

# **COLLEGE OF ARTS AND SCIENCES**

## **ANNUAL REPORT**

**2010-2011**

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# EXECUTIVE SUMMARY

The College of Arts and Sciences (College) completed another superb academic year in 2010-2011. The total number of undergraduate majors and graduate students in College departments and programs grew by 4% from fall 2010 to fall 2011. The growth rate over the last five years at both the undergraduate and graduate levels has been 22%. Even more impressive and inspiring has been the increasing number of students earning degrees. In 2011, the College conferred degrees to a record 1045 undergraduate and graduate students. This represented an 11% jump over the total number of College graduates in 2010 and a 30% increase over the number of degrees conferred five years ago. With student demand for our courses remaining strong, CAS departments worked hard to strengthen curricular offerings. See the impressive list of curricular revisions and innovations at the end of this summary. The College was also very happy to see the Latin and Latin American Studies (LLAS) major approved in 2011.

Departments and programs implemented creative projects in 2010-2011 to engage students in the learning process. As you will find in this annual report, departments and programs have encouraged undergraduate and graduate student research, writing, presentations and publications; organized student travel and study both in the U.S. and abroad; conducted student-centered assessment; devised new strategies to improve student retention; supported interdisciplinary programs; expanded programs at NEIU's satellite locations including the University Center in Lake County; collaborated with student organizations; honored outstanding students at special award ceremonies; and, in general, worked diligently to advance the university strategic plan especially in the areas of student success and faculty academic excellence. College students in turn have presented and published their research, performed concerts, organized major events, won awards, and been accepted to numerous graduate and professional programs.

The College was happy to hire eight new tenure-track faculty members in spring 2011: Brandon Bisbey (World Languages and Cultures), Francisco Iacobelli (Computer Science), Brooke Johnson (Sociology), Melinda Merrick (Geography and Environmental Studies), Anuj Mubayi (Mathematics), Shayne Pepper (Communication, Media, and Theatre), Emily Rumschlag-Booms (Biology), and Susan Tang (Music).

Our faculty members continued to excel in various ways. In 2011, two CAS faculty members were awarded tenure, two were promoted to the rank of associate professor, and two to full professor. Fifteen faculty members authored books in 2011 and dozens published articles and presented concerts. Thirteen College faculty members earned 2010 Faculty Excellence Awards for their achievements and contributions to the

academic community in the academic year 2008-2009. Very notably, Shelley Bannister, Professor, Justice Studies, was the recipient of the 2011 Audrey Reynolds Distinguished Teaching Award and Marian Gidea, Professor, Mathematics, was presented with the 2011 Bernard J. Brommel Distinguished Research Award. Jon Hageman, Associate Professor, Anthropology was named the 2011-2012 NEIU presidential intern, the fourth CAS faculty member to serve in this capacity.

Faculty members and administrators of the College of Arts and Sciences were also awarded numerous external grants and fellowships in 2010-2011. The largest was a multi-year \$4.35 million grant from the U.S. Department of Education that will enhance student career opportunities in biomedical and environmental health sciences. There are 17 other external grants currently operating in the College.

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

Wamucii Njogu

## Faculty Council on Academic Affairs Approved Curricular Changes 2010-2011

College of Arts & Sciences Curriculum Actions Approved 2010-2011				
			TYPE	APPROVAL DATE
ANTH		Major	program modification	5/5/2011
ANTH	109C	Skin of Chicago	new	2/15/2011
ANTH	302	Human Osteology, 4 cr	New	5/5/2011
ANTH	320	Religion in Africa	title change	5/5/2011
ANTH	355 WIP	History of Anthropology	prerequisite	5/5/2011
ANTH	370	Forensic Anthropology	New	5/5/2011
ART		[Art History code]	program modification	5/5/2011
ART	281	Commercial Art	title description	5/5/2011
ART	384	Internship in Graphic Design	title description	6/2/2011
ART	387	Special Topics Graphic Design	new studio	5/5/2011
BIO	301, 311, 331	301, 311, 331	prerequisite change	3/10/2011
CMTC	215	Small Group Communication	Title	4/21/2011
CMTC	313	Comm, gender & identity	description & title	2010-11
CMTC	318	Communication and Consulting	Title	3/17/2011
CMTC	386	Professional Experience Seminar, 3 cr	new (from temporary)	5/5/2011
CMTE	390	Speech Improvement in the Classroom	Deletion	4/21/2011
CMTM	366	Multimedia Storytelling	prerequisite	5/5/2011
CMTM	368	Community Media, 3 cr	New	5/5/2011
CMTM	374A	Studies in Film: American Horror Film, 3 cr	New	5/5/2011
CMTM	378	New Media Technologies	new (from temporary)	5/5/2011
CMTM	379	Media Law & Ethics	New	5/5/2011
CMTT	255	Performance of Literature	Title	4/21/2011
CMTT	339	Theatre Practicum 3	prerequisite	3/17/2011
CMTT	340	Scenographic Design	prerequisite	4/21/2011
CMTT	341	Lighting Design	prerequisite	3/17/2011
CMTT	342	Costume Design	prerequisite	4/21/2011
CMTT	343	Stage Management	prerequisite	3/28/2011
CMTT	345	Directing	prerequisite	4/21/2011
CMTT	355	Advanced Performance of Literature	title	3/18/2011
CMTT	359	Ensemble Interpretation	title description prereq	4/21/2011
CS	327	Computational Methods in Biology	streamline	3/20/2011
CS	328	Chaos and Computing	streamline	3/20/2011
CS	329	Decision Theory	streamline	5/24/2011
CS	336	History of Computing	streamline	4/21/2011
ECON	200	Essentials of Economics	new	11/4/2010
ECON	320WIP	Non Profit Management, Administration and Communications	new	3/17/2011
ECON	395	Internship in Economics	new	3/31/2011

ENGL	364	Reading Film	New	2/15/2011
ENGL	369	US Latino/a Literature and Cult	New	2/15/2011
ENGL	398	Summer Creative Writing Institute	new	3/31/2011
ENGL	433	Seminar in Composition Theory 3	streamline	3/20/2011
ESCI	207	Global Climate and Weather	title, description change	5/5/2011
ESCI	310	Geology of the Chicago region, 4 cr	new	5/10/2011
ESCI	327	Aqueous Environmental Geochemistry, 4 cr	new	5/10/2011
ESCI	330	Structural Geology	prerequisite	4/21/2011
ESCI	341	Environmental Hydrology	new	8/23/2011
GES	329	Sustainable Energy Policy	Course Title Change	11/8/2010
GES	416	GIS Natural System Mngt	Course Prereq chnge	2010-11
GES	441	Qualitative Research Methods	Deletion	2010-11
GES	456	Seminar in US Environmental Policy	number	2010-11
GES	457	International Environ. Policy	number	2010-11
HIST	111F	World History: Islam	New Course	11/8/2010
JUST	320	Independent Study in Criminal Justice	delete	6/2/2011
JUST	338	Introduction to Human rights	streamline	7/6/2012
JUST	371	US Immigration Policy & Human Rights Violations in Central America	number title descrip	5/5/2011
JUST	362	Justice Issues in South Africa	streamline	4/21/2011
JUST	370	Immigration in Global Perspective	new	5/10/2011
JUST	390	Social Justice & Environment	Streamline	2010-11
LLAS		Major: Latino & Latin American Studies	New Program	11/8/2010
LLAS	200L	Intro to Latin American Cultures	New Course	11/8/2010
LLAS	201WIP	Culture and Hist of Latinos	existing	2/15/2011
LING	320N	Lang/Cult: Native American	Streamline	11/8/2010
LING	484	Language Endangerment and Documentation	streamline	2010-11
LING	491C	Lang Endangerment & Doc.	Streamline	2010-11
MATH	173	College Algebra, 4 cr hrs	description, increased cr hrs	5/5/2011
MATH	175	Trigonometry	description	6/2/2011
MATH	187	Calculus I	prerequisite	6/2/2011
MUS	393	Seminar in Music Education, 2 cr hr	Streamline	5/5/2011
PSCI	421	Congress and the Bureaucracy	streamline	3/17/2011
PSCI	483	International Political Economy	New course	11/8/2010
WLC	200A	Introduction to Arab Cultures	new	2/15/2011
WLC	200B	Introduction to Brazilian Culture	new	3/3/2011
WLC	220C	Introduction to Chinese Culture	new	3/3/2011
WLC	200F	Intro to French & Francophone Cultures	new	11/8/2010
WLC	200I	Introduction to Italian Culture	new	3/3/2011
WLC	200J	Introduction to Japanese Culture	new	3/3/2011
WLC	250WIP	French Novel in English Translation	new	4/21/2011
WLC	SPAN	BA program	prerequisite change	12/9/2010
WLC	SPAN	Spanish for Spanish speakers I	New	2010-11

	111			
WLC	SPAN 210	Spanish for Spanish Speakers I	level change	21/9/11
WLC	SPAN 211	Spanish for Spanish speakers II	new	2010-11
WLC	SPAN 211	Spanish for Spanish Speakers II	description/preq chng	12/9/2011
WLC	SPAN 252	Literary Genres	prerequisite	2010-11
WLC	SPAN 253	Composition II	prerequisite	2010-11
WLC	SPAN 310	Creative Writing in Spanish	New	3/3/2011
WLC	SPAN 345	Latin American Cinema	preq/number	3/3/2011
WLC	SPAN 361	Latin American Culture through Music	preq/number change	3/3/2011
WLC	SPAN 378	Mexican Literature	Streamline	5/5/2011
WLC	SPAN 379	Latin American Theater	Streamline	5/5/2011
WLC	SPAN	Literary Criticism	Streamline	5/5/2011
WLC	SPAN 389	Contemporary Spanish American Novel		2010-11
WLC	SPAN 418	Novels of the Mexican Revolution	Streamline	5/5/2011

# AFRICAN AND AFRICAN AMERICAN STUDIES

**Annual Report 2010-2011**

**Submitted by Job Ngwe**

## **Executive Summary**

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

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



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

During the academic year (2010-2011), AFAM continued to make major programmatic developments and organizational strides. Some of these achievements include (a) the planning, development, and successful implementations of the African Summer Institute for Teachers at NEIU; (b) a modest increase in the number of students in the AFAM minor despite the University dropping the minor requirement for graduation; and (c) an increase in the number of sponsored and co-sponsored programs and events (symposia, lecture series, conferences, and talks).

From July 6<sup>th</sup> to July 23<sup>rd</sup> 2010, AFAM implemented its seventh annual African Summer Institute for K-12 teachers at Northeastern Illinois University. The Summer Institute is a three-week intensive program designed to provide K-12 teachers in the Chicagoland area with a knowledge base and pedagogical skills they can utilize to develop lesson plans and classroom curricula about Africa and its peoples. During this academic year (2009-2010), twenty-one public school teachers, NEIU students, and instructors from the City Colleges of Chicago enrolled in the Institute. Several NEIU professors and staff participated in the Institute, including the following:

Nicholas Kilzer (Anthropology); Durene Wheeler (Education); Jeanine Ntahirageza (Linguistics); Marshall Thompson (Political Science); Edward Kasule (Political Science); Wamucii Njogu (Dean, CAS); Barbara Scott (Sociology); Job Ngwe (Social Work); Jade Stanley (Social Work); Selena Mushi (Teacher Education); and Larry Frank (Provost and Vice President).

Guest presenters included Lori Remien (Evanston School District), Morikeba Kouyate (Griot), Stephanie Shonekan (Columbia College), Dr. Beverly Rowls (Chicago Teacher Center) and Gilo Kwesi Logan (Academic Support Services). The overall goal of this year's Institute was to advance knowledge and understanding of the African continent and its peoples and to explore new and more effective approaches to teaching about Africa. Participants expressed their appreciation of the contributions of the multiple presenters who drew from their varied experiences in and about Africa. The diversity of the African continent was exemplified by the presenters' divergent areas of expertise in African Studies. They provided the students with a wealth of information from various perspectives which, according to the Institute participants, was one of the highlights of the Institute.

During the 2010-2011 academic year, cross-listed course offerings changed from 52 course sections in 2009-2010 to 50 course sections. These cross-listed courses span across some 12 departments and disciplines including Anthropology, Art, English, Foreign Languages, History, Inner City Studies, Justice Studies, Music, Political Science, Psychology, Sociology, and Social Work.

During this academic year (2010-2011), there was a significant increase in the number of students who expressed interest in making AFAM their minor. In the academic year 2009-2010, there were nine students who expressed interest or officially declared AFAM as their minor. In the 2010-2011 academic year there are eleven declared AFAM minors and the number is increasing. This is particularly interesting to AFAM because it has been struggling to recruit students to the Program due in part to the University's change in the minor requirement.

AFAM participated, sponsored or co-sponsored many programs and events during this academic year:

- (1) 15<sup>th</sup> Annual NEIU Equity in Action Conference October 2010
- (2) NEIU Martin Luther King Birthday Celebration January 2010
- (3) African American Month Celebration February 2010
- (4) University-wide open house October 2009
- (5) Annual African, African American, Native American, Hispanic Heritage conference January 2010
- (6) Committee that developed the multi-cultural center for NEIU

Additionally, AFAM co-sponsored many events including *Police Torture* with the Sociology department October 28, 2010; *Show Me The Franklins* with the Political Science department March 2010; *Post-Apocalyptic Africa in Fiction and Film* with Women's Studies March 2, 2011; *Activist Graduation Celebration* with Women's Studies and LLAS May 6, 2011. AFAM also participated in the study abroad program (with Dr. Jade Stanley) that took undergraduate NEIU students to Ghana in December 2010.

## **I. Assessment**

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

During the academic year 2010-2011, the AFAM program employed surveys, quizzes, tests, projects, interviews, presentations, exams, class participation activities, research papers, etc. to assess AFAM classes. A sample of student course evaluations used to evaluate core courses in the AFAM program and a brief summary of the findings of these course evaluations for the core courses are shown in the *Assessment Report* below in Part A. Other assessment methods used for the AFAM program include an overview of

the number of course offerings for core courses and cross-listed courses for this evaluation period (Part B), enrollment data for the AFAM minor from 2010 to 2011 (Part C), and an overview of activities of the core faculty (See Accomplishments below, section III), and the assessment of the African Summer Institute by participants.

## **II. Program Plan**

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

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

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

### **B. Program Plan Requirements/Projected Needs**

- **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.
- **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.

- **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 or 3 full-time positions.
- **Other needs:** The Program will need to hire a graduate student to assist with the planning, implementation, and evaluation of the African Summer Institute for teachers.

### **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), the Chicago Urban League, etc.

## **III. Accomplishments**

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

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

**Ngwe, J. E.** (2010). *Social Work Research Practicum II: A User-Friendly Data Analysis and Statistics Handbook*. USA: Pearson Publishing

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

**Luedke, Tracy.** 2011. "Intimacy and Alterity: Prophetic Selves and Spirit Others in Central Mozambique." *Journal of Religion in Africa* 41:154-179.

**Thompson, Marshall.** 2010. "The Middle Class: A New Conceptual Framework and a Brief Application to the Caucasus." *The Caucasus and Globalization* 4 (Issue 1-2): 106-117. With Itai Sened, Robert Walker, and Ron Watson.

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

**Benjamin, Russell.** "Internal Colonialism and Black Political Support for Black Business Development." Paper presented at the Annual Meeting of the National Conference of Black Political Scientists, Raleigh, North Carolina, March 16-20, 2011.

**Benjamin, Russell.** "U.S. Blacks and Caribbean Development." Paper presented at the 2011 conference of the Caribbean Studies Association, Willemstad, Curacao, May 30-June 3.

**Farmer Jr., A. David,** Jaleel Abdul-Adil, Karen Taylor-Crawford, and Lynda Gibson. (May, 2011). *The Effectiveness of Family Therapy for Grandparents Raising Children with Disruptive Behavior Disorders.* Poster Presented at The Association for Psychological Science Annual Convention, Washington, DC.

Lynda Gibson and **A. David Farmer Jr.** (February, 2011). *Correlates of Family Functioning and Behavior Problems in Children.* Presented at The National McNair Scholars Conference, Denton, Texas.

Victoria Tullock and **A. David Farmer Jr.** (April, 2011). *Relationship of Parental Involvement and Stress on Child's Behavior and Social Competency.* Poster presented at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

### **4. Service**

**Farmer Jr., A. David,** Presentation during NEIU and Loyola University Student Leader Training at Loyola University (May, 2011).

**Farmer Jr., A. David,** Presentation on Career Day at Garfield Elementary School in Maywood, IL. *A Day in the Life of a Psychologist.* (May, 2011).

## **AFRICAN AND AFRICAN AMERICAN STUDIES**

### **Assessment Report 2010-2011**

Submitted by Job Ngwe

**A. AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM COURSE  
EVALUATION FORM**

[Including the average score for all AFAM Core Courses in 2010-11]

(Using the following scale: A = 4 pts / B = 3 pts / C = 2 pts / D = 1 pt)

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Average Score in 2010-11</b>
1. This course contributed to my own self-awareness	A	B	C	D	3.70
2. This course broadened my perspectives on diversity	A	B	C	D	3.74
3. The instructor was knowledgeable of the subject matter	A	B	C	D	3.78
4. The instructor was well prepared and organized for class	A	B	C	D	3.85
5. The instructor showed enthusiasm in teaching the subject matter	A	B	C	D	3.85
6. Course material was presented clearly	A	B	C	D	3.81
7. In general, class time was used effectively	A	B	C	D	3.74
8. The instructor encouraged students to think independently	A	B	C	D	3.85
9. I felt free to express my opinions and to participate in class	A	B	C	D	3.85
10. The instructor conveyed a genuine concern/respect for students	A	B	C	D	3.85
11. The instructor was willing to provide personal help to students	A	B	C	D	3.85
12. This course moved at an appropriate pace	A	B	C	D	3.78
13. Assignments and readings were pertinent to the topics	A	B	C	D	3.78
14. Evaluations & assignments reflected the course objectives.	A	B	C	D	3.78
15. I received adequate and useful feedback on assignments/exams	A	B	C	D	3.74
16. The grading policy was clear in this course	A	B	C	D	3.81
17. I feel my work was evaluated fairly	A	B	C	D	3.81
18. I would take another course with this instructor	A	B	C	D	3.88
19. I would recommend this course & instructor to other students	A	B	C	D	3.85

