conference of Parasitologists. June 10, 2016, Carbondale, IL. Poster Presentation.

Block, J., Villegas, A., Borchert, R., Mendoza, A.G., Carmona, A., Jadin, R.C., Orlofske, S.A. Swimming in Disease: Parasite diversity driven by water quality. Rocky Mountain Conference of Parasitologists. September 9th 2016, Ogallala NB. Poster Presentation.

Cervantes, A. and J. Olfelt. Investigating Demographics and Genetic Variability in *Rhodiola integrifolia*. SACNAS National Conference, October 29 – 31, 2015. Washington, DC. Poster Presentation.

Dooley B. "Exploring the Entry Capabilities of H5N1 Influenza in the Absence of Sialic Acid Binding in Hemagglutinin". SACNAS National Conference, October 29-31, 2015. Washington D.C. Poster Presentation.

Ejupovic, A. "Genetic Structure and Effective Population Sizes of Leedy's Roseroot (*Rhodiola integrifolia* Ssp. *Leedyi*).". Thesis. Northeastern Illinois University, 2015. Print.

Garcia, J. "Using *C. elegans* as a model for Amyotrophic Lateral Sclerosis to study the relationship between TDP-43 aggregation and neuronal dysfunction" SACNAS National Conference, October 29-31 2015, Washington, DC. Poster Presentation.

Herrera, O. Sara Abuhabda, David Wypych, and Stefan Tsonchev. "Investigating the Electromagnetic Effects of Copper and Metal-Alloy Coils on Electrochemical Etching of Platinum-Iridium Tips." 2016 Symposium in STEM, February 27 2016, Lisle, IL. Podium Presentation.

Kazi, M., Kristel Dupaya, Hamid Rustum, Josephine Brylak, R.B. Church, Fey Parrill and Raedy Ping (May, 2016). The Effect of Action-Based Instruction on Learning A Chemistry Concept. Presented at American Psychological Society, Chicago, IL.

Knapton K. "Imbalances in proteostasis lead to neuronal dysfunction in *C. elegans* expressing TAR DNA binding protein" SACNAS National Conference, October 29-31 2015, Washington, DC. Poster Presentation

Koumoustakis, T., Khan, Amena, Mistak, A., Ayman-Nolley, S., and Church, R.B., How gesture affects math learning: Do male and female children respond differently? (June, 2016). Presented at The Piaget Conference in Chicago, IL.

Lotesto, K. Gabriella Martinez, Monica Elabed, and Jing Su. "Fluorescamine and Dabcyl As a Novel Donor-Quencher Pair for FRET-Based Protease Activity Assays." 2016 Symposium in STEM, February 27 2016, Lisle, IL. Poster Presentation.

Monterroso, G., J. P. Olfelt, and P. Geddes. Typha species that hybridize: Importance of molecular markers in monitoring invasion. Chicago Symposium of the Society for Chicanos and Native Americans in Science Midwest Chapters. May 2016. Northwestern University, Chicago, IL (Oral presentation).

Mendoza, A.G., Jadin, R.C., Orlofske, S.A. Finding three P's in a pond: Assessing the diversity of three plagiorchids in Midwestern Wetlands. Annual Midwestern Conference of Parasitologists. June 10, 2016, Carbondale, IL Poster Presentation.

Nourelidin, A., and J. Olfelt. Using Genetic Variability and Population Demographics to Study Effective Population Size in Leedy's Roseroot. SACNAS National Conference, October 29 – 31, 2015. Washington, DC. Poster Presentation.

Rebiai, I., Aguilar, A. and Bolterstein. E. "Evaluating a *Drosophila* Model System to Determine Protein Interactions with Werner Exonuclease." SACNAS National Conference, October 29-31, 2015. Washington D.C. Poster Presentation.

Rifka J. "Investigating the Presence of a Secondary Receptor in Influenza H5N1". Annual Biomedical Research Conference for Minority Students . November 11 - 14, 2015 Seattle, WA. Poster Presentation.

Skital V., Salim Patel, Christina Carrion, Gregory Prete, Emily Fioramonti, Bart van Alphen, Aaron Schirmer, Frederick Prete. "First Analysis of the Unique Breathing Patterns in the Praying Mantis (Insecta: Mantodea)." SACNAS National Conference, October 29-31 2015, Washington, DC. Poster Presentation

Szot I. Determining the Ability of H5N1 Influenza to Mediate Entry in the Absence of a Functional Hemagglutinin Sialic Acid Binding Pocket. SACNAS National Conference, October 29-31, 2015. Washington D.C. Poster Presentation.

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

Fioramonti, Emily. Acceptance to Rosalind Franklin University. Recipient of Lincoln Academy Lincoln Laureate Student Award

Garcia, J. Accepted into the Ph.D. program in the College of Medicine at the University of Illinois at Chicago. In addition, Jason received a Bridge to the Doctorate Program award and stipend to support his academic pursuits.

Lee, Da In. ChicagoCHEC fellow \$3600 summer research stipend and participation a summer research and enrichments program. Summer 2016

Patel, Salim. Acceptance to DePaul and Rosalind Franklin University graduate programs

Urageneya Esperence. ChicagoCHEC fellow \$3600 summer research stipend and participation a summer research and enrichments program. Summer 2016

Villegas, Alejandra. Summer of Learning and Research Program REU Internship at Old Dominion University, Norfolk VA. Summer 2016.