**B. AFAM CROSS-LISTED COURSE OFFERINGS IN ACADEMIC YEARS  
2008-09 THROUGH 2010-11**

	2008-09			2009-10			2010-11		
	FA	SP	SM	FA	SP	SM	FA	SP	SM
ANTH 319: Prehistory of Africa							1		
ANTH 365: Anthropology of Islam			1						
ART 308: African and Oceanic Art							1		
ELAD-ICSE 329P: History of Africa	1								
ENGL 381: African American Literature		1			1			1	
GES 302C: Regional Geography – Africa					1				
HIST 111E: World History: Africa	2	2		2	1		2	1	
HIST 329A: African American History to 1865							1		
HIST 329B: African American History from 1865		1						1	
HIST 370: Pre-colonial Sub-Saharan Africa							1		
HIST 371: 19 <sup>th</sup> and 20 <sup>th</sup> Century Africa									1
HIST 372: History of Southern Africa								1	
HIST 373: Women and Gender in African History				1					
JUST 202: Justice and Inequality	3	3	3	4	4	2			
ICSE 301: Racism in Theory and Fact	1	1		1	1		1	1	
ICSE 304: Communication in the Inner City	1	1		1	1		1	1	
ICSE 326: Language and Behavior in Inner-City Communities									
ICSE 329L: African Communications				1					
ICSE 329O: West African Life, History and Culture	1			1					
JUST 202: Justice and Inequality							5	4	1
JUST 315O: Pro-seminar in Criminal Justice		1			1		1	1	
JUST 331: Law and Racism in America	1	1		1		1	1	1	2
MUS 342: Ethnic Music of Third World Cultures		1			1			1	
PSCI 330: African American Politics and Social Change				1					
PSCI 360: Politics of Sub-Saharan Africa		1			1			1	
PSCI 397: African Political Thought	1								
PSYC 314 (300R): Psychology of African American Families		1			1			1	
SOC 309: Sociology of Racism	1	1		1	1	1		1	1
SOC 316: Race and Ethnic Relations	4	4	2	3	4	1	2	4	1
SOC 319: Topics in Race and Ethnicity	1	2		1	2			1	
SOC 320: Topics in Sex/Gender	2	2							
SOC 344: African American Women: Feminism, Race, and Resistance	1			1			1		
SWAH 101: Swahili I							1		
SWK 202: Community Analysis						1			1
SWK 203: Cross Cultural Analysis	2	1		1	2			1	
SWK 250: Issues in Social Service Delivery	1		1	1		1		1	
SWK 314: Social Work Advocacy			1	1	1				1
<b>Total Course Sections:</b>	<b>23</b>	<b>24</b>	<b>8</b>	<b>22</b>	<b>23</b>	<b>7</b>	<b>19</b>	<b>23</b>	<b>8</b>

**C. AFAM MINORS ENROLLMENT IN FALL TERMS (2004-2011)\***

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011**
Number of AFAM Minors	3	6	4	4	4	4	11	15

\*Source: NEIU Office of Institutional Studies and Planning

\*\*Projected for Fall 2011



# ANTHROPOLOGY

## **Annual Report 2010-2011**

**Submitted by Lesa C. Davis**

### **Executive Summary**

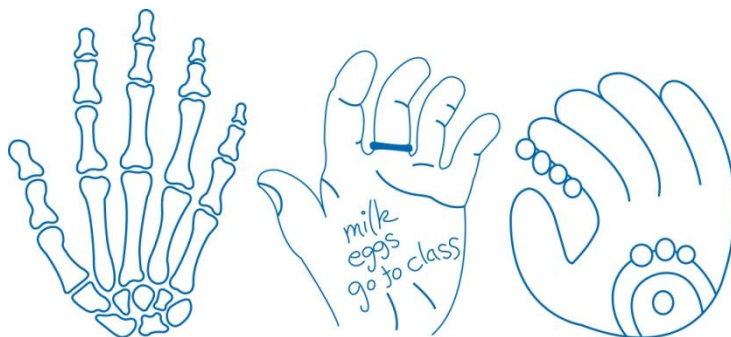
This has been another very productive year for Anthropology. Our number of majors is nearing 100 and we have more students than ever before involved in internships, field experiences, and research projects with anthropology faculty. At the core of this success is a strong faculty commitment to active research and currency in our respective fields. NEIU anthropologists published works in a diverse list of journals, including *PaleoAnthropology*, *Journal of Religion in Africa*, and *Evolutionary Anthropology*. Additional faculty research activities, for those who submitted them, are outlined under “Accomplishments” below.

Archaeologist Jon Hageman and paleoanthropologist Holly Dunsworth both took students in the field in Belize (Hageman) and Kenya (Dunsworth) and Tracy Luedke is preparing another Ghana research experience with ANTH, ART, and AFAM students for next year.

Faculty in anthropology continue to be actively involved in many of NEIU’s interdisciplinary programs: AFAM and WS (Luedke); LLAS (Hageman); Honors (Davis, Dunsworth, and Luedke); FYE (Davis and Dunsworth); and Global Studies (Luedke). Another example of our success in providing interdisciplinary opportunities for NEIU students was seen in our offering the ANTH 359 Museum Studies course. We recruited Art Institute of Chicago museologist R. Rosen to lead this lively course which brought together ANTH, ART, and HIST undergraduate and graduate students for an in-depth analysis of the history and theory of museums. The final class project included an interactive exhibition entitled *I.D.entity*, which was installed in Ronald Williams Library. The Opening drew in crowds from both on and off campus.

After several years of mediocre attempts, 2010 marks the year we finally agreed upon a department logo that adequately reflects the diversity of the main areas of anthropology: biological, cultural, and archaeology. A big thanks goes to Brian Harms for cleaning up our original graphic. Here it is:

# ANTHROPOLOGY



## NORTHEASTERN ILLINOIS UNIVERSITY

### **I. Assessment**

*See assessment results below.*

### **II. Program Plan**

### **III. Accomplishments**

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

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

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

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

**Luedke, TJ.** 2011. "Intimacy and Alterity: Prophetic Selves and Spirit Others in Central Mozambique." *Journal of Religion in Africa* 41:154-179.

Maxbauer D, Peppe DJ, Bamford M, McNulty KP, **Dunsworth HM**, Harcourt-Smith WEH, LE Davis. (2011) New paleoenvironmental and paleoclimatic interpretations from fossil leaves for the Early Miocene faunas of Rusinga Island (Lake Victoria, Kenya). For the 2011 Paleoanthropology Society meetings in Minneapolis

Peppe DJ, Deino AL, McNulty KP, Lehmann T, Harcourt-Smith WEH, **Dunsworth HM** and DL Fox. (2011) New age constraints on the early Miocene faunas from Rusinga and Mfangano Islands (Lake Victoria, Kenya). For the 2011 AAPAs in Minneapolis

**Dunsworth HM.** 2011. Deep time in perspective: An animated fossil hominin timeline. *PaleoAnthropology* 2011: 13-17.

Weiss KM and **HM Dunsworth.** 2011. Dr. Pangloss's nose: In evolution, cause, correlation, and effect are not always identical. *Evolutionary Anthropology* 20:3-8.

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

**Dunsworth HM,** Pontzer H, and T Deacon. "Energetics—not pelvic constraints—determine human gestation length and altriciality". Annual meeting of the American Association of Physical Anthropologists, Minneapolis, MN

**Hageman JB** and Goldstein DJ. "Acting Locally: Rural Ancient Maya Farming." 76th Annual Meeting of the Society for American Archaeology. California, Sacramento. 2011.

Goldstein DJ and **Hageman JB** . "Hinterland Maya Landscape, Food Production, and Subordination in the Three Rivers Region." 109th Annual Meeting of the American Anthropological Association. New Orleans. 2010.

#### **5. Funded grants**

Principal Investigator. **Dunsworth, Holly.** NSF: Research Experience for Undergraduates (REU), \$6,134 Supplemental Funding Request No. 1135255 for "Collaborative Research: Geological and Paleoecological Context of Primate Evolution on Rusinga and Mfangano Islands, Kenya" (0852609)

#### **6. Service**

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

Rachel Martiniak won Honorable Mention for her essay for the national Mel Ember Student Scholarship Contest. Her essay was entitled, "*Harmony in the Difference*"

##### **C. Alumni News**

Anna Argyropoulos (BA 2009) was accepted to M.A. program in Archaeology at University of Kent, UK.

Ayla Amadio (BA 2007) completed her MA degree at SIU-Carbondale in 2010 and was accepted into the SIU Anthropology Ph.D. program.

Sylvia Deskaj (BA 2008) completed her MA degree in Anthropology at Michigan State University in spring, 2010, and is continuing in the MSU Anthropology Ph.D. program.

# ANTHROPOLOGY

## Assessment Report 2010-2011

Submitted by Holly Dunsworth

This year, we assessed the effectiveness of the Northeastern Illinois University Anthropology Department by testing the knowledge that students gain in introductory anthropology courses.

Anthropology offers multiple sections of two courses as part of the NEIU GenEd curriculum: Anthropology 212 (Introduction to Cultural Anthropology) and Anthropology 215 (Introduction to Biological Anthropology). Each section of these courses was evaluated in the Fall 2010 and Spring 2011 semesters to assess student learning of the material. To assess student learning, we utilized pretests and post-tests: students were administered the same 10-question, multiple-choice exam in the first week and final week of class. Test questions covered key anthropological concepts that are a central part of the introductory curriculum. Students were not forewarned about the test. Tests were completed anonymously and students were advised that the results would not affect their course grade. Exams were scored on General Purpose NCS Pearson answer sheets. Table 1 provides results for Anthropology 212.

**Table 1. Anthropology 212**  
*Introduction to Cultural Anthropology*

	<u>Fall, 2010</u>	<u>Spring, 2011</u>
Mean Pretest Score	6.8	5.7
Mean Post-test Score	8.5	6.5
% increase	+25%	+20%

Student scores rose notably in both semesters. Similar results were achieved for the Anthropology 215 classes (Table 2).

**Table 2. Anthropology 215**  
*Introduction to Biological Anthropology*

	<u>Fall, 2010</u>	<u>Spring, 2011</u>
Mean Pretest Score	4.2	4.8
Mean Post-test Score	6.6	7.5
% increase	+57%	+56%

The results show an appreciable increase in student knowledge of anthropological concepts over the course of the semester in both Anth 212 and Anth 215. Overall, the results of this year's program assessment indicate that students who take the introductory, General Education anthropology courses at Northeastern Illinois University emerge with increased knowledge of anthropology.

# ART

## **Annual Report 2010-2011**

**Submitted by Mark P. McKernin**

### **Executive Summary**

We are continuing to enhance our program to better meet the standards defined by our accrediting body, the National Association of Schools of Art and Design (NASAD). The past year we have revised our Graphic Design offerings, had our Art History program designated as a major, sponsored an interdisciplinary conference on arts in response to violence, and cosponsored and participated in many community arts events. The department hosted its first fundraiser by having a retrospective exhibition of Professor Emeritus Leo Segedin.

During the 2010-2011 academic year, students and faculty were very active in a variety of community events. The department took part in the first and second Albany Park Arts festival and the first North Park Art Walk. One of our majors, Allison Greer, organized a series of exhibits and performances entitled “Black and White Night”. Over 20 “Black and White Nights” took place at a local college hangout highlighting our student’s work and the work of local visual artists, musicians, and poets. The department offered our summer mural course that places area specific art in the surrounding communities.

This year Santiago Vaca and students worked with the Brynford Park Community Organization to complete a mural in the Brynford Playlot Park located at 5636 N. Pulaski. Once again NEIU was well represented in the Lakefront Sculpture Exhibition. Professor Shencheng Xu and alumni Wil Devant Velez were selected to have their work displayed in the Lincoln Park neighborhood. 43rd and 44th Alderman Daley and Tunney sponsor this exhibition that is in its tenth year. NEIU student Jennefa Krupinski curated an independent, juried student and alumni/ae exhibition entitled “Fire”. This exhibition was hosted in the Ronald Williams Library and depicted an array of mediums using “Fire” as the theme.

Our program continues to be more visible in the community that includes NEIU, the surrounding neighborhoods, Chicago, and the metropolitan area. The art department has been recognized by local and city organizations due to our partnerships with local artists and the North River Commission. We have attended workshops and meetings sponsored by the McArthur Foundation and the City of Chicago Department of Cultural Affairs and Special Events in addition to participating in local, neighborhood activities.

We continue to offer an international component to our courses as an important and integral component of the program. During May and June of 2010, students visited our partner school, Northeastern University in Shenyang, China to participate in the tenth

anniversary of the College of Arts and Music. This year's trip allowed our students to build a sculpture at the university celebrating the college and our partnership. Northeastern students that will be coming to NEIU in the fall worked alongside our students in the construction and installation of the piece. Upon leaving Shenyang we visited Beijing, Xian, Shanghai and five other cities visiting galleries, artist studios, universities and sculpture sites across China. In the upcoming year the department is offering a trip to Italy and we have developed a course that will include travel to Peru in South America.

Our online image database contains to grow to over 32,000 slides from our collection, an increase of 7,000 slides from the previous year. This year the department saw 3000 student visits to the site. We are hoping to upgrading the VAGA system to DU Coursemedia. The upgrade will allow us to stream video and audio files and will be open to other departments across the university for use.

### **2011 Academic Gallery Season Summary Compiled by Heather Weber, Director/Curator**

During 2010-2011 (June 2010-May 2011), the Fine Arts Center Gallery mounted seven exhibitions and a sale of student work. These exhibitions were notable for the high quality and professionalism of the artists and the unique and varied approaches to art-making. All shows (with the exception of the student and faculty shows) included a gallery talk given by the exhibiting artist(s) or curator. The university hosted receptions for all exhibitions in conjunction with the Jewel Box concerts on Friday evenings, expanding the audience for visual arts on campus. 4,218 visitors came to the gallery during the Fall 2010-Spring (ending in May) 2011. The outside press we received, coupled with the growing attendance exemplifies the wide audience and popularity of the exhibitions at the NEIU Fine Arts Center Gallery. In addition to a growing audience, the gallery committee has dedicated itself to expanding outside of the gallery space in the form of formal lectures, workshops, and professional critiques offered to students.

The fall semester began with a two-person show of the work of **Matthew Harris** and **Xu Yong** opening on August 30<sup>th</sup>. Traditional met contemporary in this exhibition of painter Xu Yong and ceramicist Matthew Harris. Yong's work is exemplary of the long-established painting techniques and subject matter of Chinese painting. Harris' contemporary ceramics comment on the duality of China's embracement of the modern with their desire to maintain cultural integrity. While both exemplary artists, Yong is a very well known artist in China who has been given the prestigious title of "National Treasure." Xu Yong traveled from China to be at NEIU for the opening of the exhibition. While here he gave a gallery talk and provided a painting workshop. Many people in the community came to the reception to support both artists including the Consul General of the Consulate-General of the People's Republic of China in Chicago.

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 city-wide event and showed the work of **Amy Sacksteder** in an exhibition entitled *We Are Running....* The work included in this project is derived from the last moments of Amelia Earhart's life

and is used as a springboard to examine and confront mortality. The title is an excerpt of Earhart's last words. The exhibition was popular with the NEIU and Chicago communities and was the focus of a review written by Lauren Viera which was published in the "On the Town" section of the Chicago Tribune.

***Leo Segedin-Mini-Retrospective*** opened on November 1st. The exhibition consisted of a selection of work spanning 50 years by longstanding Chicago painter, Leo Segedin. Segedin retired from NEIU in 1987 after teaching art for 32 years. Segedin's recent work consists of animated self-portraits with historical Chicago scenery as his backdrop. A formal lecture given by Segedin was well attended by faculty and students alike. A catalog was produced for the show and is available in the gallery. In honor of Segedin's artistic career and his time spent teaching at NEIU, a scholarship entitled *The Leo Segedin Endowment for Painting* was created. Many NEIU Alumni attended a formal reception/fundraiser in conjunction with the exhibition. In addition to raising money for the scholarship, the reception helped reconnect past NEIU students to their alma mater.

At the end of the fall semester, the gallery hosted its annual ***Student Art Sale***. This art sale provides an opportunity for the students to have their work shown in the main gallery on campus. The gallery staff continue to look for more ways to advertise the sale and continue to elevate the level of work submitted as well as the revenue to the students.

The end of the year was met with much praise. The FAC gallery was included in an article entitled "Best Art of 2010 found in unlikely places." The article was written by Lauren Viera and published in the Chicago Tribune. Ten galleries were singled out in this article for their high quality of exhibitions.

The spring calendar of exhibitions opened with the *Faculty Biennial* continues to be one of our most attended exhibitions of the year. Following the *Faculty Biennial, Process and Practice*, an exhibition that investigated the collaboration between metalsmiths and printmakers, opened in February. The exhibition was curated by NEIU Professors of Art Kim Ambriz, Printmaking, and Jane Weintraub, Metals/Jewelry. The *Annual Juried Student Art Exhibition* opened on April 4<sup>th</sup> and closed the spring semester. Previous exhibiting artist, Amy Sacksteder, was the juror for the exhibition. The work was exceptional and the show received much praise.

## **I. Assessment**

Over the last year following the recent accreditation, we recognized the need to look at the process of evaluating ourselves, and the tools we use. We continue to use incoming and exit surveys, but this past year we faced several technical problems that caused disruption in our collection of information. We have revised or suspended some of what we have done and plan to use the upcoming year to identify an online portfolio that will not only handle student images, but will be used as a tool to re-evaluate what

aspects of our program we want to manage or refocus. We are very concerned about limiting the number of tools we are using while increasing the amount of information we will be able to harvest.

## **II. Program Plan**

The following long and short-term goals are a continuation of projects started last year.

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

Our long-term plans for the department include:

Continue to prepare for our next accreditation visit in 2015

The approval of a Bachelor of Fine Arts degree (BFA)

A BFA degree in studio art is a professional degree and will be a more appropriate option for students wishing to continue to graduate school.

Create a stand alone Graphic Design major

Graphic design is currently an area of concentration, students would be better served with a separate BA in design.

Installation of a working foundry

The addition of a foundry would make the program very attractive to prospective sculpture students and allow the department to develop workshops for high school students. The workshops would be used to build summer programs and used as a recruitment tool.

Develop an on-line portfolio for students

The development of on-line portfolios would create relationships with graduating majors as well as helping them to be technically competitive.

Funding

The department needs to develop several avenues of funding to support scholarships, widen alumni/ae support, and grants to fund workshops and community based activities that are currently supported through the department budget.

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

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

Increase enrollment

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

The completion of a new mission and goals for the department and gallery

The department needs to align a new mission and goals to the universities mission.

Continued development of a maintenance and replacement plan for all department equipment

A maintenance and replacement plan was developed for accreditation, we need to review and modify the current plan to meet safety requirements and growth.



Continuing the work towards addressing health and safety issues in the studios  
The department needs to continue in developing standard operating procedures for all studio areas and looking at purchasing newer pieces of equipment that will aid in student safety.

Focus on fundraising and developing multiple forms of external financial support for students and the programs

Continue to examine the development and effectiveness of printed and electronic promotional materials

Upgrade VAGA to DU Coursemedia

Upgrading to the DU Coursemedia would not only benefit the art department but would greatly enhance instruction across campus. The upgrade would allow the sharing of all media (slide, video, sound) to all faculty across colleges.

Development of a student handbook

An on-line student handbook designed specifically for art majors would aid in navigating department and university rules and regulations.

Museum studies course

Continue to examine and develop an interdisciplinary Museum Studies Certificate. The certificate would benefit anyone interested in museum / gallery, management, curating, exhibition development. The certificate would benefit those looking to be employed in museums of fine art, history, anthropology, and natural history; in arboretums, national parks, and science centers; with private and corporate collections; and in government agencies, historical societies, and art galleries.

Design new department website

The current site is three years old and needs to be redesigned.

### **III. Accomplishments**

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

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

**Ambriz, Kim**

*The Point*, Gallery 455, Mount Mary College, Milwaukee, WI 2010

*Wild Roses*, Jamison Brousseau Gallery, Brooklyn, NY 2010

*Refugee Reading Room*, The Moving Crew, Space 1026, Philadelphia, PA 2011

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

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

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

*What's Inside Ideal X?* The Moving Crew, Invitation XXVII International Festival, Sarajevo, "Sarajevo Winter 2011" Art of Love 2011

\* *Process and Practice* (co-curated the exhibition and contributed a collaborative work with Jane Weintraub)

**Vaca, Santiago**

*Reconfigure, Wire Drawing Installation*, Finestra Art Space, April 8 – June 2, 2011.