C. Alumni News

Zelene Figueroa (Biology, May 2016) is currently a research technician in the laboratory of Dr. Wyndham Lathem in the Department of Microbiology-Immunology at Northwestern University Feinberg School of Medicine.

Jazmine Rios (Biology May 2013) is currently a full time Wildlife Biologist at Chicago's Lincoln Park Zoo. Degree Year:

Chris Sferra (Biology December 2012). Earned his Masters Degree from the Department of Biological Sciences Program in Ecology, Evolution, and Systematics, University of Alabama May 2016. Thesis title: Habitat age, the environment, and space: Factors structuring zooplankton in pond metacommunities.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Annual Report 2015-2016

Submitted by Jeanine Ntahirageza

Executive Summary

Due to the high demand in ESL teachers in US K-12 schools as well as among adults locally, nationally and internationally, the TESOL program continued to grow during the academic year 2015-2016, particularly in attracting K-12 teachers seeking ESL endorsement. In addition to teaching the undergraduate (minor and ESL endorsement) and graduate (MA, Certificate and ESL endorsement) courses, TESOL served approximately 200 K-12 teachers (seven cohorts) in 2015-2016, though the program still suffers from low number of tenure track faculty. From these cohorts ten teachers received admission into the MA program this year.

Strategic Goal One

Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

This year, the focus of the program was recruitment. The approval of the new TESOL Graduate Certificate Program opened recruitment opportunities in areas we normally wouldn't have thought about: minority groups, particularly recent immigrants who would like to go back to their professional life. Many of those who are interested in the Certificate program seem to also be interested in the MA TESOL program. We organized a first TESOL night event which brought in 21 prospective students.

TESOL has been actively invested in the creation of advertising materials by improving the content of our website, producing a video (a taxing task), screen graphics and YouTube channels, Facebook presence, student club (Language and Culture interconnections). We are most proud of the program video because it involves some of our current students, alumni, faculty and an ESL class from one of our partner community centers.

The program continues to expand articulation agreements and foster strong relationships with K-12 schools, community colleges and other organizations to ensure smooth placement for observation, clinicals and practicum. In addition, through partnerships with CPS and the Bilingual and Bicultural department, TESOL offered endorsement courses to eight CPS cohorts of teachers during 2015-2016 academic year. TESOL also stood out this year at one school, Lake Forest Academy's Summer Language Institute, has hired, within the last two years, four of our students. Three of them were hired right after doing their clinical hours there.

Across the university, TESOL has continued its strong connection with the African Summer Institute (AFSI) and the Bilingual Bicultural program (BLBC). We provided both faculty and graduate students to AFSI and as mentioned above, collaborated with BLBC in offering ESL and Bilingual endorsement courses to eight cohorts of teachers.

Another significant achievement of the program is the implementation of the TESOL Graduate Certificate Program. This Certificate Program will provide practical skills and knowledge to individuals who wish to teach adult English language learners. It is designed for individuals who want to work at community colleges, community-based organizations, or language schools in the U.S. or abroad. The Certificate Program consists of six courses (18 credits), including a 60-hour practicum. It prepares individuals to create lessons, develop materials, and assess English language learners and is designed to be completed in two semesters or one year, depending on which of the three scheduling options is chosen.

TESOL first two classes were offered in Fall 2015. While a great many of our students, especially the undergraduates, are primarily interested in teaching K -12 students, there is a considerable number of our graduate students who are interested in teaching adults but are not interested in taking on a full thirty-six credit hour MA program.

Strategic Goal Two

Academic Excellence and Innovation: Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

Action Steps

2.1: Implement the new MA graduation requirements.

2.2: Align the TESOL Graduate Certificate courses to those of the endorsement and MA TESOL program.

2.3: Support professional development opportunities for students through clinicals and practicum.

2.4: Schedule course offerings at El Centro for the new TESOL Graduate Certificate Program.

Our undergraduate minor was, once again, a very popular option among students in the College of Education who wish to obtain an ESL endorsement. The TESOL MA program, once again, had the highest number of graduating students in the College of Arts and Sciences in both Fall 2015 and spring 2016. We are extremely pleased with both the quality and quantity of our graduating students. We are also happy to note that our graduates are quite successful in finding employment in the field once they leave Northeastern. This year, as in past years, the annual convention of Illinois TESOL/BE was an opportunity to connect our current students with many of our alumni who are actively involved in the organization, in general and in the convention, in particular. The established networks insure growth, marketability and job placement.

Certificate

The fall semester of 2015 saw the launch of NEIU's new Graduate Certificate Program in TESOL. In the fall, nine students completed their first semester in the program earning a total of fifty-one credit hours. Of the nine completing the fall semester, seven continued into the spring and two additional students began the program for a total of sixty credit hours.

The loss of the two students between Fall and Spring can be attributed to the decline in employment in the TESOL field as Illinois budget issues impacted not only NEIU but the social service agencies for which they worked; having lost their employment in TESOL, the two students decided to move on to entirely different careers in information technology and adult education curriculum development pursuing training at different institutions. Ongoing budget issues continued to stifle enrollment in the spring of 2016 as many potential students were wary of the future for teachers in the ESL field.