## **COLLECTIONS**

**Ambriz, Kim**

*Ideal X*, the most recent Moving Crew project is now in collections at:  
The Faulconer Gallery, Grinnell, IA  
The Museum of Modern and Contemporary Art, Rijeka, Croatia

**Krueger, Deanna**

*Fields*, Gallery 180 at the Illinois Institute of Art – Chicago, April 19 – June 3, 2010

**Porterfield, Mary**

*3rd Coast National*, Kspace Contemporary, Corpus Christi, Tx. (Juror: Trenton Doyle Hancock)  
*Converging Trajectories*, Modified Contemporary Arts, Phoenix, AZ.

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

**Ambriz, Kim**

*Ideal X, Culturing Community*, The Moving Crew, Faulconer Gallery, Grinnell College, Grinnell, IA  
*Ain't No Goddamn Son of a Bitch*, University of Minnesota, Minneapolis, MN  
*What's Inside Ideal X?* The Moving Crew, Invitation XXVII International Festival, Sarajevo, "Sarajevo Winter 2011" Art of Love  
*dis/connections*, Dubhe Carreño Gallery, Chicago, IL (two-person exhibition with Rafael E. Vera)

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

**Ambriz, Kim**

*Northeastern Illinois University Exhibition*, North Park Art Walk, Chicago, IL  
*Ideal X* (mural), The Moving Crew, The Violet Hour, Chicago, IL  
*Process and Practice*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL \*  
*Biannual Faculty Exhibition*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

*dis/connections*, Dubhe Carreño Gallery, Chicago, IL (two-person exhibition with Rafael E. Vera)

**Criner, David**

"The New", McHenry County College, Crystal Lake, IL 2010

**Krueger, Deanna**

*Reflections*, works by Charles Gneich, Deanna Krueger and Maggie Meiners, ZIA Gallery, Winnetka, IL, February 4 - March 19, 2011

*Meditative Surfaces*, Schoenherr Art Gallery, North Central College, Naperville, IL, July 24 - August 21, 2010

**Print:**

Swinkels, Dorothé, "Sign@Lement," Textiel Plus, (Netherlands magazine), May 2011  
Link

Browning, Laura M., "Reflections," Sheridan Road Magazine, Feb/Mar 2011 Link  
HomesPlus, WGNTV/Chicago Now, Feature of property at 1010 W. George, Chicago, June 28, 2010 Link

Open House Chicago, LXTV, Feature of property at 1010 W. George, Chicago, July 18, 2010 Link

Czarnik, Eric, C and G News, Warren, MI, September 08, 2010 \*image featured in original publication Link

*Helen V. Surovek Memorial Award -Top Award* (cash prize), *Salon Show*, South Shore Arts, Munster, IN,

(Juror: Lanny Silverman, Curator of Exhibitions, Chicago Department of Cultural Affairs)

*Best in Show* (cash prize), *University of Michigan Club of Chicago's Alumni Art Show*, Zolla/Lieberman Gallery, Chicago

**Porterfield, Mary**

Awards:

2011, Illinois Artist Council Grant

2011, Puffin Foundation Grant

2010, Best in Show, Kspace Contemporary, Corpus Christi, Tx.

**Sacic, Vida**

Hamilton Wood Type Museum, Two Rivers, WI.  
NURTURE art benefit at ZieherSmith Gallery in NYC.

**Spidale, Frank**

Studio Visit Magazine 2011

"7 Painters", The Beverly Art Center, Chicago, IL

**Vaca, Santiago**

*Faculty Biennial*, Northeastern Illinois University Art Gallery, January 10 – February 4, 2011. Participated with a collage piece.

*Reconfigure, Wire Drawing Installation*, Finestra Art Space, April 8 – June 2, 2011. Created an installation using wire, marbles, paper mache, and rocks.

**Xu, Shencheng**

“*Happy Family*”, installed at Albany Park (May 2011)

“*Dream seeker*”, the 10<sup>th</sup> Lincoln Park Community Art Initiative Public Art (May 2011 – May 2012)

“*Free As A Cicada*”, the 9<sup>th</sup> Lincoln Park Community Art Initiative Public Art (May 2010 – May 2011)

“*A Song of Joy*”, permanently installed at Avoca West Elementary School (July 2010)

“*Snow Days Chicago Annual Snow Sculpting Competition*”, Navy Pier, Chicago, IL. (January 2011)

“*Spring Benefit Live Auction*”, Evanston Art Center, Evanston, IL (May, 2011)

“*Faculty Exhibition*”, Evanston Art Center, Evanston, IL (January, 2011)

“*Faculty Exhibition*”, Fine Art Center Gallery, Northeastern Illinois University, Chicago, IL (January 2011)

“*North Park Art Walk*” 3246 W. Bryn Mawr Showcase, Chicago, IL (October 2010)

**4. Conference Presentations, Group Shows**

**Krueger, Deanna**

*Group Show*, Gallery H, Three Oaks, MI, February - August, 2011

*67th Annual Salon Show*, South Shore Arts, Munster, IN, January 9 - March 27, 2011

\*Helen V. Surovek Memorial Award -Top Award

*Michigan Masters*, River Raisin Gallery, Tecumseh, MI, February 25 - April 29, 2011

*Art Faculty Exhibition*, Northeastern Illinois University, Chicago, IL, January 10 - February 4, 2011

*University of Michigan Club of Chicago's Alumni Art Show*, Zolla/Lieberman Gallery, Chicago, October 28, 2010

\*Best in Show

*North Park Art Walk*, Chicago, IL, October 9-10, 2010

*The Green Show*, Janice Charach Gallery, West Bloomfield, MI, September 2 - October 14, 2010

*From Tradition to Innovation*, Rackham Graduate School, University of Michigan, Ann Arbor, September 27 -

December 6, 2010

*Group Show at 1010 W. George*, Chicago, IL, Property for sale, curated by designer Tim Mathias, July-Sep., 2010

\*video of the property featured on WGNTV and LXTV

*Interstices: The Space Between*, Slusser Gallery, University of Michigan, Ann Arbor, July 16 - August 9, 2010

*Gallery Artists Group Exhibition*, River Gallery, Chelsea, MI, Summer 2010

*Group Show, Projektraums der Gallery UNO-Chicago, Neukölln – Berlin, January 2010  
- February 2011*

## **Reviews**

### **Sacic, Vida**

North Park Art Walk, Chicago;  
Hamilton Wood Type Museum, Two Rivers, WI;  
NURTURE art benefit at ZieherSmith Gallery in NYC;  
*Faculty Biennial*, Northeastern Illinois University Art Gallery, January 10 – February 4;  
2011. Participated with a collage piece.  
Women's exhibit at the NEIU Library  
Making Art Work exhibit at the SOFA Gallery, Bloomington, IN

### **Vaca, Santiago**

*Faculty Biennial*, Northeastern Illinois University Art Gallery, January 10 – February 4,  
2011

## **5. Service**

### **McKernin, Mark**

Co-Chair, 1st International Conference Art in Response to Violence, Chicago, IL.

Co-Chair, Albany Park Sculpture Garden, Albany Park, Chicago, IL.

“Art in a Box”, Community ART Project, North Park Art Walk, Chicago, IL.

“Art in a Box”, Albany Park Arts Festival, North Park Art Walk, Chicago, IL.

## **B. Student Achievements**

### **Irwin, Todd**

“Mental Mapping”, The Gallery at the Colonie, Chicago, Il., November, 2010

### **Novak, Kelly**

“Italy”, Gallery 217, Notheastern Illinois University, Chicago, Il., October, 2011

### **Lenzen, Rachel**

“Ghana”, Gallery 217, Notheastern Illinois University, Chicago, Il., October, 2011

### **Stitch, Caitlin**

“Tibet”, Gallery 217, Notheastern Illinois University, Chicago, Il., October, 2011

### **Lee, Eden**

“Clothes Optional”, Chicago, Il., February, 2011

**Mubarek, Salah**  
Nicole Gallery, Chicago, Il., September, 2010

**Salim, Hamza**  
“Art in Response to Violence”, Northeastern Illinois University, Chicago, IL, September 2010

**Earth**  
Juried Student Art Show, Ronald Williams Library, Northeastern Illinois University, Chicago, IL, March – April 2010  
Danny Daoud, Stephanie Jirka, Adam Makarzyk, Lindsey Richards, Chris Sykora, Johann Pinzon, Todd Irwin, Alysia Roberts, Jennifer Dickson, John W. Kercheval, Alvaro Rios, Eden Lee, Wil Velez, Jennifer Krause, Alicis Mejia, Karolina Bajkowska, Adan Hernandez, Milena Tomicic, and Ken Mitchell

China 2011



Albany Park Arts Fest 2011



Brynford Playlot Mural



Mural Design for wall depicted below. Grade school wall facing playground.



# BIOLOGY

## Annual Report 2010-2011

Submitted by **John M. Kasmer**

### Executive Summary

I am again pleased to report that the Department of Biology remains productive and healthy, that we continue to serve our students well, and that we have continued to make progress toward our goals. The major accomplishments of the department over this past year were the completion of a successful program review and a successful search for a tenure-track microbiologist (see next paragraph). The self-study report that we produced was the result of extensive involvement of the entire faculty, and I thank all of those who contributed to it. The findings of the report were well received and validated by our external evaluator (Dr. Paula Williamson, Texas State University-San Marcos), and helped us secure funds from the Office of the President (\$50,000 for equipment for our teaching labs) and of the Vice President for Finance and Administration (\$38,000 for new chairs in our teaching labs) to help us move forward on improving our ability to serve our students in functional, modern facilities.

There were several notable changes in personnel this year, including a new tenure-track hire to fill the position created by the retirement of Dr. Simon Chung last year, and the hiring of several new full- and part-time instructors to accommodate increased enrollments, the loss of two full-time instructors, and the year-long sabbatical awarded to Dr. Jennifer Slate. Thanks to the dedication and hard work of the entire department, our search for a microbiologist came to a successful conclusion when Dr. Emily Rumschlag-Booms accepted the offer. Dr. Rumschlag-Booms comes to us from UIC (Ph.D. in Immunology & Microbiology, dissertation titled *Viral entry and beyond: Discovery and therapeutics of influenza and HIV*), and taught for us as a part-time instructor during the 2010-2011 academic year. We look forward to having her as a colleague for the years to come.

In terms of curricular issues, the time and effort required to complete the program review process and conduct our search for a microbiologist prevented us from making any significant progress toward revising our graduate program curriculum, or toward developing the new Environmental Science major, but we hope to rejuvenate these efforts during the upcoming academic year. Other notable achievements in the area of curriculum development include the establishment of a new 300\* course on Genomics and Proteomics (Schirmer), and piloting the use of Peer-Led Team Learning (PLTL) in Biochemistry (Stojkovic).

Our faculty members have also continued to be actively engaged on and off campus in a variety of ways. During the past academic year, Geddes and Stojkovic served on the



General Education Task Force, with Geddes taking a leadership role as a member of the Steering Committee. Olfelt served on the Graduate College Advisory Committee (elected), the Writing Intensive Faculty Advisory Committee (appointed) and as the faculty advisor of the Student Green Fees Committee. Mungre and Kimble served on the Faculty Senate (elected), and Kimble replaced Kasmer as the department's representative to the Executive Board of the NEIU Student Center for Science Engagement (SCSE). And at the 19<sup>th</sup> Annual NEIU Student Research & Creative Activities Symposium (April 2011), Geddes and Kimble, along with two post-doctoral scholars from Northwestern University (Claire Honeycutt and Javier Sanchez) who are part of the NU-NEIU collaborative NU-START program, served as discussants. In addition, Geddes was enlisted to be a member of the Applied Learning & Engaged Scholarship Committee, and to be the faculty mentor for the newly-established SACNAS@NEIU chapter, and Mungre served as a panel member on the "Women in Science" program that was sponsored by the SCSE in November. Finally, in addition to serving on our own search-and-screen committee, Geddes (G&ES), Schirmer (Computer Science) and Stojkovic (Chemistry) served as external members of search-and-screen committees for tenure-line faculty positions in other departments within the college. I am proud that as a department, we are fully engaged citizens in the university community.

Faculty members in the department also participated in a number of events off-campus. Stojkovic was invited to serve on the career panel for graduate students attending the regional ASBMB conference in August 2010, at Northwestern's Lurie Center downtown, put on by the American Society for Biochemistry and Molecular Biology (ASBMB). Frankel (instructor) served on a panel about using the North Park Village Nature center as a resource for education at the 2011 Wild Things conference (held at the UIC Campus in Chicago on 5 March 2011). And in addition to participating in activities sponsored by the MAVEN Chicago Public School Teachers professional development unit, Geddes was invited to serve as a reviewer on the NSF Ecosystems Advisory Panel in Washington, DC. The willingness of these faculty members to become involved in these kinds of programs is appreciated and helps integrate NEIU and our program in the larger social and professional communities of which we are part.

In terms of faculty development, Slate was on sabbatical for the full academic year, during which she analyzed microscopic fossils of algae preserved in lake sediments to infer long-term changes in climate and environmental conditions in Nicaragua, and produced two manuscripts that she will be submitting for review; Schirmer and Stojkovic attended the new faculty workshop for the Midstates Consortium for Math and Science (MCMS), held in July 2010 at Björklunden Lodge in Door County, WI; and instructors Campbell and Galvan successfully completed the CTL's Online Instructor Preparation course (joining Rihani and Ruderfer as graduates of the course).

**Student enrollment and student successes:** As was the case last year, enrollments in the fall of 2011 were up dramatically from the previous year, with a total of 519 majors, 15 Biology/Secondary Education majors, 44 minors, and 41 graduate students enrolled in classes in Fall of 2010. We are proud that our students are not only taking classes with us, but are also doing exceptionally well academically: over 50 students

made the CAS Dean's List in each of the fall 2010 and spring 2011 semesters. And during the period covered by this report (Summer 2010-Spring 2011), we awarded a total of 87 B.S degrees (up from 59 last year) and 6 M.S. degrees (down from an unusually high number granted last year).

Students have also been extraordinarily active in conducting research with faculty (including three M.S. theses that were successfully defended during the past year) and presenting their results at both local and national/international venues: more than 40 different students were involved in 55 different presentations (most with multiple authors), and Anna Baker again won a competitive award for her research presentation at the Annual Meeting of SACNAS. Much of the research conducted by students in the department was funded by grants made to our faculty members from the NEIU Student Center for Science Engagement (funded by a grant from the U.S. Department of Education), and we thank the SCSE for this support.

## **I. Assessment**

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

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

*Student Learning Outcomes:*

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

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

*Student Learning Outcomes:*

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

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

*Student Learning Outcomes:*

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

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

*Student Learning Outcomes:*

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

We are pleased to have been able to document in our self-study report that our Student Learning Goals align and integrate well with the recently defined NEIU Baccalaureate Goals. We are also happy to have begun collecting two new sources of data to use in program assessment, including having students registered in Biology Senior Seminar complete the Major Field Test (ETS) in Biology, and administering the SALG (student Assessment of Learning Gains) in our core sequence of courses (BIO 201, 202, 301, 303 and 305). Summaries of the results of the assessments are included in the appendix to this report.

## **II. Program Plan**

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

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

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

We are happy to report that we are continuing to make progress toward achieving these goals.

### **B. Projected needs**

**1. Faculty:** Although we conducted a successful search that allowed us to replace the position vacated when Dr. Simon Chung retired in Summer of 2010, we still desperately need additional tenure-line faculty. With only ten tenure-line faculty, we continue to struggle with being able to provide enough sections of enough different courses to our majors, and to effectively advise the more than 550 students in our undergraduate and graduate programs. In addition, we are relying heavily (almost exclusively) on non-tenure line instructors to provide essentially all of the instruction in our general education courses, and more than half of the instruction in courses for our majors/minors. In order for our curricular needs to be satisfied, as well as for the department to be fully engaged in the activities of the college and university, it is essential that we be able to hire at least another two faculty members over the next couple of years.

**2. Facilities and Equipment:** With the help of the college, Office of Academic Affairs, Office of the President, and other units of the university, we have been able to make continued progress toward replacing an aging collection of microscopes, have been able to replace the chairs in all of our teaching labs, and replace a floor-model refrigerated centrifuge (which should arrive in September 2010), and have made significant progress toward updating equipment in our teaching labs. 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.

At this point in time, we are also facing another constraint on our ability to support faculty and faculty research, and one that must be addressed immediately. First, with the hire of Dr. Rumschlag-Booms, our spaces dedicated to supporting faculty research are now being used at full capacity, so unless we are able to renovate an existing space (BBH-314) or acquire an additional research space in the building, we will have no research space that can be assigned to any new tenure-line hires. Second, the department (as well as other departments housed in Brommel Hall, and in fact the entire college) faces a severe shortage of office space that can be assigned not only to an increasing number of full- and part-time instructors, but to any 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!).

### **III. Accomplishments**

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

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

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

- Baker, A.W., D. Salgado, J.T. M. Kennis, and E.A. Stojkovic.* Structural and sequence analyses of an infrared fluorescent tissue marker. *FASEB J.* 2011. 25:928.1
- Larkin, D. M. Freyman, S. Lishawa, P. Geddes and N.C. Tuchman. 2011. Mechanisms of dominance by the invasive hybrid cattail *Typha x glauca*. *Biological Invasions*. DOI 10.1007/s10530-011-0059-y
- Nelsen, M.P., E. Rivas Plata, C.J. Andrew, R. Lucking, and H.T Lumbsch. 2011. Phylogenetic diversity of Trentepohlialean algae associated with lichen-forming fungi. *J. Phycol.* 47: 282–290.
- Prete, F.R., J.L. Komito, S. Domínguez, G. Svenson, Y.L. López, A. Guillen, and N. Bogdanivich. 2011 Prey recognition in three morphologically distinct species of praying mantis. *Journal of Comparative Physiology A*.
- Prete, F.R., J.L. Komito, S. Dominguez, G. Svenson, L.Y. Lopez, A. Guillen, and N. Bogdanivich. 2011. Visual stimuli that elicit appetitive behaviors in three morphologically distinct species of praying mantis. *J Comp Physiol A*. DOI 10.1007/s00359-011-0649-2.
- Toh, K.C., E. A. Stojkovic, A. Rupenyan, I.H.M. van Stokkum, M. Salumbides, M. Groot, K. Moffat and J. T.M. Kennis. 2011. Primary reactions of bacteriophytochrome observed with ultrafast mid-infrared spectroscopy. *J Phys Chem* 115(16): 3778-86.
- Toh, K.C., E. A. Stojkovic, I. H. van Stokkum, K. Moffat and J.T.M. Kennis. 2011. Fluorescence quantum yield and photochemistry of bacteriophytochrome constructs. *Phys Chem Chem Phys* 13(25): 11985-97.
- Woitowich, N.C., C. Garrido, W. Ozarowski and E.A. Stojkovic.* Preliminary X-ray crystallographic and structural analyses of a bacteriophytochrome from *Stigmatella aurantiaca*. *FASEB J.* 2011. 25:928.15

## **2. Conference Presentations**

- Andrew, C. 2010. Forecasting the fungal future: mushrooms, carbon dioxide and ozone. Illinois Mycological Association, North Park Nature Center, Chicago, Illinois, July 2010 (invited seminar)
- Andrew, C. 2010. Seminar: How do plant symbiotic fungi respond to global climate change? Ectomycorrhizal response to elevated carbon dioxide and ozone. The Morton Arboretum, Lisle, Illinois, October 2010 (invited seminar)
- Campbell, T. 2011. Incorporating Service Based Learning Projects in the Classroom. 2011 Faculty Summer Institute (FSI), University of Illinois – Urbana-Champaign, 16-19 May 2011.
- Geddes, P. 2010. Challenges in identifying hybridizing invasive species: cattails as a model system. NEIU Faculty Research Symposium, Chicago, IL. (oral presentation).