We have learned several important things from our experience during the first year of the program. First, the graduate certificate program has turned out to be an excellent recruiting tool for the MA in TESOL program. In 2015-16 three of the original nine students decided to pursue the MA upon completion of the certificate. In the spring semester, at least one additional student, originally interested in the certificate, changed direction and was admitted directly into the MA Program. That trend continues with newly admitted students. Second, while we expected most students would want to finish the program as quickly as possible (in 1 calendar year), we are finding that many new students plan to follow a two-year schedule. Finally, we must keep an eye on the employment conditions in the field to adjust expectations on new enrollments from year to year.

Strategic Goal Three

Urban Leadership: Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.

Action Steps

3.1: Strengthen our community partnerships for smooth placement of the TESOL students.

Through clinicals, the practicum and contract courses, TESOL has established strong relationships with Chicago various communities. The NEIU TESOL Clinical Experience (TESL 399) is a robust program that has blossomed in recent years, enrolling five sections of the course each year, and partnering with thirty schools. The students who enroll in TESL 399 are those who elect to/are required to earn an Illinois ESL Endorsement. Because of the diversity of the Chicagoland area, schools and school districts are looking for teachers who are credentialed and prepared to work with English language learners (ELLs). Partner schools include five high schools, five suburban elementary schools, one charter school and one private school, in addition to the many public elementary schools throughout Chicago. Students travel distances as short as two blocks from NEIU (Peterson Elementary), as far as south as Grissom School (32 miles from NEIU) and as far north as LEARN Charter Great Lakes (39 miles from NEIU). The TESL 399 Instructor travels to each placement site twice to observe students' teaching, and provide concrete feedback. When a student has a challenge at their placement, the Instructor helps them to troubleshoot. On rare occasion, a student is not ready to pass this class. When the issue has been the quality of their teaching, the Instructor will take time to provide additional coaching and support, until the student is ready to retake the course or re-perform hours. When this has happened, students have thanked the NEIU Instructor for helping them to be successful in the classroom.

Students in TESL 399 are required to perform 100 hours in the classroom, including twenty hours of observation, sixty hours of assisting their cooperating teacher, and twenty hours of teaching. In addition, students complete seven written assignments that allow them to reflect, in specific ways, on the work at their respective placements, and on scholarly research in the field. NEIU TESOL is proud of its flourishing relationships with thirty schools in the Chicagoland area. In order to successfully place students, the NEIU Instructor meets with each prospective student individually, to discuss expectations and how the semester will look. At those initial meetings, the Instructor becomes familiar with each student's interests, needs, and personality. In addition, the instructor gathers information about home address, mode of transportation and other information, which help the instructor to make the best possible school/CT match. In our thirty partner schools, we have worked with approximately fifty Cooperating Teachers, most of whom have worked with the NEIU TESOL Clinical Experience for multiple semesters or multiple years. The value of teacher-as-mentor is priceless, and this fact continues to be reflected in students' writing, and is evident in their teaching. Our students are sometimes hired by the schools where they perform clinicals, and we now report eleven hires over the last four years. Schools that have hired our students include: Murphy Elementary, Sullivan High School, LEARN Charter School, Lake Forest Academy, and East Prairie School. The law around endorsement requirements continues to evolve; As requirements change, NEIU TESOL is ready to absorb and support more students, to ready themselves for the many English language learners in Chicagoland's classrooms.

Many of five of graduate students who completed the TESOL practicum also got hired by the college or university where they were placed, namely Truman, Harold Washington and DePaul University.

3.2: Encourage and support research projects that focus on such contemporary urban issues as education reform, immigration, economic development, and the environment for a better understanding of English language learners.

This year, TESOL, for the fourth time, received a grant from CPS to organize and run the Culture Connections Institute for teachers whose purpose is cultural awareness. Once again the feedback we received was highly positive so much so that many participants recommended that Principals and other members of the staff should attend the institute. In addition, NEIU's TESOL, represented by Jeanine Ntahirageza, continued its on the Illinois Board of Education (ISBE)'s ESL Committee. This committee was charged to develop guidelines for the teaching of ESL in the state of Illinois.

Strategic Goal Six

Fiscal Strength: Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.

Action Steps

6.1: Support faculty and staff efforts to secure external funding that strengthens curricular, co-curricular and community development.

The Culture Connections Institute and the ESL endorsement contract courses brought in funds that helped support faculty and the department as a whole at a time when the university is experiencing budget issues.

CONCLUSION

Given the developments outlined above and the continued increase in the immigrant population of Chicago, there seems to be no reason why the TESOL program should not maintain its current healthy position. N.E.I.U. remains the primary TESOL preparatory institution in Illinois. That is unlikely to change. While grateful for the new hire in TESOL, we are also aware that this person will serve TESOL only 1/3 of his/her teaching load, the rest being in ELP. The need for an additional tenure track position in TESOL is still high.

I. Program Plan

The dictates of ISBE and the TESOL professional organization leave little room for flexibility or change in the basic structure of our programs. Students, both graduate and undergraduate, take six courses in five domains to be certified as teachers of

English as a second language. (See cycle plan above.) Changes made in our programs are informed by the guidelines laid out by the state board of education and the national organization. In this respect, The TESOL has been now changed to TESOL (Teaching English to Speakers of Other Languages) program. This renaming provides the program a more all-inclusive name and keeps us in line with national trends in the discipline, including the name of our national and state professional organizations.

Within the guidelines laid down by the above-mentioned organizations, our goal is to constantly evaluate and refine the courses taught to meet the needs of our student body. Many of our undergraduate and graduate certification students are not planning to be specialist ESL teachers, but will be teaching in K-12 classrooms where a sizable percentage of the children will not be native speakers of English. Consequently, one of the refinements we are making is increasing the focus on differentiated instruction to prepare our graduates for linguistically multi-level classes.

Our thirty-six credit hour MA program allows for more flexibility and innovation than is possible in the eighteen credit hour certification program or ESL endorsement courses. We will continue to adapt our classes to reflect changes, not only in the needs of our students, but also to reflect changes in scholarship as we continually strive to provide our students with the best preparation for their professional life. It is our goal, not just to teach best practices in education, but also to model them in our own classrooms.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Nurmukhamedov, U., & Kerimova, I. (2017). Google.Docs: Writing practices and potential use in ESL/EFL environments. In P. Hubbard & S. Ioannou-Georgiou (Ed.), *Teaching English reflectively with technology* (pp. 108-115). Canterbury, UK. IATEFL.

2. Articles and Abstracts, Local Exhibitions or Performances:

Durvasula, K. & Kahng, J. (2016). The role of phrasal phonology in speech perception: What perceptual epenthesis shows us. *Journal of Phonetics*, 54, 15-34.

Ntihirageza, J. 2016. Co-authored ISBE's Equitable Access to Educational Excellence: Framing Services for English Learners in Illinois.

<https://www.isbe.net/Documents/el-framing-services-toolkit.pdf>

Nurmukhamedov, U. (2016). The contribution of collocation tools to collocation correction in second language writing. *International Journal of Lexicography*. Advance online publication. doi:10.1093/ijl/ecw031

3. Conference Presentations, Group Shows

Stone, William. (February, 2016) "The Seriously Funny Classroom". Illinois TESOL/BE. Naperville, Illinois (Invited Presentation)

Ntahirageza, J. 2016. Impact of Multiple Forced Migrations on Refugee Identity. Global Refugee Panel at Harper College, Illinois. (Invited Presentation)

Ntahirageza, J. 2016. Ways to Improve Intelligibility and Communicative Efficiency. Presented the On the Road to Literacy 25th Conference. University of Illinois, Chicago. (Invited Presentation)

Ntahirageza, J. 2016. Don't help them Survive, Help them Thrive: Working with resettled refugees. Illinois Institute of Technology. (Invited Presentation)

Ntahirageza, J. 2015. Multisensory Approach to Teaching Pronunciation. Presented at the Read to Learn Adult Literacy Conference. Arlington Heights, Illinois. (Invited Presentation)

Ntahirageza, J. 2015. When the Answer to "Where Are You From?" is a Difficult One: Impact of Forced Multiple Migrations on Identity Multicultural Faculty Fellowship Program (Invited Presentation)

Ntahirageza, J. 2015. Pronunciation: Ways to increase Intelligibility and Comprehensibility. Presented at the 24th Annual Tutor and Adult Learner Conference. University of Illinois at Chicago. (Invited Presentation)

Ntahirageza, J. 2015. Refugee Resettlement in Chicago: a Blessing and a Curse. Harper Scholar Panel. Harper Community college. (Invited Presentation)

Ntahirageza, J. 2015. Integration of African Refugees in Chicago. Illinois Institute of Technology. Chicago. (Invited Presentation)

4. Funded grants

Jimin Kahng received the Language Learning Research Grant, \$10,000 "Development of second language fluency"

WOMEN'S AND GENDER STUDIES

Annual Report 2015-2016

Submitted by Nancy A. Matthews

Executive Summary

The Women's and Gender Studies Program represents an interdisciplinary approach to feminist and LGBTQ scholarship, the purpose of which is to re-examine from feminist perspectives traditional bodies of knowledge taught in the university and distributed through society at large. In Women's and Gender Studies we are concerned with the political and historical nature of the production of knowledge. The curriculum emphasizes rigorous critical thinking, imagination, and creativity, and assists both students and faculty to develop knowledge from feminist, LGBTQ, anti-racist, multicultural, and global perspectives.

Women's and Gender Studies had a busy and challenging year, with many faculty members participating fully in the life of the campus, advocating for the NEIU mission that we passionately support. Like other programs, we lost a significant number of faculty members, largely as a result of the budget crisis, including Mike Armato, Christina Gomez, Angie Sweigert-Gallagher, Alison Dover, Kristin Hunt and Robin Heggum. We continued to participate fully in activism on campus and in our community, because the roots of our academic work lie in making change. We take seriously our mission to "develop and implement meaningful social change with the university and beyond." Our activities contributed to Strategic Goal 2 Academic Excellence and Innovation and particularly to Goal 2.3 *Support, create, and sustain interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning*. A core commitment of our field is to examine and challenge issues of power, oppression and privilege. Thus our participation in the debates of the NEIU community is a reflection of our core mission and values.

WGS selected a new coordinator, Dr. Olivia Perlow (Sociology, AFAM and WGS), who will assume the position in the Fall 2016 semester, after completing a sabbatical year. One of our Affiliate members, Vida Sacic (Art and WGS) was awarded tenure and promotion to associate professor. This year we welcomed one new faculty member at the Affiliate level, Dr. Nik Hoel (History).