- Geddes, P. 2010. Current state of knowledge regarding cattail (*Typha* spp.) genetics and hybridization. Illinois Lake Management Association, Naperville, IL. (oral presentation).
- Mitchell, M.E., P. Geddes, D. Larkin, S. Lishawa, D. Treering, M. Olszewski, and N.C. Tuchman. 2010. Constructing a timeline of *Typha x glauca* invasion: Ecological impact after more than fifty years of invasion in Great Lakes coastal wetlands. North American Benthological Society Meeting and American Society of Limnology and Oceanography, Santa Fe, NM. (poster).
- Olszewski, M., P. Geddes, D. Larkin, M.E. Mitchell, and N.C. Tuchman. 2010. Effects of invasive plant *Typha x glauca* on wetland denitrification and emission of nitrous oxide. North American Benthological Society Meeting and American Society of Limnology and Oceanography, Santa Fe, NM. (poster).
- Prete, Frederick R., Justin Komito, Salina Dominguez, Robert Theis, and Jessica Dominguez. Object Recognition in Praying Mantids: Theory And Application. NEIU Faculty Research Symposium, Chicago, IL. (oral presentation)
- Stojkovic, E.A., K.C. Toh, J.T.M. Kennis and K. Moffat. 2010. Specific chromophore-protein interactions in bacteriophytochromes RpBphP2 and RpBphP3 from *Rhodospseudomonas palustris*. International Chemical Congress of Pacific Basin Societies (Pacifichem), December 2010. Honolulu, HI. (invited oral presentation, supported by General Travel Fund)
- Wrinkle, N., A. Fraiman, P. Geddes, J. Hemzacek, and L. Sanders. 2010. CREAR: Collaboration and Retention through Environmental and Agricultural Research. United States Department of Agriculture, Washington, DC. (poster).

### **3. Funded grants**

#### Externally-funded Research Grants:

Geddes: NSF Research Starter Grant: Linking invasive plant species with their effects on ecosystem processes (\$49,806) Awarded Summer 2010. Involved one graduate student (Lisa Volesky)

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

Wrinkle (PI; Mathematics) with co-PIs Fraiman (Chemistry), Geddes, Hemzacek and Sanders (Earth Science). USDA Hispanic-Serving Institution Education Grants Program: CREAR (Collaboration and Retention through Environmental and Agricultural Research). (\$290,000) Awarded Fall 2010. (Geddes was interim PI while nominal PI was on maternity leave during Fall 2010.)

#### SCSE Undergraduate Summer 2011 Research Grants:

Geddes, Olfelt, Schirmer: Use of microsatellites in the identification of hybridizing cattail species. (\$16,000, including additional funding from CREAR (USDA) grant)

Kimble, Puryear: Stage specific effects of folate supplementation on embryonic neural development, and post-natal cognitive and motor functions in an ICR mouse model. (\$17,500)

Prete: Object recognition by mantises and development of a haptic output device. (\$11,000, including additional funding from CREAR (USDA) grant)

Schirmer, Stojkovic: In vivo tissue imaging with novel infrared fluorescent proteins. (\$17,500)

Stojkovic, Nicholson (Chemistry), Tsonchev (Chemistry): Scanning probe microscopy of red light photoreceptors. (\$17,500)

## **B. Student Achievements**

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

### **Student Presentations at the NEIU Student Center for Science Engagement Research Symposium (24 September 2010)**

#### ORAL PRESENTATIONS:

Baker, Anna W., Daniel Salgado, J.T. M. Kennis, E.A. Stojkovic. Structural and sequence analyses of an infrared fluorescent tissue marker.

Choi, Olivia N., **Adnan Ejupovic**, Agnieszka B. Kielar, J.P. Olfelt. The effective population size of Leedy's roseroot.

Deisinger, Matthew, Sumitra Gurung, JJ Mulliken, Ryan, Steve, Jeny Semoon, Kristen Veldman, P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, K.M. Voglesonger (Earth Science). Effects of gasoline additives on aquatic systems in Lake Michigan harbors: a biogeochemical study.

Goldmeier, Max S., Alexandra C. Sakols, Huong Le, Anna Gawedzka, K.T. Nicholson (Chemistry), S. Tsonchev (Chemistry), E.A. Stojkovic. Scanning probe microscopy of a red-light photoreceptor on graphite and mica substrates.

Hattaway, Holly Z., Adrian Zamora, Javier Davila, Sarada Abraham, Todd St Hill, Rachel Brunner and T.K. Puryear. An unusual role for folate in embryonic development in the ICR mouse.

Komito, Justin, Salina Dominguez, Robert Theis, Jessica Dominguez and F.R. Prete. Predatory behavior, visual orienting, and eye morphology of the praying mantis *Euchomonella macrops*.

**Ozarowski, Wesley B.**, Mark Banks, Erna Davydova, K. Moffat, E.A. Stojkovic. Preliminary X-ray crystallographic and structural analyses of bacteriophytochrome from *Rhodospseudomonas palsutris*.

Perez, Oscar, Jessica Garcia, Adrian Ruiz & M. Kimble. Are there genetic variants in folate uptake and metabolism in the ICR strain of mice?

Phan, Selina, Zoya Iqbaluddin, John Patrick Osborne, and M. Von Konrat (Department of Botany, The Field Museum, Chicago, IL.) Early land plants: the forgotten flora.

Theis, Robert J., Salina Dominguez, Justin Komito, Jessica Dominguez, Steven Hogan and F.R. Prete. Unique elements of perception in the praying mantis *Euchomenella macrops*.

**Woitowich, Nicole C., Wesley Ozarowski**, Cynthia N. Hernández, E.A. Stojkovic. Characterization of a red-light photoreceptor from *Stigmatella aurantiaca*.

#### POSTER PRESENTATIONS

Choi, Olivia N., **Adnan Ejupovic**, Agnieszka B. Kielar, J.P. Olfelt. The effective population size of Leedy's roseroot.

Dominguez, Jessica, Salina Dominguez, Justin Komito, Robert Theis, Steven Hogan, F.R. Prete. Differential effects of wavelength on prey recognition by praying mantises.

Goldmeier, Max S., Alexandra C. Sakols, Huong Le, Anna Gawedzka, K.T. Nicholson (Chemistry), S. Tsonchev (Chemistry), E.A. Stojkovic. Quaternary architecture of a bacterial photoreceptor as revealed by scanning probe microscopy.

Hattaway, Holly Z., Adrian Zamora, Javier Davila, Sarada Abraham, Todd St. Hill, Rachel Brunner and T.K. Puryear. An unusual role for folate in embryonic development in the ICR mouse.

King, Rachel, Cynthia Hernandez, Carlos Garrido, E.A. Stojkovic. Preliminary X-ray crystallographic and sequence analyses of the photosensory module of an unusual bacteriophytochrome.

Mulliken, J.J., Kristen Veldman, P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, K.M. Voglesonger (Earth Science). Presence, distribution, and potential sources of gasoline additives in Lake Michigan recreational boat harbors.

Perez, Oscar, Jessica Garcia and M. Kimble. Determining genetic variants in the genes involved in folate uptake and metabolism in ICR mice.

Ryan, Steve M., Matthew D Deisinger, P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, K.M. Voglesonger (Earth Science). Identification and quantification of gasoline additives in Lake Michigan harbors.

Salgado, Daniel, Anna W. Baker, J.T. M. Kennis (Biophysics Group, VU University, Amsterdam), E.A. Stojkovic. Site-directed mutagenesis of an unusual bacteriohytochrome.

Semoon, Jeny, Sumitra Gurung, P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, K.M. Voglesonger (Earth Science). Effects of gasoline additives on aquatic biota in Lake Michigan harbors: a behavioral study on *Daphnia magna*.

St. Peter, Rachael M., Cynthia N. Hernández, E.A. Stojkovic. Identifying novel fluorescent bio-markers.



**Student Presentations at the 19<sup>th</sup> Annual NEIU Student Research & Creative Activities Symposium (April 2011)**

ORAL PRESENTATIONS

Deisinger, Matthew, J. J. Mulliken (Earth Science), Sumitra Gurung, Steve Ryan (Chemistry), Jeny Semoon, Kristen Veldman (Chemistry), P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, K.M. Voglesonger (Earth Science). Effects of gasoline additives on aquatic systems in Lake Michigan harbors: a biogeochemical study.

Dominguez, Jessica M., Sarah M. Vorpahl (Chemistry), F.R. Prete, A. Schirmer. Circadian rhythmicity of locomotor and predatory behavior in [the] mantis, *Sphodromantis lineola*.

**Ejupovic, Adnan**, Agnieszka Kielar, Joel P. Olfelt. Population dynamics of Leedy's roseroot using molecular marker data.

Hattaway, Holly, Adrian Zamora, Todd St. Hill, Rachel Brunner, Dragan Makovic, Sarada Abraham, Javier Davila, Rodrigo Javier, M. Kimble, T.K. Puryear. Molecular and morphological changes in development associated with alterations in 1-carbon metabolism during three stages of pregnancy (day 12, day 14, day 17) in ICR mice.

Kielar, Agnieszka, **Adnan Ejupovic**, Olivia Choi, J. Olfelt. Novel microsatellite DNA primer in endangered Leedy's roseroot plant.

Sakols, Alexandra C. (Chemistry), Sarah M. Vorpahl (Chemistry), Max S. Goldmeier (Chemistry), E.A. Stojkovic, S. Tsonchev (Chemistry), K.T. Nicholson (Chemistry). Determining light-induced quaternary structural changes in photoreceptors.

Vorpahl, Sarah M. (Chemistry), Jessica M. Dominguez, Damien Laudier, F.R. Prete. The first analysis of brain neuroanatomy in the praying mantis.

**Woitowich, Nicole C.**, A.E. Schirmer. Molecular and behavioral links between circadian rhythms and anxiety disorders.

Zamora, Adrian, Holly Hattaway, Rachel Brunner, Dragan Makovic, Sarada Abraham, Todd St. Hill, Javier Davila, Rodrigo Javier, M. Kimble, T.K. Puryear. Folic acid supplementation during pregnancy: behavioral alterations and autism spectrum disorders in ICR mice.

POSTER PRESENTATIONS

Baker, Anna W., Daniel Salgado, J.T. M. Kennis (Biophysics Group, VU University, Amsterdam, the Netherlands), E.A. Stojkovic. Structural and sequence analyses of an infrared fluorescent tissue marker.

Goldmeier, Max S. (Chemistry), Alexandra C. Sakols (Chemistry), Huong Le (Chemistry), Anna Gawedzka (Chemistry), K.T. Nicholson (Chemistry), S. Tsonchev (Chemistry), E.A. Stojkovic. Quaternary architecture of a bacterial photoreceptor as revealed by scanning probe microscopy.

**Habib, Nawaf**, Ganesh Sitarampalli (Chemistry), J. Albazi (Chemistry), S. Mungre. Methylglyoxal causes apoptosis of PC12 cells via oxidative damage.

Ocampo, Steven (Chemistry), Ganesh K. Sittampalli (Chemistry), **Nawaf Habib**, J. Albazi (Chemistry), S. Mungre. Determination of glutathione in PC-12 cells under oxidative stress conditions using a validated liquid chromatographic method.

St. Peter, Rachael M., Cynthia N. Hernández, E.A. Stojkovic. Identifying novel fluorescent bio-markers.

Vorpahl, Sarah M. (Chemistry), Alexandra C. Sakols (Chemistry), Max S. Goldmeier (Chemistry), E.A. Stojkovic, S. Tsonchev (Chemistry), K.T. Nicholson (Chemistry). First nanoscale characterization of unique bacterial photoreceptor in the light-adapted state.

### **Student Presentations at Regional/National/International Meetings**

#### **Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) Meetings:**

Choi, Olivia, **Adnan Ejupovic**, Agnieszka B. Kielar [J.P. Olfelt]. The effective population size of Leedy's roseroot. SACNAS Midwest Regional Meeting, Chicago IL, Oct 2010 (poster)

Dominguez, Jessica, Salina Dominguez, Justin Komito, Robert Theis, Steven Hogan [F.R. Prete]. 2010. Differential effects of color on prey recognition by praying mantises. SACNAS National Meeting, Anaheim, CA. (poster)

Komito, Justin, Salina Dominguez, Robert Theis, Jessica Dominguez [F.R. Prete]. 2010. Eye morphology, visual orienting, and responses to stationary prey objects by the praying mantis, *Euchomonella macrops*. SACNAS National Meeting, Anaheim, CA. (poster)

Mulliken, J.J. (Earth Science), K. Veldman (Chemistry), P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, and K.M. Voglesonger (Earth Science). 2010. Presence, distribution, and potential sources of gasoline additive contamination in Lake Michigan recreation boat harbors. SACNAS National Meeting, Anaheim, CA. (poster)

Ryan, S. (Chemistry), M. Deisinger, P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, and K.M. Voglesonger (Earth Science). 2010. Identification and quantification of gasoline additives in Lake Michigan harbors. SACNAS National Meeting, Anaheim, CA. (poster)

Semoon, J., S. Gurung, P. Geddes, K.T. Nicholson (Chemistry), A. Schirmer, and K.M. Voglesonger (Earth Science). 2010. Effects of gasoline additives on aquatic biota in Lake Michigan harbors: A behavioral study on *Daphnia magna*. SACNAS National Meeting, Anaheim, CA. (poster)

Theis, R., S. Dominguez, J. Komito, J. Dominguez [and F.R. Prete]. 2011. Object Recognition in the Praying Mantis, *Euchomenella macrops*. SACNAS Midwest Regional Meeting, Chicago IL

## Other venues:

Baker, Anna W., Daniel Salgado, John T. M. Kennis, and Emina A. Stojkovic. Structural and sequence analyses of an infrared fluorescent tissue marker. ASBMB Annual Meeting, Washington DC, April 2011. (abstract published in FASEB J. 2011. 25:928.1)

**Woitowich, Nicole C.**, Carlos Garrido, **Wesley Ozarowski** and Emina A Stojkovic. Preliminary X-ray crystallographic and structural analyses of a bacteriophytochrome from *Stigmatella aurantiaca*. ASBMB Annual Meeting, Washington DC, April 2011. (abstract published in FASEB J. 2011. 25:928.15)

Dominguez, J., S. Dominguez, J. Komito, R. Theis [F.R.Prete]. 2011. Differential effects of color on prey recognition by praying mantises. 18th Annual Animal Behavior Conference, Bloomington, IN.

Dominguez, S., J. Dominguez, R.J. Theis, J.L. Komito [F.R.Prete]. Object recognition in the species, *Parasphendale affinis*: as unique as we think or just another plain Jane? 18th Annual Animal Behavior Conference, Bloomington, IN.

Dominguez, Jessica, Salina Dominguez, Justin Komito, Robert Theis, Steven Hogan, Damien Laudier [F.R. Prete]. 2010. Differential effects of color on prey recognition by praying mantises. Entomological Society of America, San Diego, CA (poster)

Dominguez, S., J. Komito, R. Theis, J. Dominguez [and F.R. Prete]. 2010. The mantis prey recognition algorithm: species variations on a theme. Entomological Society of America, San Diego, CA (oral presentation)

Dominguez, S., J. Komito, R. Theis, J. Dominguez [and F.R. Prete]. 2010. Object recognition in the praying mantis *Parasphendale affinis*. Entomological Society of America, San Diego, CA (oral presentation)

Komito, Justin, Salina Dominguez, Robert Theis, Jessica Dominguez [and F.R. Prete]. 2010. Visual orienting and prey recognition by the praying mantis, *Euchomonella macrops*. Entomological Society of America, San Diego, CA (oral presentation)

Komito, Justin, Salina Dominguez, Robert Theis, Jessica Dominguez [F.R. Prete]. 2010. Eye morphology, visual orienting, and responses to stationary prey objects by the praying mantis, *Euchomonella macrops*. Entomological Society of America, San Diego, CA (poster)

Theis, Robert, Salina Dominguez, Justin Komito, Jessica Dominguez, Steven Hogan [F.R. Prete]. 2010. The prey recognition algorithm and gross morphology of the praying mantis, *Euchomonella macrops*. Entomological Society of America, San Diego, CA (poster)

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

### Prizes and Awards

**Nicole Woitowich** (graduate student) was selected to receive a Graduate/Postdoctoral travel award to attend the ASBMB 2011 Annual Meeting, held in conjunction with

Experimental Biology, in Washington, DC, April 8-13, 2011. **Anna Baker** was also awarded a travel scholarship to present her research at the meetings.

For a second consecutive year, **Anna Baker** received an award for student poster presentation in the field of Biochemistry at the national 2011 SACNAS meeting (Anaheim, CA), and both she and **Rachel King** received travel awards to attend the meeting.

#### Internships and research positions

**Anna Baker** conducted research during the summer of 2010 with Kathryn Fixen and Caroline Harwood in the Department of Microbiology, University of Washington, Seattle, WA. The title of her research project was “Engineering non-biliverdin binding bacteriophytochromes: tools to investigate the regulation of the LH4 complex in *Rhodospseudomonas palustris*.”

**Zoya Iqbaluddin, John Osborne, and Selina Phan** completed internships at the Field Museum during the summer of 2010.

**Selina Phan** was a Presidential Office Intern at NEIU, and worked with The Council for Adult and Experiential Learning.

**Sumira Phatak** completed an internship in the summer of 2010 as a field technician for a University of Colorado range-wide study of Gunnison’s prairie dogs in the Four Corners states.

**Abdelwahab Shihadeh** participated in a REU program at the University of Chicago (2011)

**James Zaraza** completed an internship with Rashmi Ramaswamy at the ModFarm/ModPod Company, in which he learned about modular urban agricultural techniques.

#### Acceptances to graduate/professional schools

**Martha (McKeon) Lyke** (M.S.) began her doctoral program in the Ecological Anthropology program in Fall 2010 at the University of Texas at San Antonio

**Ana Blotkevic** admitted to the masters program in Biology at De Paul University

**John Mayberry, Dejan Slavnic and Adrian Zamora** have been accepted into the Medical School at University of Illinois – Chicago.

Five students have been accepted into programs in veterinary science: **Samuel Avichai** (UIUC), **Sara Denk** (Ross), **Caroline Fallon** (UIUC), **Allison Fink** (Ross), and **Debrah Gohr** (University of Georgia)

**Nicole Woitowich** (M.S.) has been admitted to a Ph.D. program at Rosalind Franklin University.

**Anna Baker** has been admitted to a Ph.D. program at University of Wisconsin-Madison.

*Other achievements of alumni of our program*

**Kingsley Abode-Iyamah** (B.S.) is starting his residency in Neurosurgery in Iowa. He is also a veteran of the War in Iraq (USMC).

**Melissa Anderson** (B.S.) was awarded an \$85,000 research fellowship (9/24/10 - 12/31/13) to support her doctoral studies at the University of Virginia. It's a Ruth L. Kirschstein F31 National Research Service Award from the Department of Health and Human Services, National Institutes of Health, and the National Cancer Institute.

**Nizar Handzic** (B.S.) completed his Ph.D. in 2008 (Physiology, Michigan State University), and is currently an adjunct professor at East West University, Chicago IL.

**Michelle Marquart** (B.S.) has a paid research position at Lincoln Park Zoo, where she is conducting behavioral research on great apes.