Student Honors:

We honored several students with awards for their achievements and contributions in Women's and Gender Studies. The BarBara Scott Women's and Gender Studies Distinguished Student Award was given to **Angela Cimarusti** and **Allison Johns** for outstanding scholarship in Women's and Gender Studies. The Renny Golden Student Activism Award was given to **Liliana Macias** and **Patricia Morales** for their activist work on campus and in the wider community.

In addition to our program awards, a number of our students graduated with honors:

Jen Belcher, WGS Minor (Magna Cum Laude)
Arthur Chaney, WGS Major (Magna Cum Laude)
Alphonso Fuller-Rogers, WGS Major (Cum Laude)
Liliana Macias, WGS Minor (Cum Laude)
Christine Smith, WGS Minor (Cum Laude)
Laura Szurek, WGS Minor (Magna Cum Laude)
Daniel Villa, LGBTQS Minor (Summa Cum Laude)

Faculty Honors/Awards:

WGS faculty were also recognized for their outstanding professional work:

The Martha Thompson Outstanding Women's & Gender Studies Faculty Award was given to Mike Armato in recognition of his extensive contributions to our program.

Two WGS-affiliated faculty members were involved in fulfilling their Fulbright Scholars Awards: Brandon Bisbey - Fulbright-García Robles U.S. Scholar Grant, U.S. Dept. of State/Comexus, spending the year in Guanajuato, Mexico; and Kristen Over teaching and researching at the University of Bergen in Norway.

Curriculum Development:

We had two new courses taught for first time Fall 2015:

- WGS 109A – First Year Experience – Sex Lives in Chicago developed by Brooke Johnson (Sociology) in consultation with other WGS faculty.
- WGS 316 – Science and the Gendered Body developed by Siobhan Cooke (Anthropology) in consultation with Nancy Matthews.

WGS 312 Women and Global Human Rights and WGS 316 Science and the Gendered Body were proposed as ELE-Boundary Crossing courses.

We continued to market our program to existing and incoming students. Coordinator Nancy Matthews tabled in Village Square, attended the NEIU Open Houses, and gave multiple talks to incoming students at Orientation sessions.

As in past years, Women's and Gender Studies was very involved in the life of the university beyond our courses. We work extensively with other offices on campus collaborating on co-curricular programming on issues that are central to our field (violence against women, women's history, equal pay, leadership, education, intersections of inequality).

In 2015-16, our partnership with the Pedroso Center for Diversity and Intercultural Affairs demanded much more of us in our collaborations, because they lost two of the directors that had been most connected to our program, the director of the Women's Resource Center and the director of the LGBTQ Resource Center. These staff members were not replaced due to the budget crisis, so WGS faculty and staff stepped up to help continue programming. In particular, we took on more leadership for Women's History Month due to the loss of Joanna Snawder.

WGS contributed to the planning and implementation of the second year of the Economic Inequalities Initiative, a joint project of the College of Arts and Sciences and Student Life. Nancy Matthews led the planning of the major Fall 2015 Roundtable day of events. These cross-campus collaborations provide vibrant co-curricular programming for our students, and many WGS faculty support the programs by bringing or sending students to attend these events.

Among our significant collaborations in 2015 – 16 were:

- Organized the New Faculty Reception with co-sponsorship from AFAM and LLAS.
- Co-sponsored with other departments a presentation about Mexico's indigenous communities' fight for autonomy and human rights organized by LLAS.
- Promoted and participated in the Feminist Collective's "Take Back the Night" event.
- Organized 11th Annual WGS Student Symposium "Where Do We Go From Here?"
- Organized 9th Activist Graduation.
- Organized with co-sponsorship from African & African American Resource Center, Sociology and Student Affairs the Annual Black Women's Leadership Event - "Black Womyn's Magic: How We Make It Happen." This event was held at the Bryn Mawr and CCICS campuses.
- Co-sponsored with other departments a presentation by Dr. Alison Fraunhar, St. Xavier University, "Identity and Desire in Contemporary Latin@Art organized by the Art Department.
- Organized a group to attend Angie Sweigert-Gallagher's production of *In the Blood*, a play by Suzan Lori Parks.

- Organized Women’s History Month events:
 - International Women’s Day with Toni Preckwinkle, Cook County Board President, as keynote speaker
 - “Why Are We Behind – Exploring Women’s Wage Gaps” with Dr. June Lapidus, Roosevelt University
 - *How to Lose Your Virginity* film screening and discussion
 - “Transnational Maternity Leave” with Deb Bernstein, Justice Studies
 - “Women of Color and Trans Activists in the Fight Against Police and Structural Violence” with Crista Noel and Ash Stevens, Community Activists
 - *The Watermelon Woman* – Race, Gender, Sexuality and Cinema – film screening and discussion
 - “American Women Going to the Polls: How We Can Make a Difference” with Ellen Cannon, Political Science

Majors and Minors, Outreach to Students & Program-Building

We increased our efforts to recruit students to our program with added urgency due to the IBHE demand that we increase our number of graduates. Our efforts included the following activities:

- University Open House
- Tabling in Village Square
- Development of plan to increase number of WGS graduates to meet IBHE requirements
- Development of marketing piece used in mailing to area community colleges
- Visits to area community colleges by Laurie Fuller
- Orientation classes by Nancy Matthews

We increased the number of students who graduated in 2015-16 through providing additional advising support. Below you can see the numbers of majors and minors graduating, with comparison years.

Reported for Annual Report	2013-2014	2014-2015	2015-2016
Major Grads	2	1	7
Minor Grads	9	6	7
LGBTQS Grads	2	1	1
<i>TOTAL</i>	13	8	15

Our numbers of majors crept up slightly, while our number of WGS minors fell slightly and number of LGBTQ minors increased. We are continuing our outreach and recruitment work to increase the number of majors, in particular, due to the IBHE demand that we increase our number of graduates.

Reported for Annual Report	2013-2014	2014-2015	2015-2016
WGS Majors	14	14	17
WGS Minors	19	16	15
LGBTQS Minors	6	6	8
TOTAL	39	36	40

Despite the overall enrollment challenges that NEIU experienced, WGS maintained healthy enrollment in our courses. We participate fully in El Centro, offering our General Education courses there twice a year and we have offered some electives online, allowing us to reach additional students.

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
# WGS Classes	6	8	6	6	9	8	9
# Students Enrolled	126	148	121	106	171	128	207
# Students per Class	21	19	20	18	19	16	23

The Women’s and Gender Studies Program reaches more students than those who major or minor with us. Our General Education/ University Core Curriculum course, WGS 101 Women’s Perspectives and Values, reaches approximately 100 students annually, exposing them to ideas that support Strategic Goal 2.7 “Integrate culturally relevant pedagogy and content throughout the curriculum.” We added a new FYE course, WGS 109 Sex Lives in Chicago, taught in Fall 2015 for the first time, which we hope will become another avenue for interesting students in our program

The content of our courses, with our emphasis on examining the experiences and perspectives of marginalized people, also supports Strategic Goal 3 Urban Leadership, in particular Goal 3.4 “Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners.” Our faculty frequently bring community speakers to campus to expose students to the multiple ways that people become agents of their own lives. Our curricular and co-curricular work also serves Goal 3.5 “Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment.” Many instances of this can be seen below in the faculty accomplishments section in terms of the issues that faculty are researching and teaching about.

I. Program Plan

A. Long term goals

Our main long-term goal is to increase the number of majors in WGS. We are under IBHE pressure to achieve a minimum number of annual graduates in order to maintain our program. The coordinator developed and submitted a plan to increase our numbers to the provost's office.

Because our program is not a traditional field, students often discover it later in their careers, after they have already settled on other majors. We have begun to take steps to increase our outreach to students earlier and in innovative ways to try to build our numbers.

B. Projected needs

1. Faculty

As an interdisciplinary program, we rely on faculty from other departments and programs to connect with WGS. We lost five affiliated faculty this year, and added one new affiliate.

2. Equipment

Our major equipment need is up-to-date computer technology for our busy office staff. In addition, we have traditionally used equipment monies to purchase films for instructional use. As more of our instruction moves online (either online, hybrid, or "flipped" classrooms), we need to invest in streaming rights for our instructional resources. This has proven to be more expensive than just purchasing DVDs, as we have done in the past. The best documentary distributors for our field have figured out business models that work well for them, but are very expensive for us. Streaming rights either have a prohibitive upfront cost or have to be renewed regularly, meaning spending money repeatedly for the same source. We appreciate our colleagues in the Ronald Williams Library working to address some of these challenges.

II. Accomplishments

1. Articles and Abstracts, Local Exhibitions or Performances:

Armato, Michael. 2015. Book review of *Manhood Acts* by Michael Schwalbe. *Contemporary Sociology*, 44 (5): 706-7.

Messinger, Adam. (2015). Teaching Interactionist Gender Theory through Speed Dating. *Teaching Sociology*, 43(2), 154-162.

Whitton, SW, Newcomb, ME, **Messinger, Adam**, Byck, G, & Mustanski, B. (2016). A longitudinal study of IPV victimization among sexual minority youth. *Journal of interpersonal violence*, 0886260516646093.

2. Conference Presentations, Group Shows

Armato, Michael, "Gender & Inclusion." Annual Diversity Symposium. William Rainey Harper College, Palatine, IL. October 30, 2015.

Armato, Michael, Panelist, "A Cop, A Lawyer, & A Sociologist: A conversation covering race, police practices, and social justice." University of Central Florida, Orlando, FL. July 2015.

Bisbey, Brandon. "La parodia y sátira del modelo del matrimonio en la narrativa gay y lesbica mexicana." II Congreso Internacional de Literatura Hispanoamericana: Crítica, Poética y Teoría. Guanajuato, Guanajuato, Mexico. March 14-16, 2016.

Byard, Vicki. "The Precarity of Breast Reconstruction Decisions Thirty-Five Years after Lorde's *Cancer Journals*." National Women's Studies Association 2015 conference Milwaukee, WI, November 12 – 15, 2016.

Johnson, Brooke. November 2015. "The Erotic as Empowerment: Resistance at a Militarized Charter School." Presented at the Annual Meeting of American Educational Studies Association. San Antonio, Texas.

Messinger, Adam. "The Appropriation of LGBTQ Intimate Partner Violence in the Heterosexual Mutual Battering Debate." American Society of Criminology Annual Conference, regular session paper, Washington, DC. November 2015.

Perlow, Olivia. "Traumatic Fissures of Blackness: Affective and Erotic encounters with Anti-black violence in the Americas." Invited Roundtable Participant at National Women's Studies Association Annual Meeting. Milwaukee, WI. November 11-13, 2015.