**Jeny Semoon** (B.S.) is working as Scientist I at Midwest BioResearch in the Genetox (Genetic Toxicology) group.

**Ciera Martinez** has received an NSF pre-doctoral fellowship to support her doctoral studies with the Plant Biology Graduate Group, University of California Davis. When she let Olfelt know of her success, she provided a glowing testimonial: "Everything started with you, I have no idea where I would be if I didn't start volunteering at the greenhouse with you. I remember, when I started volunteering at the greenhouse ... I seriously had NO idea what the possibilities in plant science were or that I could accomplish any of them. Thank you so much for the guidance, the support, the insight, and the time. I will continue to keep you updated on everything and hopefully have time to come visit, maybe I can give a talk when I visit home." She is already the co-author of two papers (Du J, Miura E, Robischon M, Martinez C, Groover A. 2011. The Populus class III HD ZIP transcription factor POPCORONA affects cell differentiation during secondary growth of woody stems. PLoS ONE 6(2): e17458. doi:10.1371/journal.pone.0017458) and (J.C. Preston, C.C. Martinez, and L.C. Hileman. 2011. Gradual disintegration of the floral symmetry gene network is implicated in the evolution of a wind-pollination syndrome. PNAS 108(6): 2343-2348.)

## BIOLOGY

### Assessment Report 2010-2011

Submitted by John M. Kasmer

Over the past year, the department undertook two major efforts with respect to assessment of our program, including administration of a nationally-normed

standardized test (the **Major Field Test (MFT) in Biology**, from ETS), and administration of a widely-used instrument to assess student's perception of their learning (the **Student Assessment of Learning Gains, or SALG**) in all of our core courses (BIO 201, 202, 301, 303 and 305).

### **MFT in Biology**

Our new curriculum specifies that all students completing any of the capstone options take the ETS's Major Field Test (MFT) in Biology, which we administered for the first time in Spring 2010 to 20 students enrolled in the Biology Senior Seminar course, and to approximately 45 students in Senior Seminar in Spring and Summer 2011. We have not yet "closed the cohort" of students taking the exam in 2011, so can not provide quantitative results on this cohort, but the results for the students who took the test in 2010 indicate that our students, as a group, did not fare as well as we would have hoped. The average overall weighted score was 146.7 (on a scale of 120-200), and the average scores on the four subtests ranged (on a scale of 20-100) from 45.5 (Organismal Biology) to 49.0 (Population Biology, Ecology & Evolution). Although these average scores are lower than the national averages by only a few points, they place this group of students in approximately the 20th percentile nationwide. Whereas a more detailed breakdown of scores generally supports the general results, it does indicate that within our program, our students perform best in our three core areas (genetics, ecology, and to a lesser extent cell biology), are relatively strong in their analytical skills, but are particularly weak (collectively) in the area of plant organismal biology.

<u>Content area</u>	<u>Mean score (percentile)</u>	
Molecular biology/Molecular genetics	42	(30)
Ecology	54	(30)
Analytical skills	49	(25)
Cell structure, organization, function	50	(20)
Biochemistry/Cell energetics	36	(15)
Population genetics/Evolution	47	(15)
Diversity of organisms	41	(15)
Organismal biology - animals	54	(15)
Organismal biology - plants	34	( 5)

From the perspective of our program, we need to collect some additional information in order to make sense of this latter observation. If it turns out that very few of the students who took the MFT actually took the intro series of courses here or took their botany elective here, the low score on the plant organismal portion of the test may not be of any particular concern. If, however, most of these students did take these courses from us, we might want to offer more courses (or sections of courses in) plant biology, and/or stop allowing student to satisfy the botany-elective requirement with courses in microbiology. It will be interesting to see if the results for the (substantially larger) cohort of students who took the MFT this past spring and this summer are consistent with the results of this first cohort of students to whom we administered the exam.

## SALG

The SALG is an assessment instrument that is administered online, is customizable by users, and that asks students to self report on the learning gains that they feel they have made based upon a variety of aspects of how the course was structured/delivered. Possible responses include “no gains” (1), “a little gain” (2), “moderate gain” (3), “good gain” (4) and “great gain” (5). We administered the SALG to students in each of our core courses: BIO 201 (General Biology I), 202 (General Biology II), 301 (Cell Biology), 303 (General Genetics) and 305 (General Ecology). The total number of responses varied greatly among the courses, ranging from a low of 11 in BIO 303 to a high of 33 in BIO 305. Although there were a number of responses for which the coefficient of variation (standard deviation / mean, expressed as a percentage) was relatively high (>25%, shown in boldface in the summary table), student responses were overwhelmingly positive. Overall, the average response was 4.0 (“good gains”) or better for 72% of all questions across all courses, with the highest average response being 4.9 (for the usefulness attending lectures in General Genetics), and the lowest average response being 3.0 (interestingly but maybe not surprisingly, for the usefulness of the primary text in General Genetics!). The quantitative results of the SALG will be shared with the department so that instructors for the courses can see which activities, readings, etc. are most valued by students, and which are perceived by students to be less helpful to their learning.

Students are also offered the opportunity to provide narrative responses regarding each area addressed by the SALG, and many students took advantage of this opportunity. Although one student used it to vent about their experience with a particular instructor, the responses were thoughtful and instructive, and the vast majority were very positive. The sheer number of individual comments made in response to a large number of questions asked for each of the five courses makes it difficult to succinctly summarize the responses, but they will be shared with the faculty teaching each course, so that they can determine what, if anything, they should continue to do and where improvements can be made.

We will be administering the SALG at least once a year in all of these courses, and hope to find that students continue to feel that what we are doing in the classroom is helping them to master the material in our curriculum.

	BIO 201	BIO 202	BIO 301
	n = 24	n = 17	n = 22
As a result of your work in this class, what GAINS DID YOU MAKE in your UNDERSTANDING of each of the following?			
1.1 The main concepts explored in this class	4.5	4.5	4.2
1.2 The relationships between the main concepts	4.4	4.5	4.2
1.3 The following concepts that have been explored in this class			
1.3.1 ( <i>concepts vary among classes, not specified here</i> )	4.3	4.2	3.9
1.3.2	4.0	4.4	4.4
1.3.3	4.5	4.2	3.9
1.3.4	4.3		

1.3.5				
1.4	How ideas from this class relate to ideas encountered in other classes within this subject area	4.4	4.1	4.3
1.5	How ideas from this class relate to ideas encountered in classes outside of this subject area	<b>3.9</b>	3.9	3.9

As a result of your work in this class, what GAINS DID YOU MAKE in the following SKILLS?

2.1	Finding articles relevant to a particular problem in professional journals or elsewhere	4.0	3.8	<b>4.1</b>
2.2	Critically reading articles about issues raised in class	<b>3.7</b>	3.6	<b>3.9</b>
2.3	Identifying patterns in data	<b>4.0</b>	3.6	4.1
2.4	Recognizing a sound argument and appropriate use of evidence	<b>4.0</b>	3.8	3.9
2.5	Developing a logical argument	<b>4.0</b>	<b>3.5</b>	3.9
2.6	Writing documents in discipline-appropriate style and format	4.2	<b>3.8</b>	<b>3.7</b>

Class impact on your attitudes: As a result of your work in this class, what GAINS DID YOU MAKE in the following?

3.1	Enthusiasm for the subject	4.2	<b>3.8</b>	4.0
3.2	Interest in taking or planning to take additional classes in this subject	4.3	4.0	3.9
3.3	Confidence that you understand the material	3.9	4.0	4.0
3.4	Your comfort level in working with complex ideas	3.9	3.8	4.2
3.5	Willingness to seek help from others (teacher, peers, TA) when working on academic problems	4.0	<b>3.6</b>	4.4

Integration of your learning: As a result of your work in this class, what GAINS DID YOU MAKE in INTEGRATING the following?

4.1	Connecting key class ideas with other knowledge	4.1	3.7	4.1
4.2	Applying what I learned in this class in other situations	4.1	3.7	4.1
4.3	Using systematic reasoning in my approach to problems	4.0	3.6	4.1
4.4	Using a critical approach to analyzing data and arguments in my daily life	3.8	<b>3.5</b>	4.1

The Class Overall: HOW MUCH did the following aspects of the class HELP YOUR LEARNING?

5.1	The instructional approach taken in this class	4.4	4.1	4.1
5.2	How the class topics, activities, reading and assignments fit together	4.2	4.1	4.1
5.3	The pace of the class	<b>3.8</b>	4.0	<b>4.1</b>

Class Activities: HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

6.1	Attending lectures	4.5	4.3	<b>4.2</b>
6.2	Participating in discussions during class	4.1	<b>4.0</b>	4.0
6.3	Specific Class Activities			
6.3.1	<i>(activities vary among classes, not specified here)</i>	4.0	3.9	4.1
6.3.2		4.3	4.2	4.4
6.3.3		4.3	<b>3.8</b>	<b>4.1</b>



Assignments, graded activities and tests: HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

7.1	Graded assignments (overall) in this class	3.8	4.4	4.1
7.2	Other graded assignments			
7.2.1	<i>(assignments vary among classes, not specified here)</i>	3.8	4.6	4.1
7.2.2		<b>3.9</b>	4.2	4.2
7.2.3			4.4	<b>4.0</b>
7.2.4				
7.3	The number and spacing of tests	<b>3.9</b>	4.2	4.0
7.4	The mental stretch required by tests	<b>3.5</b>	4.3	<b>3.7</b>
7.5	The feedback on my work received after tests or assignments	<b>3.6</b>	4.4	3.5

Class Resources: HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

8.1	The primary textbook	4.0	<b>4.0</b>	<b>3.3</b>
8.2	Other reading materials			
8.2.1	<i>(reading materials vary among classes, not specified here)</i>	4.1	3.9	<b>3.8</b>
8.2.2		4.0	<b>4.1</b>	<b>4.0</b>
8.2.3				<b>3.8</b>
8.3	Online notes or presentations posted by instructor	4.2	4.7	4.4
8.4	Visual resources used in class (i.e. PowerPoint, slides, models, demos)	4.3	4.5	4.4

The information you were given: HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

9.1	Explanation of how the class activities, reading and assignments related to each other	4.3	4.2	4.1
9.2	Explanation given by instructor of how to learn or study the materials	<b>4.0</b>	4.1	4.1

Support for you as an individual learner: HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

10.1	Interacting with the instructor during class	<b>4.2</b>	4.2	4.3
10.2	Interacting with the instructor during office hours	4.2	<b>4.0</b>	4.2
10.3	Working with peers during class	4.5	<b>3.8</b>	4.5
10.4	Working with peers outside of class	4.5	<b>3.9</b>	4.3

# CHEMISTRY

## **Annual Report 2010-2011**

### **Submitted by John Albazi, Coordinator**

#### **Executive Summary**

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

The department continues to follow a curriculum in strict compliance with guidelines established by the American Chemical Society, and has successfully completed the program review. The Chemistry program has 123 majors, 29 minors and 15 graduate students. The program awarded 14 bachelor and 7 Master degrees during the 2010-2011 academic year. Anna Gawedzka has been admitted to a Ph.D. program at Cambridge (Cambridge, UK) and Malgorzata Gawedzka to the M.S. program in Pharmacology at Oxford University (Oxford, UK). Steven Jerome is pursuing a Ph.D in Chemistry at Columbia University after transferring from the University of California at Los Angeles. He has recently been awarded a prestigious fellowship from the National Science Foundation. Ian Karall will pursue a Pharm.D at Roosevelt University and Ariadna Martinez will pursue a Pharm D at DePaul University in Fall 2011. Huong Le will attend a Doctor of Dentistry degree at the Ohio State University (Columbus, OH). In addition, Linh Le will pursue a Nursing degree at the University of Illinois, while Susan Lopez will attend a graduate program at the University of Illinois designed to prepare students for medical school.

Chemistry faculty has been actively involved with students in research. Six Master Theses were successfully defended. At Northeastern Illinois University, 20 students were involved in presenting 12 research projects at the 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, and 10 students presented three research projects in the SCSE Summer Research Symposium. At the regional and national level, 12 students presented 5 research projects at the national SACNAS Conference in Anaheim, CA, 4 students presented a paper in the 42<sup>nd</sup> American Chemical Society Regional Meeting in Indianapolis, IN, and two students presented at the 21st Biennial Conference on Chemical Education (BCCE) conference in Denton, TX. In addition, the support that was provided by the Student Center for Science Engagement allowed Stefan Tsonchev and Ken Nicholson to engage with a total of 4 undergraduate students during summer 2010.

Our faculty continue to be actively involved in serving the university and beyond in different ways. Ana Fraiman served as an elected member of the Faculty Senate. She also served as a member of the steering committee on the General Education Task Force, and the Department's representative to the Executive Board member of NEIU Student Center for Science Engagement. Stefan Tsonchev served on the General Education Committee, and Tom Weaver served on the College Academic Affairs Committee. Ken Nicholson continues to serve on the working group designed to establish a new major in Environmental Science. He also chaired a session entitled "Environmental Issues in our Neighborhood" at the Albany Park Globalization Conference (April 2011, Chicago, IL), and he organized a poster session and reception for this conference. Ken Nicholson also attended a workshop on the functionality and operation of a portable gas chromatograph with undergraduate research students, Matthew Deisinger and Steven Ryan (summer 2010, Boston, MA). Ana Fraiman, presented and presided a session at the ICERI2010, Madrid, Spain, on the Assessment of student learning. She also participated in the 2010 AAC&U Institute on General Education & Assessment during June 4 – June 9, 2010, in Vermont. Jan Mataka has completed three certifications in the University's ISIS system: general lab safety; hazardous waste handling and disposal; and compressed gas cylinder safety. He attended a seminar hosted by the American Chemical Society Chemical Abstracts Service on the new web - based SciFinder software. Jan Mataka also attended seminars and conferences related to his research interests; among them, the Midwest Enzyme Conference (at Northwestern University), Protein – Folding Diseases symposium (at the University of Chicago), and most recently, a research symposium held at Northwestern University in honor of Professor Richard Silverman.

Paulo Acioli succeeded Greg Anderson as Chair of the Department of Chemistry, Earth Science and Physics, and John Albazi continues to serve as the Department Coordinator. John Albazi continues to serve as the coordinator for the NEIU Faculty and Student Symposia. On April 2011, the 19<sup>th</sup> Annual Student Research and Creative Activities Symposium was held. Two hundred twenty five students presented one hundred twenty five projects. In addition, over one hundred faculty members are participating today as Sponsors, Presiders, or Discussants. John Albazi also coordinated the NEIU 1<sup>st</sup> Annual Faculty Research Symposium on November 2010. Over fifty abstracts were presented from different disciplines to share their research conducted individually or through multidisciplinary and/or collaborative work. He continues to serve as the member of the University Safety Committee. In terms of faculty development, John Albazi attended the CCA 2011 Seminar for Department Chairs (February 2011, Charlotte, NC).

## **I. Assessment**

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

because our goal is to serve all of our students. The exam serves an assessment process since it helps us see if our courses meet national expectations of General Chemistry. We also think that it is an educational benefit to our students, many of whom are going to end up taking a national, standardized exams containing general chemistry information for the purpose of graduate or professional schools. We have seen progress in the results of the exam. During the first year that we gave the exam, only 18% of the students were at or above the national median. That number has increased slowly to around 39% of the students in years 2007, 2008 and 2009 and slightly decreased to 34% in year 2010. At the same time, we have seen an increase in the retention rate and in the number of students who successfully complete General Chemistry II. The number of students who have successfully completed General Chemistry II has more than doubled in the ten year period. Obviously, our two goals of increasing performance and increasing retention are at odds with each other; we could increase the percentage over the national median by simply “weeding out” more of the weaker students before the end of General Chemistry II.

<b>Year</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>
Number	40	60	59	62	68	74	90	85	88	71
Top 10% national	1 (2.5%)	5 (8.3%)	2 (3.4%)	1 (1.6%)	1 (1.5%)	6 (8.1%)	8 (8.8%)	7 (8.2%)	8 (9.0%)	6 (8.5%)
> median national	7 (18%)	19 (32%)	18 (31%)	10 (16%)	11 (16%)	27 (36%)	35 (39%)	33 (39%)	34 (39%)	24 (34%)
Median score of NEIU students	25	26	28	26	26	28	32	31	32	32

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

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

**Table 1: Summary for General Chemistry II (Fall 2010)**

	Number of Respondents	Mean Response
<b><i>How much did the following aspects of the class help your learning?</i></b>		
<b>The Class Overall</b>		
The instructional approach taken in this class	36	4.8
How the class topics, activities, reading and assignments fit Together	36	4.9
The pace of the class	36	4.6
<b>Class Activities</b>		
Attending lectures	36	4.9
Participating in discussions during class	36	4.8
Listening to discussions during class	36	4.9
Laboratory Experiments	36	4.6
<b>Assignments, Graded Activities, and Tests</b>		
Graded assignments (overall) in this class	34	4.6
The number and spacing of tests	36	4.8
The fit between class content and tests	36	4.6
The feedback on my work received after tests or assignments	35	4.1
<b>Class Resources</b>		
The textbook?	36	3.9
Blackboard notes and materials posted by the instructor	35	4.6
Lecture Notes	36	4.8
Problem Sets	36	4.5
<b>The information you were given</b>		
Explanation of how the class topics, activities, reading and assignments related to each other	36	4.8
Explanation given by the instructor of how to learn or study the materials	36	4.8
<b>Support for you as an individual learner</b>		
Interacting with the instructor during class	36	4.7
Interacting with the instructor during office hours	31	4.5
Working with peers outside of class	30	4.6
Working with peer leaders in seminar/workshop	30	4.6
<b><i>As a result of your work in this class, what gains did you make in your understanding of each of the following areas?</i></b>		
<b>Class Content</b>		
Main Concepts	36	4.7
Relationships between the main concepts	36	4.7
How ideas in this class relate to ideas encountered in other classes within this subject area	35	4.4

<b><i>As a result of this class what gains did you make in the following areas?</i></b>		
<b>Skills</b>		
Identifying patterns in data	35	4.5
Recognizing a sound argument and appropriate use of Evidence	35	4.4
Developing a logical argument	34	4.4
<b>Class impact on your attitudes</b>		
Enthusiasm for the subject	36	4.4
Interest in taking additional classes in chemistry	35	4.3
Confidence in the field of chemistry	36	4.4
Comfort level in working with complex ideas	36	4.4
Willingness to seek help (instructor, peers, tutors) when working on academic problems	35	4.6
<b>Integration of your learning</b>		
Connecting key ideas with other knowledge	36	4.5
Applying what I learned in this class in other situations	36	4.5
Using systematic reasoning to approach problems	36	4.5

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

**Table 2: Summary for General Chemistry I (Spring 2011)**

	Number of Respondents	Mean Response
<b><i>How much did the following aspects of the class help your learning?</i></b>		
<b>The Class Overall</b>		
The instructional approach taken in this class	31	4.7
How the class topics, activities, reading and assignments fit together	31	4.7
The pace of the class	30	4.2
<b>Class Activities</b>		
Attending lectures	31	5.0
Participating in discussions during class	27	4.2
Procedure driven laboratory experiments	29	4.0
Open-inquiry laboratory experiments	28	3.5
<b>Assignments, Graded Activities, and Tests</b>		
Graded assignments (overall) in this class	31	4.6
Occasional quiz (Announced)	31	4.7
The number and spacing of tests	31	4.8
The fit between class content and tests	31	4.8
The feedback on my work received after tests or assignments	31	4.4
<b>Class Resources</b>		
The textbook?	32	4.1
Lecture Notes?	33	4.8

General Chemistry Workshop Materials?	23	4.6
Blackboard Materials?	30	4.4
Peer Led Team Learning	20	4.2
<b>The information you were given</b>		
Explanation of how the class topics, activities, reading and assignments related to each other	31	4.5
Explanation given by the instructor of how to learn or study the materials	31	4.4
<b>Support for you as an individual learner</b>		
Interacting with the instructor during class	27	4.4
Interacting with the instructor during office hours	21	4.5
Working with peers outside of class (e.g. study groups)	24	4.4
Working with Peer Leaders in Workshop/Seminar	22	4.4
<b>As a result of your work in this class, what gains did you make in your understanding of each of the following areas?</b>		
<b>Class Content</b>		
Main Concepts	31	4.5
Relationships between the main concepts	31	4.4
<b>As a result of this class what gains did you make in the following areas?</b>		
<b>Skills</b>		
Problem solving?	31	4.2
Identifying patterns?	31	4.0
Making a logical argument?	31	4.0
<b>Class impact on your attitudes</b>		
Do you have a better appreciation for the field of chemistry and its applications?	31	4.5
Do you approach chemistry with more confidence?	31	4.5
Are you more likely to major in chemistry or continue studying chemistry as a compliment to your major field of study?	27	4.4
<b>Integration of your learning</b>		
Connecting key ideas with other knowledge	31	4.4
Using systematic reasoning to approach problems	31	4.3
Using a critical approach to information and arguments encountered in everyday life	31	4.2

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

#### **Notes about the survey:**

- Students participate voluntarily in this survey outside of class. The students are not required to answer every question on the survey. Students were given the opportunity to provide open response to many of the questions (not included in

this summary). The instructor only knows which students participated in the survey; the individual responses are blind.