Perlow, Olivia. "Teachers of Color Navigating Feminist Pedagogy in the Academy." Invited Roundtable Participant at National Women's Studies Association Annual Meeting. Milwaukee, WI. November 11-13, 2015.

Perlow, Olivia. "A Working Panel on Pedagogical Tools for Millennial Teaching and Learning Strategies: Tricks of the Trade." Invited Panelist at the Association of Black Sociologists Annual Conference. Chicago, IL. August 20-22, 2015.

Stockdill, Brett. Discussant for the Sexualities and LGBTQ Studies session of the 18th Annual Chicago Ethnography Conference, De Paul University, Chicago, April 30, 2016.

3. Funded grants

Bisbey, Brandon. Fulbright-García Robles Grant for the project “Humor and Homosexuality in Contemporary Mexican Narrative,” in residence at the Universidad de Guanajuato, Mexico. Department of State (IIE)/Comisión México-Estados Unidos para el Intercambio Educativo y Cultural. 2015-2016. \$30,000

Messinger, Adam. Co-Investigator. Principal Investigator: Sarah Whitton, University of Cincinnati. National Institutes of Health Grant “ Intimate Partner Violence in Sexual Minority Female Adolescents and Young Adults Description: Longitudinal study examining etiologies and outcomes of intimate partner violence among sexual minority women.” 2016- present. \$2.81 million

4. Service

Barnett, Tim.

- Worked as a teaching fellow in the Prison and Neighborhood Arts Project and taught two classes through this program.
- Advised and helped create the new student club FIST (Formerly Incarcerated (Students) Standing Together).

Matthews, Nancy A.

- Board Member, Chicago Abortion Fund, a local nonprofit that fits with the WGS mission.
- Board Member, Take Back the Night Foundation, a national nonprofit that fits with the WGS mission.

Perlow, Olivia.

- Editorial Board Member for *Radical Pedagogy Journal*
- Editorial Board Member for *Journal of Colorism Studies*.

Stockdill, Brett.

- External reviewer for Dominican University’s Department of Sociology and Criminology’s five-year academic program review. February 18, 2016.
- Member, Advisory Board, Casas Del Pueblo Community Land Trust, Centro Autonomo, Chicago.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Arzet, Sharon. “Beauty: Constructive or Destructive?” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

Bedolla, Brenda. “Shaping Chicana Sexuality: La Historia de Marianismo & Malinchismo.” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

Belcher, Jennifer. “Texas State Restrictions: Do Women Have a Choice?” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

Castillo, Krystel. “Being a Real Man.” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

Cimarusti, Angela. “Exploring Allyship.” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

Johns, Allison. “Mental Health Treatment and Heteronormativity.” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

Nordine, Maya. “The Greatest Love of All by Whitney Houston.” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

Wlodarczyk, Katrina. “Marriage: A Harmful Institution.” 11th Annual Women’s and Gender Studies Student Symposium, NEIU, April 8, 2016.

WORLD LANGUAGES AND CULTURES

Annual Report 2015-2016

Submitted by: Denise Cloonan Cortez de Andersen

Executive Summary

- Dr. Lucrecia Artalejo, Associate Professor of Spanish retired in December 2015 after 29 years of service to the Department of World Languages and Cultures. Additionally, she served as Graduate Coordinator/Advisor for our M.A. Program in Latin American Literatures and Cultures.
- Dr. Brandon Bisbey, Assistant Professor of Spanish, received a Fulbright-García Robles U.S. Scholar Grant from the U.S. Department of State/ Comexus, and taught while conducting research at the University of Guanajuato during AY 2015-2016.
- Dr. Denise Cloonan Cortez de Andersen was awarded a sabbatical leave in Spring 2016.

I. Program Plan

A. Long term goals

- Design and implement our own WIP course to serve our Spanish majors.
- Continue to improve the quality and consistency of assessment across faculty.
- Introduce basic courses 101 and 102 in Quechua and Tagalog to compliment our existing array of world languages.
- Oversee the successful implementation of the software Tk-20 as our platform for student portfolios.
- Continue to improve the quality of our programs through opportunities for professional development, accessible study abroad opportunities, new service learning opportunities, and increased student engagement via department-sponsored student clubs.

B. Projected needs

- Conduct a faculty search for a specialist in Latin American Literatures and Cultures.
- Search for instructors of Quechua and Tagalog to increase our offerings of world languages.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Dorantes Resendiz, Raúl

- Publication of book of short stories, *Bidrioz*, ARs Communis, Chicago, September 2015.

2. Articles and Abstracts, Local Exhibitions or Performances:

Dorantes Resendiz, Raúl

- Production of his play, *El campanario*, Presented by Colectivo El Pozo at Instituto Cervantes, Chicago, October 2015.
- Performance at UIC for the series Ciudad Ñ, conference on Latin American Literature in Chicago, March 2016.

Masó, Emily

- Translated into English, *El campanario* by Raúl Dorantes, October 2015,
- La Casa de Óscar López: Assisted in production of and translated subtitles for the performance of *20 canciones en desamor y Ayotiznapa*, performed by pote Febronio Zatarain.

Rizzo-Vast, Patricio

- “Habits of Empire”, in *Que Ondee Sola*, October 30, 2016.