- Based on the student response and the open-ended questions, students said the lecture notes, blackboard materials (ex practice exams, study guides, lecture outlines, etc.) and peer-led team learning (seminar) provided the most help to their success in general chemistry.
- Although the assessment values are positive (score ~4/5), many students commented on the pace of these classes being too fast. This is an ongoing challenge in teaching these courses. The instructor must balance the pace of the coverage with the quantity of course content required for student success on the ACS standardized exam (another previously mentioned method of student assessment used in the program).
- Laboratory experiments are constantly modified and substituted to improve the connection with the lecture portions of this class. Although the students responded that the labs provided “much help”, putting the conceptual part of the course into practice should be equally helpful to student learning as any other strategy.

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

## **II. Program Plan**

The Chemistry Department will continue to improve undergraduate course scheduling to include more daytime and evening classes, and to provide required courses at appropriate frequencies. The department will continue to build in the Graduate Program in Separation Science. Within five years, it is the goal of the Chemistry Department to establish graduate programs with emphases in Chemical Education and Environmental Chemistry and to strengthen the undergraduate curriculum in Environmental Chemistry. It is also the goal of the Chemistry Department to continue to develop in interdisciplinary directions through designing new courses and updating existing once and through improving its collaboration with the STEM programs in particular in the areas of Chemistry-Biology and Environmental Science.

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

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

- a. To maintain a curriculum meeting guidelines established by the Committee on Professional Training of the American Chemical Society (ACS).



- b. To step up the recruitment efforts for new students, and work out better strategies to retain and graduate existing students
- c. To maintain high academic standards across our curriculum, to insure success for our graduates in the chemical industry, at national laboratories, in graduate and professional schools, or when entering related professional fields.
- d. To continue to develop in interdisciplinary directions through designing new courses and improving existing ones through collaboration with the STEM programs, in particular, in the areas of Chemistry and Biology, and Environmental Science.
- e. To cater to our diverse pool of majors and minors by having as complete of a program as possible which offers courses and services to evening and summer school students.
- f. To strive to create a modern, pleasant, and professional teaching and research environment for faculty and students in the classroom, laboratory, and office.
- g. To actively support research activities of faculty working with undergraduate and graduate students.
- h. To encourage faculty to explore new teaching strategies and technologies.
- i. To take action and implement changes to the level and content of the individual Chemistry courses.
- j. To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment.
- k. To maintain and expand contacts and networks with local chemical industries to insure internships and employment for our students.
- l. To continue program assessment.

## **B. Program Plan requirements/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 will search for a tenure-track faculty in the Medicinal Chemistry. However, in order to reach the goals, we hope that the department will receive additional support staff and an additional tenure-track faculty line in the Bio/analytical Chemistry with emphasis in Separation Science

### **2. Students**

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

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

Purchase of state-of-art instruments

In house calibration and maintenance of small instruments

Service Contract and repairing state-of-art equipment

Role of Chemistry Department in the University wide policy on safety compliance.

## **III. Accomplishments**

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

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

**Ana Fraiman**, “The impact of Using Chem-Wiki (Web 2.0 technology) on student learning”. Proceedings of ICERI2010 International Conference in Education Research and Innovations, November 2010.

Edward Elliot and **Ana Fraiman**, “Using Chem-wiki to increase collaboration through Online Lab Reporting” J. Chem. Educ., 2010, 87 (1), pp 54-56.

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

**Stefan Tsonchev**, “Self-Assembly of Nanorods into Designer Superstructures: The Role of Templating, Capillary Forces, Adhesion and Polymer Hydration” presented a lecture and co-authored another lecture and a poster at the 42<sup>nd</sup> ACS Central Region Meeting in Indianapolis, Indiana, June 2011.

**Stefan Tsonchev**, “Self-Assembly of Nanorods into Designer Superstructures: The Role of Templating, Capillary Forces, Adhesion and Polymer Hydration”. presented an invited seminar at the Department of Chemistry, Illinois State University, April, 2011.

**Stefan Tsonchev**, “Self-Assembly of Nanorods into Designer Superstructures: The Role of Templating, Capillary Forces, Adhesion and Polymer Hydration”, presented at the First Annual Faculty Research Symposium at NEIU, November 2010.

**Ken Nicholson**, presented a lecture entitled “Environmental and Biochemical Applications of Scanning Probe Microscopy” at the First Annual Faculty Research Symposium at NEIU, November 2010.

**Ken Nicholson** attended and presented a lecture entitled, “Scanning Probe Microscopy of Bacterial Red Light Photoreceptors” at the 42<sup>nd</sup> American Chemical Society (ACS) Regional Meeting (June 2011, Indianapolis, IN).

**Ana Fraiman**, “The impact of Using Chem-Wiki (Web 2.0 technology) on student learning” ICERI2010 (International Conference of Education, Research and Innovation) 15-17 November 2010 Madrid, Spain ICERI2010 (International Conference in Education Research and Innovations). November 2010

### **3.Funded grants**

**Ana Fraiman**, Nancy Wrinkle, Jean Hemzacek, Laura Sanders, Pamela Geddes awarded the “**CREAR** collaboration and Retention in Environmental and Agricultural Research” (2010, \$290.00)

**John Albazi** and Richard Jordan (Chairman of Chemistry department at University of Chicago) have developed a partnership and on the NSF instrument proposal for the purchase of an Agilent 6530 accurate-mass quadrupole time-of-flight (Q-TOF) LC/MS system (grant Funded)

### **4.Service to academic organization , editorial boards**

**Ana Fraiman**, reviewer of the Journal of Chemical Education as well as Tetrahedron letters

**Veronica Curtis-Palmer** reviewed an article for the Chinese Journal of Chemical Engineering

**Veronica Curtis-Palmer** reviewed a textbook - Paula Bruice's Organic Chemistry 6th Edition

**John Albazi**, reviewer of the Journal of Chromatographic Science publication.

**Stefan Tsonchev** serves on the Editorial Advisory Board of ‘The Open Nanomedicine Journal’

**Stefan Tsonchev** served as a referee for the following journals: Journal of Physical Chemistry, Theoretical Chemistry Accounts, Journal of Adhesion.

**Ken Nicholson**, member on the research proposal review board for the Center for Nanoscale Materials at Argonne National Laboratories

**Ken Nicholson**, reviewer for the ACS publication, Langmuir

**Ken Nicholson** chaired a session entitled, “Environmental Issues in our Neighborhood” at the Albany Park Globalization Conference (April 2011, Chicago, IL). Ken Nicholson also organized a poster session and reception for this conference.

## **B. Student Achievements**

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

**Jacques Salibian** “Solid Acid Catalysts for Biodiesel Production- The Enabling Properties of Carbon-Based Materials” **MS Thesis Presentation** (May 2011), Dr. Veronica Curtis-Palmer Thesis Advisor

**Olayninka M. Hassan** “Isolation and Characterization of Anthocyanins from Blackberries Using Microwave Assisted Extraction and HPLC Analysis” **MS Thesis Presentation** (May 2011), Dr. Veronica Curtis-Palmer Thesis Advisor

**Balamani Sittampalli** “Stability-Indicating Method Development And Validation For Determination Of Metoprolol Tartrate In Raw Material And Finished Product Using Reversed-Phase Liquid Chromatography” **MS Thesis Presentation** (December 2010), Dr. John Albazi Thesis Advisor.

**Van Vu** “Stability - Indicating Method Development And Validation For Determination Of Lidocaine Hcl In Raw Material And Lidocaine Hcl Injections Using Reversed-Phase Liquid Chromatography” **MS Thesis Presentation** (May 2011), Dr. John Albazi Thesis Advisor.

**Maria Wahab**, “Stability-Indicating Method Development And Validation For Determination Of Amiodarone HCl In Raw Material And Cordarone Drug Product Using Reversed – Phase Liquid Chromatography” **MS Thesis Presentation** (May 2011), Dr. John Albazi Thesis Advisor.

**Muhammad Hameed**, “Stability-Indicating Method Development And Validation For Determination Of Milrinone Lactate In Raw Material And Finish Product Using Reversed-Phase Liquid Chromatography”, **MS Thesis Presentation** (May 2011), Dr. John Albazi Thesis Advisor.

**Malgorzata Gawedzka** and Ana Fraiman “Microwave-assisted Diels-Alder reactions in water medium catalyzed by zinc (II) chloride, a water-compatible Lewis acid.”, Denkwalter Lecture in Chemistry and Medicine, Poster Session, Loyola University, October, 2010.

**Sarah Vorpahl**, Ana Fraiman, **Mary Caffero**, & **Illona Goykhman**, Assessing collaboration through online reporting using Wikispaces, 21st BCCE, Aug ‘10, Denton, Tx

**Sarah Vorphal** and Ana Fraiman, “Assessing Collaboration Through Online Learning Using Wikispaces” October, 2010(SACNAS) Conference in Anaheim, CA

**Mary Caffero**, Ana Fraiman, ICERI2010(International Conference of Education, Research and Innovation)15-17 November 2010 Madrid, Spain ICERI2010(International Conference in Education Research and Innovations). November 2010

**Liweza Yalda** and Ana Fraiman Introducing e-course management NOC module for research data collaboration. Beta Beta Beta 2010 Biennial National Conference May 19-23, Durango, Colorado.\* Omega Xi, Northeastern Illinois University

**Matthew Deisinger, J. J. Mulliken, Sumitra Gurung, Steve Ryan, Jeny Semoon, Kristen Veldman,** Pamela Geddes, Kenneth T. Nicholson, Aaron Schirmer, and Ken M. Voglesonger “Effects Of Gasoline Additives On Aquatic Systems In Lake Michigan Harbors: A Biogeochemical Study”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Blaire Sorenson, Francisco Lagunas, Michael Trenary** (Department of Chemistry, University of Illinois at Chicago), and Panchatapa Jash\*, University of Illinois at Chicago “Synthesis And Characterization Of Nickel Catalyzed Boron Nanostructures”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Adelf Alvarado,** John Albazi\*& Kimberly Sanborn” Method Development For The Assay Of Gatifloxacin In Tequin Injectable Pharmaceutical Using Reversed-Phase Liquid Chromatography”, NEIU19th Annual Student Research & Creative Activities Symposium

**Muhammad Hameed** and John Albazi\*, “Stability-Indicating Method Development And Validation For The Determination Of Milrinone Lactate In Raw Materials And Pharmaceutical Drug Products, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Maria Wahab** and John Albazi, “Stability-Indicating Method Development And Validation For Determination Of Amiodarone Hcl In Pharmaceutical Drug Products”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Alexandra C. Sakols, Sarah M. Vorpahl, Max S. Goldmeier,** Emina A. Stojković, Stefan Tsonchev, Kenneth T. Nicholson, “Determining Light-Induced Quaternary Structural Changes In Photoreceptors”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Max S. Goldmeier, Alexandra C. Sakols, Huong Le, Anna Gawedzka,** Kenneth T. Nicholson, Stefan Tsonchev, Emina A. Stojković, “Quaternary Architecture Of A Bacterial Photoreceptor As Revealed By Scanning Probe Microscopy”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Sarah M. Vorpahl, Alexandra C. Sakols, Max S. Goldmeier,** Dr. Emina A. Stojković, Stefan Tsonchev, Kenneth T. Nicholson, “First Nanoscale Characterization Of Unique Bacterial Photoreceptor In The Light-Adapted State”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

Nawaf Habib, **Ganesh Sitaramalli,** John Albazi, Sue Mungre\*, “Methylglyoxal Causes Apoptosis Of Pc12 Cells Via Oxidative Damage”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Steven Ocampo, Ganesh K. Sittampalli,** Nawaf Habid, John J. Albazi and Dr. Sue Mungre, “Determination Of Glutathione In Pc-12 Cells Under Oxidative Stress Conditions Using A Validated Liquid Chromatographic Method”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**John T. Dao** and Ana Fraiman, “Moodleroom: Educational & Collaborative Gains”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Gayatri Thati** and John Albazi, “Role Of Dry Lab Simulation In Reversed-Phase Gradient Elution Technique”, NEIU19th Annual Student Research & Creative Activities Symposium at NEIU April 2011

**Max Goldmeier, Alexandra Sakols, Huong Le, Anna Gawedzka**, Emina Stojkovic, Stefan Tsonchev, and Ken Nicholson, “Scanning Probe Microscopy of a Red Light Photoreceptor on Gold and Mica Surfaces”, SCSE Summer Research Symposium (Fall 2010)

**Matthew Deisigner, Steven Ryan, JJ Mulliken, Sunitra Gurung, Jeny Semoon, Kristen Veldman**, Pam Geddes, Ken Nicholson, Aaron Schirmer, and Ken Voglesonger, “Identification and Quantification of Gasoline Additives in Lake Michigan Harbors” SCSE Summer Research Symposium (Fall 2010) and the NEIU Student Research Symposium, (Spring 2011)

**Steven Ryan, Matthew Deisinger**, Pam Geddes, Ken Nicholson, Aaron Schirmer, and Ken Voglesonger, “Identification and Quantification of Gasoline Additives in Lake Michigan Harbors”, SCSE Summer Research Symposium and the national SACNAS Conference in Anaheim, CA (Fall 2010)

**Sunitra Gurung, Jeny Semoon**, Pam Geddes, Ken Nicholson, Aaron Schirmer, and Ken Voglesonger, “Effects of Gasoline Additives on Aquatic Biota in Lake Michigan Harbors: A Behavioral Study on *Daphnia Magna*”, SCSE Summer Research Symposium and the national SACNAS Conference in Anaheim, CA (Fall 2010)

**JJ Mulliken, Kristen Veldman**, Pam Geddes, Ken Nicholson, Aaron Schirmer, and Ken Voglesonger, “Presence, Distribution, and Potential Sources of Gasoline Additives in Lake Michigan Recreational Boat Harbors”, SCSE Summer Research Symposium and the national SACNAS Conference in Anaheim, CA (Fall 2010)

**Max Goldmeier, Alexandra Sakols, Huong Le, Anna Gawedzka**, Ken Nicholson, Stefan Tsonchev, and Emina Stojkovic, “Quarternary Architecture of a Bacterial Photoreceptors as Revealed by Scanning Probe Microscopy” SCSE Summer Research Symposium (Fall 2010), national SACNAS Conference (Fall 2010), regional SACNAS Conference (Spring 2011), and the regional ACS Conference (Spring 2011)

**Sarah Vorpahl, Alexandra Sakols, Max Goldmeier, Anna Gawedzka**, Emina Stojkovic, Stefan Tsonchev, and Ken Nicholson, “First Nanoscale Characterization of Unique Bacterial Photoreceptors in the Light Adapted State” SACNAS Regional Conference (Spring 2011)

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

**Umesh Chaudhary**, Outstanding Chemistry Department Achievement Award in Analytical Chemistry

**Alexandra Sakols**, Outstanding Chemistry Department Achievement Award in Physical Chemistry

**Sean Skomurski**, Outstanding Chemistry Department Achievement Award in Organic Chemistry

**Dong Hyuk (Daniel) Suh**, Outstanding Chemistry Department Achievement Award in General Chemistry

**Anna Gawedzka**, accepted to the Ph.D. program at Cambridge (Cambridge, UK)

**Gosia Gawedzka**, accepted to the M.S. program in Pharmacology at Oxford University (Oxford, UK)

**Ian Karall**, accepted to the Pharm.D at Roosevelt University (Chicago, IL) in Fall 2011

**Huong Le**, accepted to the Doctor of Dentistry degree at The Ohio State University (Columbus, OH) in Fall 2011

**Linh Le**, accepted to the Nursing degree at the University of Illinois (Chicago, IL) in Fall 2011.

**Susan Lopez**, accepted to the graduate program at the University of Illinois (Chicago, IL) in Fall 2011 designed to prepare students for medical school (at UIC).

**Ariadna Martinez**, accepted to the Pharm.D. program at DePaul University (Lincoln Park Campus) in Fall 2011

**Evan Moosh** left Monosol Rx (Portage, IN) to join Abbott Laboratories

**Madzida Mehremic** left Monosol Rx to join Celgene pharmaceuticals.

**Adelf Alvarado** joined AVA Incorporated

**Sarah Vorpahl** completed an NSF-REU Summer Research Fellowship at The University of Chicago (Summer 2010) working with Prof. Steven Sibener.

## **C. Alumni News**

**Steven Jerome** is pursuing a Ph.D. in Chemistry at Columbia University (New York, NY) after transferring from The University of California at Los Angeles (UCLA). He has recently been awarded a prestigious fellowship from the National Science Foundation (NSF).

**Ganish Sittampalli** left Bio-Technology, Inc. to join Merz-Aesthetics (Franksville,WI).

**Abdul Bottos** left Baxter Healthcare to join Scelgene Corporation as a principle scientist.

**Ryan Pritzlaff** joint Emergent Bio (Michigan)

**Richard Tyler** left Akron Inc. to join Medline pharmaceuticals

**Md Shaheedul Alam** left Morton Grove Pharmaceutical, Inc. to join Qualitiest Pharmaceuticals (Huntsville, Alabama)

**Muhammad Aamir** left Optimum Nutrition to join Morton Grove Pharmaceuticals.

**Balamani Sittampalli**, works as Research Associate at VA Medical Center (Bedford, MA).



# COMMUNICATION, MEDIA & THEATRE

## **Annual Report 2010-2011**

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

#### **Executive Summary**

The 2010-2011 academic year in the Department of Communication, Media and Theatre was full of activity, the pursuit of curricular revisions, and a great deal of attention to the Department's IBHE program review and Self-Study Report. And throughout this process, we continued to celebrate the opportunities and demands of our dynamic and constantly developing disciplines. With a focus on integrating technology and liberal arts into a future-oriented curriculum, our multidisciplinary program reflects the changing social, cultural and political landscape of a 21st century global environment. We prepare students to enter the workplace with the theoretical knowledge and practical skills for professional success and personal gratification. We continue to stress the many ways that our three areas of study support student success, professional development, and preparation for the workforce: through faculty-directed internships, service-learning experiences, and practical experiences in our technical theatre and media production classes. Moreover, our Program seeks continued responsiveness to the academic needs and professional demands facing students in the contemporary workplace. This year, like those before it, was also characterized by ongoing faculty engagement, significant scholarly productivity and service, and student/alumni achievements.

The Communication, Media and Theatre Program has shown significant growth over the last 8 years, with undergraduate majors more than doubling in number (from 114 majors in 2003 to 314 enrolled in Fall 2010). Undergraduate minors increased substantially as well (from 89 in 2003 to 156 in 2007), for an increase of 116%. But with the elimination of NEIU's minor requirement in 2008, CMT's numbers (like those of most programs) dropped to 85 minors (across our three minor programs) enrolled in Fall 2010. Enrollment in our graduate program has stabilized at an average of 27-30 active graduate students over the last five years (NEIU Office of Institutional Research), after nearly tripling between 2002 and 2007. In 2010 there were 72 B.A. degrees and 12 M.A. degrees conferred in Communication, Media and Theatre (NEIU Office of Institutional Research). Additionally, CMT is very proud to report that in 2010 the program ranked as one of the top 10 majors at NEIU.

The Department is pleased to have been given an opportunity to conduct a search in the Media area during the 2010-2011 academic year, and as a result, we welcomed a new faculty member, Shayne Pepper (Ph.D., North Carolina State University), in the area of

new media with an emphasis on gender and media. We look forward to Dr. Pepper teaching courses at the introductory and advanced undergraduate level, along with developing/teaching media courses at the graduate level. We also anticipate Dr. Pepper's active involvement in the CMT Department and NEIU community.

## **Program Accomplishments**

### Stage Center Theatre

The Department is pleased to offer four Main Stage and two Studio Series productions each year, two summer theatre productions each year, and two Children's Theatre productions each year (which alone bring hundreds of public school children to NEIU each semester).

CMT's Theatre area continues to expose students to all aspects of theatre, introducing them to the technical, organizational and management skills needed for success in the theatre industry, and to the conceptual and artistic elements necessary to understand the theatre field. Continually energizing the program is the fact that in 2010, for example, CMT involved approximately 280 students in every aspect of theatre production –from technical and management work to acting, via the Stage Center Theatre's Main Stage, Studio Series and Children's Theatre (reflecting an increase from 250 students involved with stage production the previous year).

The Theatre area also continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the arts. The Theatre curriculum and its related stage productions are important not only as valuable "hands-on" experience for our students, but also as community outreach. So despite our limited resources, more shows than ever before are being produced via the Stage Center Theatre's Main Stage, Studio Series, Children's Theatre, and Summer Theatre, and we have reached a combined audience of approximately 4,700 for the last two years.

### "North by Northeastern" Media Festival

CMT continues to produce the annual "North By Northeastern" Video Festival, which in Spring 2011 included 31 short video works by NEIU students and alumni, which played to a standing-room-only audience, and which last spring added audio productions to the event. Chicago is home to many festivals, and for now NXNE entrants are limited to NEIU students, staff and alumni. But we look forward to looking at ways to grow this festival in ways that celebrate creative work and help us strengthen our community outreach and involvement.

### Interdisciplinary Initiatives

#### *CMT Documentary Video Production & NEIU Globalization Conference*

CMT's Video Production Workshop (CMTM 362) class collaborated during Spring 2011 with the Department of Sociology and Professor Susan Stall, in producing documentary videos for the NEIU *Globalization in Our Backyard Conference*. Video Production Workshop students made a series of videos as part of the program "Flavors of Albany Park," which showcased the diversity of the Albany Park neighborhood through the provocative lens of food. The Video Production Workshop students also produced

documentaries about youth activism, survival in a low-wage economy, and Albany Park's new sculpture park and healing garden.

### CASEP

The CMT Department continued its participation and commitment to the College of Arts and Sciences Education Program (CASEP), which is a pre-service education program for full-time, first- and second-year students, and which employs a cohort model, team teaching, community initiatives, professional development, field experiences and a laboratory school setting, in order to enhance pre-teacher retention and to produce high quality teachers. CMT's involvement in the CASEP program continues to be achieved through its offering of CMT's linked General Education courses, *Introduction to Communication* (CMTC 100) and *Introduction to Theatre* (CMTT 130), as well as its core CMT course, *Fundamentals of Communication* (CMTC 101), which are all taught by CMT faculty.

### CMT/Redmoon Theatre Course

This year CMT offered for the first time a course that reflects the collaboration between The CMT Department and Chicago's Redmoon Theatre. The course, *Integrating the Arts Across the Disciplines: Art as a Tool for Teaching and Training* (CMTT 392), is an interdisciplinary course offered to students in NEIU's College of Arts and Sciences, College of Business and Management and College of Education. The course uses project-based learning as a way of exploring, integrating, and enhancing the academic disciplines of math, science, social studies, as well as the language arts. The course focuses on using creative inquiry and methods to develop leadership skills and strategies for the workplace. Using the successful CASEP laboratory model as a guide, this course encourages students to integrate communication skills, artistic experience and technology. Through fieldwork experience, NEIU students practice and demonstrate skills in collaboration, project management, and innovative teaching and training techniques. Feedback from its first Spring 2011 offering suggests that the CMT/Redmoon Theatre course promises to be an important interdisciplinary initiative. Thus, consideration of its long-term relationship to the CMT Program is underway (e.g., interest in the course offering within the CMT graduate program).

### Elementary and Secondary Education Endorsements in Theatre

In Spring 2011, CMT developed endorsement tracks for elementary education (18 cr.) and secondary education (24 cr.) in Theatre. The re-establishment of these endorsements reflects CMT's work with the College of Education to provide additional tools for training teachers, as well as a multidisciplinary experience for students between the College of Arts and Sciences and College of Education.

### Community Partnerships

For the past five years, the CMT Department has had a robust and growing relationship with Chicago Public Radio (WBEZ, 91.5 F.M.), its local NPR affiliate. CMT was a co-sponsor of the 2010 Third Coast International Audio Festival and Audio Educators' Breakfast, and via our journalism faculty, we continued the connection to Vocalo, a separate station and website under the auspices of Chicago Public Media (the parent entity), which targets a younger and more diverse audience demographic. CMT

students subsequently have interned and volunteered at Vocalo and received mentorship from various members of the Vocalo staff.

### Professional Development Opportunities for CMT Students

CMT students have secured internships at numerous locations, some of which include: WTTW, WGN, KBCTV Chicago (Channel 41) and NBC Chicago. Our students have also interned in television production with Answers Media, in web/media research and design with American Boomer Group, and in promotions with FM 95 (WIIL Rock). In Theatre, our students have secured internships and employment at locations such as: Steppenwolf Theatre, the North Shore Center for the Performing Arts, Civic Light Opera and Casa Central Theatre Development Program.

### Program/Curriculum Development

This year CMT made important strides in the area of program development, specifically with the creation of *Media Law and Ethics* (CMTM 379) and *Community Media* (CMTM 368), courses that are additional steps toward the development of a minor in Journalism, as well as *Mediated Communication* (CMTM 300) and *Television Genres*, which are both slated for offering in 2012. The development of a new First Year Experience (FYE) course in media production, *Chicago: One Pixel at a Time* (CMTM 109A), is also an important curricular development, and we are pleased that it is being offered for the first time in Fall 2011.

In all, CMT achieved its goal of making important revisions to our curriculum (e.g., course prerequisite and name changes), to the CMT website (including an update in our website address), new course development, and a new four-year course rotation that reflects planning from 2012-2016.

### Awards

Tony Adams received an Honorable Mention, Distinguished Dissertation Award, International Congress of Qualitative Inquiry (May 2011) and a Best Book Chapter Award, Ethnography Division, National Communication Association (November 2010).

### **Faculty Engagement and Student Success**

Each year, the work of CMT Department faculty reflects active involvement in their areas of study and dedication to serving the University, their disciplines, and their communities. A specific enumeration is presented in the Accomplishments section of this report of CMT faculty teaching, research/creative activities, as well as service to the Department, College, University, academic and professional organizations, and the community at large. We also appreciate that CMT faculty continue to serve with a number of NEIU constituencies, such as Faculty Senate, the Faculty Council on Academic Affairs, the College of Arts and Sciences Academic Affairs Committee, and the NEIU chapter of the University Professionals of Illinois. Further, CMT faculty participated in the important work of the General Education and Shared Governance Task Forces, University Honors Board, and Global Studies and International Programs Advisory Committees. CMT faculty regularly hold offices in professional, local/community and state organizations, serve on professional editorial boards and as manuscript reviewers, facilitate professional workshops, and chair and/or have

leadership roles in various community organizations. It is important to note that CMT instructors also regularly publish, direct and/or perform in professional theatre and media productions. Finally, the CMT Department is pleased to highlight some of the achievements of our students and alumni in the Student Achievements section of this report.

## **I. Program Assessment:**

### **A. Assessment Overview**

The process of assessment in the Department of Communication, Media and Theatre involves input from teaching and technical faculty, current and prospective students, as well as alumni and administrative staff, using both formal and informal mechanisms. Because assessment is conducted from various vantage points within the program, assessment is not a singular, monolithic process. Rather, it is an ongoing process of perspective taking, information gathering, and results-oriented activities – with a focus on student recruitment, retention, and degree completion.

We place primary emphasis on the following assessment goals in seeking the greatest level of program effectiveness and efficiency:

- Meeting the expectations established for programs within our disciplines
- Increasing the efficiency of the administration of our program
- Affirming, developing and modifying program curriculum to support learning outcomes and student achievement
- Meeting the advising and professional development needs of our students as they prepare to meet the demands of a competitive 21st century global job market or advanced academic/professional study

### Curriculum

There is significant and ongoing consideration in the Communication, Media and Theatre Program of our mission, program goals and program outcomes, with close attention to national and disciplinary trends. The following variables are emphasized:

- Student progression through the undergraduate and graduate program curriculum (introductory to intermediate and advanced courses)
- Rotation of required courses for graduation and frequency of elective options for time-to-degree
- Understanding of the necessity of theory and research methods in the undergraduate and graduate curriculum
- Consistency of General Education and core course requirements
- Required practicum experiences and opportunities
- Maintenance of appropriate class size to curriculum and instruction needs (e.g., for performance, production, intensive writing/reporting classes, and practicum/internship courses)

Taken together, the emphasis on curriculum development reflects an effort to offer our students greater options and flexibility in their course of study, to provide a curriculum that develops transferrable job skills, to achieve greater consistency in admission to the CMT graduate program, and to draw on new faculty abilities and interests. During each year of curricular review and development, the changes have been reviewed in terms of the extent to which they provide a richer learning experience for students enrolled in our undergraduate and graduate program and greater recruitment for these programs.

For example, in the 2010-2011 academic year, we reviewed major changes to the CMT major and Media Minor (effective Fall 2009), in terms of how well the program is responding to the demands of the new requirements, including the University's Writing Intensive Program (WIP) requirement. In 2008, CMT began offering its WIP course, *Theories of Communication, Media and Theatre* (CMTC 200), and in 2009 the course also became a degree requirement for the CMT major. Our consideration of this course requirement has primarily focused on the following: 1) the number of sections needed to respond to student demand for the course; 2) additional advising needed to assure that students understand and meet the WIP requirement in a timely manner; and 3) assessment of the writing course curriculum in relation to University and Program goals.

### **B.Student Feedback Survey**

In Fall 2010, a survey was administered to CMT students in order to solicit feedback from a broad base of Program majors, and as a comparison piece to the NEIU Survey of Baccalaureate Graduates in Communication, Media and Theatre (2005-2009). The NEIU Survey identifies students one year out of the program, whereas CMT's Fall 2010 survey identified current students with 90 or more credit hours, as its sample. It is our intent to administer this survey each year for the next five years, and then to review the effectiveness of this instrument.

### Findings

The findings reflect an overall positive response to the CMT Program's ability to cultivate interpersonal and professional communication skills, and to prepare them for critical thinking, public speaking, and professional work.

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

The Department of Communication, Media and Theatre has the following mid-term and long-term goals, program requirements and/or projected needs, many of which are ongoing and regularly articulated:

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

#### Program Development

In the coming year, the CMT Department will begin developing its next three-year program plan, specifically in response to our 2010-2011 program review, Self-Study, and External Reviewer report. We have just completed the final year of our four-year course rotation plan (2007-2011), and in the coming year we will implement our newly developed course rotation for 2012-2016.

CMT continues to work toward the development of a Journalism minor and to consider this area of study in terms of student demand, staffing, existing journalism course offerings, course rotation needs, and other feasibility issues. An important step in this direction was the Spring 2011 development of the *Community Media* (CMTM 368) course, which is slated for offering in Spring 2012. We will also consider the development of a Minor in Communication that could be offered in conjunction with the CMT major, and which would provide opportunities for an even greater depth of offerings within the Communication area. This particular curriculum development has been the result of several years of Department dialogue about the importance of offering individual minors in Communication, Media and Theatre to students who want to further emphasize *any one of our three areas*. The existing CMT minor will continue to provide an overview of the CMT curriculum for students seeking the same multidisciplinary program of study we have offered for years.

Longer-term program initiatives include trying to offer CMT students additional practicum or experiential learning opportunities for CMT students to our current options of practicum credit through Theatre production work and Media Lab tutoring. We also plan more active encouragement of international experiences through study abroad and exchange programs. With CMT faculty already having participated in past NEIU international collaborations, and CMT faculty currently participating on NEIU's Advisory Council on International Programs, the development of additional international opportunities would enhance interdisciplinary exploration among NEIU students and enrich students' experience in the CMT Program.

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

#### Program Advising

We are constantly seeking new ways to meet the ongoing advising needs of CMT students by providing guidance, program information and planning. Given NEIU students' high rate of employment while pursuing their studies, we find it critically important to communicate course rotation and program planning to our students. This is also an effort to respond to time-to-degree concerns by students across the University. As one of several initiatives, we look forward to using CMT's new online degree audit, which became available in late Summer 2011. We expect the online degree audit to increase the accuracy and efficiency of program advising, and graduation application process by CMT majors. And as always, strong curriculum, attractive course offerings, careful scheduling and intentional advising are all best practices for encouraging the recruitment, enrollment and retention of CMT students.

### Recruitment, Enrollment and Retention

CMT recognizes the need to continually innovate in the area of recruitment, enrollment and retention. We plan to continue our publishing campaign of brochures and other printed materials that promote the Program, course offerings, and learning experiences (e.g., practicum experiences, service learning, and artistic/creative work). Likewise, additional correspondence with new and/or transfer students will be helpful in inviting prospective students to learn about the Program. We also realize the importance of encouraging the recruitment of CMT majors/minors who are currently involved in student media at NEIU, such as *The Independent* and WZRD. One possible way to build stronger relationships with these students is to develop practicum opportunities through their work with these organizations.

Related, we will continue to send our yearly mailing of Stage Center Theatre and theatre education brochures to counselors and teachers at high schools from which many NEIU students graduate. We will also continue to recruit via the Children's Theatre Workshop, whose student productions bring an average of 20 Chicago-area elementary and middle schools (including about 1800 students and teachers) to NEIU each year, by including these schools in our yearly mailing list. Likewise, CMT will focus more on alumni relations. For example, in an effort to encourage and maintain relationships with our students and alumni, this year CMT resumed publication of the Department's *ComMuniTy* newsletter. An alumni event is also planned for Fall 2011.

We also anticipate that ongoing revisions to the Department's web page will enhance our effectiveness and increase the number of students who seek information from this site. We hope to use the Department website more intentionally to make announcements, provide updates, offer schedule previews, and regularly communicate with our students and other interested audiences. The creation of a Department Facebook page and Twitter account are also attempts to use new media technologies to encourage our alumni community to stay interested and invested in the CMT Program.

### **B. Program Plan Requirements/Projected Needs:**

#### Overview

Based on the identification of ongoing program needs, disciplinary changes, and the social and economic circumstances facing the University and higher education generally, the following are important resource issues facing the CMT Program:

#### Faculty/Instruction

Despite our hire in the media area this year, significant faculty losses in the theatre area have had a significant impact on the entire Program. We have never had the opportunity to respond to multiple retirements in theatre, which reduced our theatre faculty from six to two (one who will retire in the coming year). Thus, we are pleased to be conducting a search for a new tenure-line theatre position in the 2011-2012 academic year.

Looking forward, it is vital that we consider the future of this area. We have a vibrant and well run Theatre, which contributes meaningfully to the University and surrounding



community. Equally important is that the Theatre prepares students to meet current workforce needs through hands-on training, teamwork and production experience, which are all highly transferrable to numerous fields. However, even with a new hire in the theatre area, there will still be only two tenure-line faculty doing the work that six faculty members used to accomplish—keeping up with increased enrollment, meeting the program demands of offering a Theatre minor, and addressing the advising needs that accompany these positive developments.

In the meantime, our theatre area continues to be supported by our highly capable, but part- or full-time instructors, making curriculum development, long-range planning and recruitment in this area fall to a limited number of faculty. And while the Stage Center Theatre has been able to produce more shows than ever before, the demands of managing such an active program are significant.

So while a new hire in theatre this year will allow CMT to meet its curricular needs (at both the undergraduate and graduate level), additional tenure-line faculty in this area will help us sustain program growth and determine the direction of our curriculum as we move forward.

#### Administrative Staff

A steadily growing number of CMT students, a large faculty body, and our multifaceted program structure have long necessitated that the CMT Department employ at least two full-time administrative staff members. We have struggled to meet these demands with the same administrative staff that the CMT Department employed when it was nearly half its current size. Thus, we are pleased to hire this fall an additional administrative staff member, which will assist us in meeting our constantly growing student and faculty needs.

#### Technical/Business Management Staff

Production in the Stage Center Theatre's Main Stage, Studio Series, Summer Theatre and Children's Theatre requires additional support personnel in the form of technical/business management staff. This person could contribute technical expertise (e.g., design) and/or handle such tasks as box office management, publicity and accounting. With the number of performances each year and the number of students involved in the each of those productions, a third technical staff member would expedite and enhance this important work.

#### Equipment and Technology

Ongoing technical support for the E112 Media Lab will continue to be an issue over the next few years in order to meet the programmatic needs and student demand for this space. These needs include general maintenance of the facility, as well as essential upgrades of instructional equipment and software to assure that technology in the Lab remains current. Related, we will need support for equipment and software that facilitates developments in our new audio production curriculum, TV studio production, and film instruction for media students.

### Infrastructure and Outreach

Despite the postponement of the New Theatre Development Project, there remains tremendous need to renovate the Stage Center Theatre space, which is vital to the theatre curriculum, the work of the Stage Center Theatre, and the recruitment and development goals of the CMT Program as a whole.

We are pleased to report recent repairs to the F-Wing, including flooring and seat replacement in the Stage Center Theatre, flooring in the F-109 classroom and external hallway, and the installation of a backstage lavatory.

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

In the meantime, CMT will continue to pursue grant support, community outreach, and fundraising opportunities that promote our program initiatives, including structural developments in the Stage Center Theatre area. Despite the lack of funds to pursue this project, it is worth reiterating that structural development in the F Building would have an overall positive impact on the CMT Program– providing infrastructure, space, and technology that would support ongoing theatre area growth, media area expansion (via the Black Box studio originally included in the New Theatre Development Project), and the arts at NEIU.