3. Conference Presentations, Group Shows

Bazi, Odette

- Sponsored the following students at the 24th Annual Student Research and Creative Activities, 2016:
 - Daniela Dadesho (CMT), “Sacred Assyrian Tree of Life”
 - Maryo Ebrahim, “Khabur Settlements”
- Hosted the following guest speakers for WLC 200S Assyrian Culture class:
 - Dr. Gewaregis Rouel, “Ancient Assyrian Medicine”
 - Mr. Ashur Jajo, “Clashes of Culture”
 - Mr. Shlimon bet Shmuel, “Anciente Musical Instruments of Assyrians”
 - Mrs. Kami Bakous, “Famous Assyrian Foods.”

Bisbey, Brandon

- “La parodia y sátira del modelo del matrimonio en la narrativa gay y lesbica mexicana,” II Congreso Internacional de Literatura Hispanoamericana: Crítica, Poética y Teoría. Guanajuato, Guanajuato, México. March 14-16, 2016.

Rahman, Sanaa

- “The Power of Culture: International Palestinian Cinema and the National Struggle,” paper presented in panel “Journeys of Love II: Unexpected Love” at Journeys, Detours, Breakdowns: The 2015 Film and History Conference, November 4-8, 2015.

4. Service

Cloonan Cortez de Andersen, Denise

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

Griffin, Thomas

- Collaborated with University Technology Services to replace the 2006 vintage server running the CAN-8 Learning Software.
- Assisted and trained students and faculty with transition of major portfolios to TK20.
- Acquired and deployed Camtasia screen recording software for students to complete oral component of SPAN culture classes.
- Researched, acquired and deployed SCOLA, multi-language international TV website for all WLC classes.
- Upgraded language lab computers to latest MacOS 10.12 version.
- Proctored the College Board AP Spanish exam for Roosevelt High School using CAN-8 software.

Hernández, Jeanette

- **2015 ASCME Council 31 Summer Institute**, Completed second phase of summer institute offered by the Labor Education Program School of Labor and Employment Relations, UIUC, August 2015.
- **Religious Education Program (Session 1, English). Our Lady of Mercy Catholic Church**, Teacher, AY 2015-2016.
- **Kakehasi Project**: Chaperone. Invitation of the Government of Japan to lead 23 NEIU students of Japanese to “build bridges” between cultures, December 2015.

- **Appointed Honorary Ambassador of Tourism of Kuji City**, Iwate Prefecture, Japan, December 20, 2015.
- **Appointed Chair, Peace and Justice Committee**, Our Lady of Mercy Catholic Church, March 2016.
- **Chair, PEOPLE (Public Employees Organized to Promote Legislative Equality)**, AFSCME Local 1989, 2014-2017.

Schoen, William:

- **Kakehasi Project:** December 2015. Invitation of the Government of Japan to lead 23 NEIU students of Japanese to “build bridges” between cultures.

Schroeder Rodríguez, Paul A.

- Editorial Review Board Member: *Chasqui: Revista de Literatura Latinoamericana*,

5. Awards

Cloonan Cortez de Andersen, Denise

- Sabbatical Award for Spring 2016.

Hernández, Jeanette

- **Christifidelis Award Winner** in recognition of generous service in the Life of the Church, Holy Name Cathedral, Chicago, January 10, 2016.

B. Student Achievements

- B.A. student María Padilla (Spanish) was accepted into the Spanish Ph.D. program at the University of Chicago with funding.
- Spanish Major Raymundo Corral received the Calixto Masó Endowed Scholarship, worth \$1100, Fall 2015
- Spanish Major Oscar Ortega-Melquiades received the Jewelle Berlinger Endowed Scholarship, worth \$1100, Spring 2016
- Spanish Major Paola Zapata received the Arturo Nájera Endowed Scholarship, worth \$700, Spring 2016

OPI results for AY 2015-2016, Teacher Candidates in Spanish

Frances	Arroyo	Spanish	OPIc-ACTFL-OFFCL-A	7/21/2015	A
Maria	Baylon	Spanish	OPIc-ACTFL-OFFCL-S	10/6/2015	AM
Maria	Baylon	Spanish	WPT-ACTFL-OFFCL	10/6/2015	AL
Jacquelin	Camacho	Spanish	OPIc-ACTFL-OFFCL-S	4/21/2016	AM
Elsa	Carabez	Spanish	OPIc-ACTFL-OFFCL-S	5/2/2016	AM
Elsa	Carabez	Spanish	WPT-ACTFL-OFFCL	5/4/2016	AL
Nohemi	Rivera	Spanish	WPT-ACTFL-OFFCL	6/8/2016	AL
Norbella	Aguilar	Spanish	OPIc-ACTFL-OFFCL-S	6/13/2016	AH
Norbella	Aguilar	Spanish	WPT-ACTFL-OFFCL	6/13/2016	AM
Gabriela	Matute	Spanish	WPT-ACTFL-OFFCL	7/5/2016	AM
Gabriela	Matute	Spanish	OPIc-ACTFL-OFFCL-S	7/6/2016	AH
Viridiana	Jacobo Razo	Spanish	OPIc-ACTFL-OFFCL-S	7/15/2016	AH
Viridiana	Jacobo Razo	Spanish	WPT-ACTFL-OFFCL	7/15/2016	AL
Evelyn	Levin	Spanish	OPIc-ACTFL-OFFCL-S	7/26/2016	AM
Allison	Aupperle	Spanish	WPT-ACTFL-OFFCL	8/8/2016	AL