## **III. Accomplishments**

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

#### **Antaramian, Anna**

- Director (June/July 2010). My Sister Eileen, NEIU's Stage Center Theatre.
- Director (July/August 2010). Hay Fever, NEIU's Stage Center Theatre.
- Director (November/December 2010). Around the World in 80 Days, NEIU's Stage Center Theatre.
- Producer (Summer Season 2010). Two plays for NEIU's Stage Center Summer Theatre.
- Producer (Academic Season, 2010-2011). Eight plays for NEIU's Stage Center Theatre

#### **Higginbotham, Rodney**

- Director (February/March, 2011). Emma's Child at NEIU's Stage Center Theatre.
- Creator/Webmaster. The Theatre Ephemera website  
<http://www.neiu.edu/~rghiggin/ephem/Ephemera.html>

## **Mun, Seung-Hwan**

- Mun, S. (2011). American television market. *Biannual Report on Broadcasting Business*. Seoul Broadcasting System.

## **Rubinowitz, Edie**

- Rubinowitz, E. Producer/Reporter/Narrator (December 15, 2010). “When I Grow Up I Want to Be an Old Woman.” Short documentary about centenarian knitters’ club, aired on WBEZ 91.5 F.M., Chicago Public Radio.

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

### **Adams, Tony**

Adams, T. E. (2011). *Narrating the Closet: An Autoethnography of Same-Sex Attraction*. Walnut Creek, CA: Left Coast Press.

### **Moran, Cyndi**

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

Documentary presented at the following International and National Film Festivals:

- Saulieu Cajun & Zydeco Music Film & Food Festival, Burgundy France, August 2010.
- Screened International Documentary Film Festival Amsterdam, October 2010.

Moran, Cyndi (Editor). (2010). *CCUSA: A Time to Think and Act Anew*. [Motion picture]. Washington D.C: Catholic Charities U.S.A. Documentary presented at the following venues:

- Premiered at CCUSA Centennial Convention Fall 2010
- Used internationally for advocacy, via website and at events

Moran, Cyndi (Editor). (2010). *CURE 2010: The State of Research*. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy). Documentary presented at the following venues:

- Presented in New York, hosted by Michael Bloomberg, October 2010
- Presented in Boston
- Used internationally for advocacy, via website and at events

Moran, Cyndi (Editor). (2011). *CURE 2011: A Focus on Families*. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy) Documentary presented at the following venues:

- Presented in Chicago June 2011, hosted by Joe Biden
- Used internationally for advocacy, via website and at events

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

**Adams, Tony**

Wight, J. & Adams, T. E. (2010). Coming out in everyday interaction. In J. Manning, C. Noland, & J. MacLennan (Eds.), *Case Studies of Communication about Sex*. Newcastle, UK: Cambridge Scholars Publishing.

Ellis, C., Adams, T. E., & Bochner, A. P. (2010). Autoethnografie [Published in German]. In G. Mey & K. Mruck (Eds.), *Handbuch Qualitative Forschung in der Psychologie* (pp.345-357). Wiesbaden: VS Verlag/Springer.

Adams, T. E. & Moreno, G. (2011). Sexual orientation and race. In M. Z. Strange, C. K. Oyster, & J. G. Golson (Eds.), *The Multimedia Encyclopedia of Women in Today's World*. Thousand Oaks, CA: Sage.

Adams, T. E. (2010). Social constructivist approach to personal identity. In R. L. Jackson, R. C. Arnett, J. Bryant, J. H. Rolling, C. D. B. Walker, & M. Western (Eds.), *Encyclopedia of Identity* (pp. 739-742). Thousand Oaks, CA: Sage.

Adams, T. E. (2010). Global village. In R. L. Jackson, R. C. Arnett, J. Bryant, J. H. Rolling, C. D. B. Walker

**Bell-Jordan, Katrina**

Bell-Jordan, K. E. (2011). Constructions of black masculinity in popular magazines. In Jackson, R. L. & Hopson, M. (Eds.), *Masculinity in the Black Imagination: Politics of communicating race and manhood*. New York: Peter Lang Publishing.

**3. Articles and Abstracts, Local Exhibitions or Performances****Adams, Tony**

Ellis, C. Adams, T. E. & Bochner, A. P. (2011). Autoethnography: An Overview. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 12(1). <http://nbn-resolving.de/urn:nbn:de:0114-fqs1101108>

Adams, T. E. & Holman Jones, S. (2011). Telling stories: Autoethnography, queer theory, and reflexivity. *Cultural Studies ↔ Critical Methodologies*. 11, 108-116.

Adams, T. E. (2010). Why “Video Killed the Radio Star”: Teaching “The Medium is the Message.” *Communication Teacher*, 24, 146-149.

**Rubinowitz, Edie**

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

**4. Conference Presentations, Group Shows****Adams, Tony**

Adams, T. E. (2011, May). Finding joy in autoethnography. Seventh International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2011, April). Everyday LGBTQ mentoring: The politics of informal, unsolicited conversations. Central States Communication Association, Milwaukee, WI.

Adams, T. E., & Berry, K. (2011, April). Disruptions of masculinity: The performance of food, fat, and fetish. Central States Communication Association, Milwaukee, WI.

Adams, T. E. (2011, April). Frames of homosexuality: *Los Angeles Times'* coverage of California's Proposition 6 (1978) and Proposition 8 (2008). Central States Communication Association, Milwaukee, WI.

Berry, K. & Adams, T. E. (2010, November). Size matters: Unfolding the discursive rolls of gainer culture. Ethnography Division. National Communication Association. San Francisco, CA.

Adams, T. E. and Ellis, C. (2010, November). An autoethnographic, relational exploration of gay identity. National Communication Association, San Francisco, CA.

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

Bell-Jordan, K. E. (2010, November). Equipment for living and popular culture: The good, the bad, and the ugly. Panel chair at the annual meeting of the National Communication Association, San Francisco, CA.

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

Mun, S. (2011). The Conception of Authorship in Pre-modern China. Paper to be presented at the 2011 Annual Conference of AEJMC, St. Louis, MO.

### **Potee, Nanette**

Potee, N. (2011, April). R-E-S-P-E-C-T: Investigating Workplace Bullying, Emotional Tyranny, Incivility and Culture in the Workplace. Invited Respondent at the annual meeting of the Eastern Communication Association, Arlington, VA.

### **Rubinowitz, Edie**

Rubinowitz, E. (November, 2010). A Period Between Love and Hate. Top Ten Great Idea in Teaching (GIFTS). Presented at the annual meeting of the National Communication Association, San Francisco, CA.

Rubinowitz, E. (April, 2011). Audio Documentary in the Age of This American Life. Presented at the Broadcast Educators Association conference, Las Vegas, NV.

Rubinowitz, E. (April, 2011), *Chicago's Global Immigrants: Beyond the American Dream* documentary excerpts. Presented to the "Top Original Media Submissions Panel" at the Central States Communication Association, Milwaukee, WI. [Originally produced in 2009 for "Chicago Matters" documentary series and aired on Chicago Public Radio's award-winning *Worldview* program (WBEZ 91.5 F.M.)]

## **5. Invited Lectures/Presentations:**

### **Adams, Tony**

Adams, T. E. (2011, March 28). Narrating the closet. University of South Florida, Tampa, FL.

## **6. Service:**

Academic/Professional Organizations, Editorial Boards

### **Adams, Tony**

- Editorial Board Member, *The Qualitative Report* (July 2010-Present)
- Editorial Board Member, *Kaleidoscope: A Graduate Journal of Qualitative Communication Research* (March 2006 –Present)
- Guest Editorial Board Member, *Communication Studies* (February 2011-Present)
- Guest/ad-hoc reviewer: *Sociology of Sport Journal* (6/11); *Humanities and Technology Review* (3/11); *International Journal of English and Literature* (3/11); *Liminalities* (1/11); *Health Communication* (9/10); *Journal of Family Communication* (6/10); *Qualitative Inquiry* (9/10); *Cultural Studies* ↔ *Critical Methodologies* (9/06, 9/07, 1/11)
- Chair, Book Chapter Award Committee, Ethnography Division, National Communication Association (December 2010-Present)
- Chair, Sexual Orientation and Gender Identity Caucus, Central States Communication Association (April 2010-Present)
- Site Coordinator, National Research Tour for Orbe, M. P. (2011). *Communication Realities in a “Post-Racial” Society: What the U.S. Public Really Thinks about Barack Obama*. Lanham, MD: Lexington Books.

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

- Editorial Board Member, *Critical Studies in Media Communication* (2007-present)
- Editorial Board Member, *Women’s Studies in Communication* (2000-present)
- Site Coordinator, National Research Tour for Orbe, M. P. (2011). *Communication Realities in a “Post-Racial” Society: What the U.S. Public Really Thinks about Barack Obama*. Lanham, MD: Lexington Books.

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

- Reviewer, Mass Communication Division, International Communication Association
- Reviewer, Communication Law & Policy Division, International Communication Association

### **Rubinowitz, Edie**

- Editor, “Cold Water Swimmers,” for Front and Center documentary series, Chicago Public Media
- Coordinator, Ongoing Editorial Partnership with Vocalo, 89.5, Chicago Public Media

- Co-founder/Designer, Audio Educators Website and Google Group
- Coordinator, Audio Educators Breakfast Workshop, Chicago Public Media (October, 2010)

Community

**Moran, Cyndi**

- Producer/Editor, Into the Future: Decatur 2011, 5th annual fundraising video for Decatur Classical School, Chicago Public Schools
- Presenter, Documentary film workshops to 5th and 6th grade classes, Decatur Classical School, Chicago Public Schools, in support of the Chicago History Fair projects (Spring 2011)

**Rubinowitz, Edie**

- Co-founder, Audio Educators Group, Affiliated with the Third Coast International Audio Festival and Conference

**B.Student Achievements**

1. Presentations, Conference Papers, Symposium Participation, Publications

**Bernal, Carolyn**

Featured in American Association of State Colleges & Universities “First Generation Voices” project.

**Kashian, Nicole**

Kashian, N. (2011, April). Biography of a theory: Constructivism. Paper presented at Central States Communication Association.

Reviewer, Sexual Orientation and Gender Identity caucus of CSCA (October 2010).

**Luna, Susana**

Featured in American Association of State Colleges and Universities “First Generation Voices” project.

**Moreno, Evelia**

Featured in American Association of State Colleges and Universities “First Generation Voices” project.

**Waters, Alexis**

Waters, A.Z. (2010, November). Cancer: The Hardest Word in the Dictionary to Say. Paper presented at the annual meeting of the National Communication Association, San Francisco, CA.

Reviewer, Sexual Orientation and Gender Identity caucus of CSCA (October 2010).

**Wight, Julie**

Wight, J. & Adams, T. E. (2010). Coming out in everyday interaction. In J. Manning, C. Noland, & J. MacLennan (Eds.), *Case Studies of Communication about Sex*. Newcastle, UK: Cambridge Scholars Publishing.

Wight, J. (2011, April). Queer theory and communication. Paper presented at the annual meeting of the Central States Communication Association.

Reviewer, Sexual Orientation and Gender Identity caucus of CSCA (October 2010).

2. Acceptance to Graduate/Professional Schools; Other Honors/Scholarships/Awards

**Greenberg, Kimberly**

(B.A., 2010). Accepted to United States Peace Corps.

**Gingold, Zachary**

(CMT Major). Creator/Developer, start up of social media work (Facebook, twitter) for holistic health organizations

**Kashian, Nicole**

(M.A., 2011). Accepted to Ph.D. program in Communication at Michigan State University.

**Waters, Alexis**

(M.A., 2011). Accepted to Ph.D. program in Communication at the University of Nebraska.

**C.Alumni News****Ithier, Rolando**

(B.A., 2010). Employed as general assignment reporter, the *Journal and Topics Newspapers*, serving Northwest suburban Chicago.

**Podgorski, Kimberly**

(B.A., 2010). Employed as web editor for NBC Chicago, and recently hired as WGN assignment editor.

**Shaw-Liggins, Patricia**

(B.A., 2007). Earned a M.A. in School Counseling from Saint Xavier University (2011).



# COMPUTER SCIENCE

## **Annual Report 2010-2011**

**Submitted by Richard E. Neapolitan**

### **Executive Summary**

In summer, 2010 the Computer Science Department decided to develop a strategic plan for the coming years. Towards the development of this plan, weekly meetings were held in June-July 2010. During these meetings the Department conducted environmental scanning including identifying new technological developments, employer needs, student needs and satisfaction via an alumni survey, competitor programs in Chicagoland, graduation and retention rates, and infrastructure. The strategic plan was completed in August, 2010 and appears after the *Assessment Report* below. This plan identifies long-term curriculum goals and desired traits in new faculty hired in the coming years.

In the academic year 2010-2011 the Department began implementation of the curriculum goals forwarded in the strategic plan. The core curriculum was modified, and four new concentrations for undergraduate majors were tentatively agreed upon. They are General Computer Science, Computer Networks and Security, Information Technology, and Data Analysis. This effort created a framework for the realization of a new curriculum.

However, much more needs to be done. The Department needs to implement its new curriculum, and take care to assure that it is up-to-date. A recent article in the New York Times indicates that the Department is on the right track. This article discusses how CS enrollment is sky-rocketing largely because CS is now considered “cool.” The article states that “The new curriculums emphasize the breadth of careers that use computer science, as diverse as finance and linguistics, and the practical results of engineering, like iPhone apps, Pixar films and robots, a world away from the more theory-oriented curriculums of the past.” This is consistent with what the NEIU CS Advisory Board has been telling the Department for the past two years, and with much of the Department’s proposed new curriculum. The next step is to develop courses and course syllabi for such a curriculum. Care must be given to integrate the courses both with each other and with courses in other departments such as Business, Linguistics, and Biology. The courses must be both more relevant to real-world applications and more engaging. In the coming year the Department will develop these courses. The goal is to have the new curriculum sufficiently developed by fall, 2012 so that new students entering that semester will be advised according to the guidelines of the new curriculum.

A vital need to the success of this new curriculum is a bigger and better equipped lab in which students can meet and work together on real-world applications involving mobile computing, business analytics, robotics, and video game programming.

The Department noted that even if we take the position that the main objective of NEIU is to educate students, research is important because it serves this objective. For example, to teach artificial intelligence a professor needs to be knowledgeable and proficient in current practices and ideas in the field, and this capability is best maintained by being involved in research. Furthermore, a professor who is involved in research related to the course content brings excitement and fresh ideas to the classroom which would be difficult for the non-researcher to match. So, the Department decided to make a more concentrated effort to spur Department research by conducting more seminars in 2011-2012, and by becoming actively involved in the research ideas of its new professors, in particularly Francisco Iacobelli in 2011. Furthermore, Department members will strive to work together on research and to involve students more, which will serve the need identified above that the curriculum must be more relevant and engaging.

#### MAJOR RESEARCH ACCOMPLISHMENTS OF THE DEPARTMENT IN 2010-2011

In addition to the articles and presentations mentioned below under *Accomplishments*, three other works have been accepted or are near completion, and two faculty members earned awards:

Jiang, X., **R.E. Neapolitan**, M.M. Barmada, and S. Visweswaran, "Performance of Bayesian Network Scoring Criteria for Learning Genetic Epistasis," to appear in *BMC Bioinformatics* 2011.

**Tracy, K.**, "IEEE Mobile Application Development," accepted to IEEE Chicago Conference, Argonne National Laboratory, November, 2011.

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

**Tracy, K.**, Winner of IEEE MGA Challenge award (\$10K) to develop the first IEEE mobile application. He will travel to IEEE Sections Congress in San Francisco for recognition of the project and unveiling of the final applications.

**Caftori, N.**, Recipient of Specialist Fulbright award to Houdegbe North American University, Benin, West Africa for May-June, 2011.

## **I. Assessment**

The Department identified new curricula goals and a new assessment plan in a strategic plan which was completed in August, 2010. The strategic plan appears after the *Assessment Report* below. Progress completed in 2010-2011 on curriculum and research assessment appears in Appendix A.

## **II. Program Plan**

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

The primary goal of the Department is to meet the rapidly changing needs of computer science. The B.S. and M.S. programs both underwent program review in 2009-2010. Based on these reviews and feedback from the Computer Science Advisory Board, the Department decided to develop a strategic plan for the coming years. Towards the development of this plan, weekly meetings were held in June-July 2010. During these meetings the Department conducted environmental scanning including identifying new technological developments, employer needs, student needs and satisfaction via an alumni survey, competitor programs in Chicagoland, graduation and retention rates, and infrastructure. The strategic plan was completed in August, 2010 and appears after the *Assessment Report* below. This plan identifies long-term curricula goals and desired traits in new faculty hired in the coming years. In the short term the Department will rework its curriculum using these long-term goals as a guideline. The curriculum will be relevant to current IT careers and to ones anticipated in the next 5 years.

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

#### 1. Faculty

Norm Noerper retired June 30, 2008, Mira Carlson retired August 31, 2009, Mohammed Haque retired May 31, 2010, Netiva Caftori will retire August 31, 2011, Richard Neapolitan will retire soon after that, and there is a good chance Kumarss Naimipour will retire soon. Francisco Iacobelli will join the Department in fall, 2011. So after Richard Neapolitan retires the Department will be left with only 6-7 tenure track faculty members. After a steady decline in enrollment since the year 2000, the Department's enrollment has dramatically started to increase again. Spring 2010 enrollment was 30% higher than spring 2009, and spring 2011 enrollment was comparable to that of spring 2010. The nonprofit organization *Careeronestop* provides projections for job growth in various professions. These projections are based on information obtained from the Bureau of Labor Statistics and the Occupational Employment Statistics Survey. The web address of *Careeronestop* is <http://www.careerinfonet.org>. Their projection is that there will be job growth of up to 53% in many computer-related professions from 2006 to 2016. So the Department definitely needs to replace its retiring professors. This is an opportunity for the Department to re-energize itself with new faculty members and emerge as more than it was before. To accomplish this, new hires are needed in fall 2012, fall 2013, and fall 2014.

#### 2. Equipment

The only current Computer Science Department lab is a small room with several computers. It is used to provide hands-on experience in the computer networks course. There is also a server in one of the professor's offices which is used in the software engineering courses. A bigger and better equipped lab would be necessary if the Department wanted to expand more heavily into areas like artificial intelligence, robotics, and video game programming. Details concerning this lab appear in the Strategic Plan below.

## III. Accomplishments

### A. Faculty Research/Creative Activities

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

Jiang, X., S. Visweswaran, and **R.E. Neapolitan**, “Mining Epistatic Interactions from High-Dimensional Data Sets Using Bayesian Networks,” in Holmes, D. and L. Jain (Eds.): *Foundations and Intelligent Paradigms-3*, Springer-Verlag, Berlin Heidelberg, 2011.

Chogle, A. G. Dhroove, **M. Sztainberg**, C. Di Lorenzo, and M Saps. “How Reliable are the Rome III Criteria for the Assessment of Functional Gastrointestinal Disorders in Children?” *The American Journal of Gastroenterology*, Vol. 105, December, 2010.

**Tracy, K.**, “Forming a Bell-shaped head,” *IEEE Potentials Magazine*, July/August 2010.

#### 2. Conference Presentations, Group Shows

Jiang, X., M.M. Barmada, **R.E. Neapolitan**, S. Visweswaran, and G.F. Cooper, “A Fast Algorithm for Learning Epistatic Genomic Relationships,” *AMIA 2010 Symposium Proceedings*.

#### 3. Service

**Caftori**, Netiva

- Served on the National Professional Development Committee of the ACM.

**Neapolitan**, Richard

- Served on the Editorial Board of Intelligent Decision Technologies, an International Journal.
- Served on the NSF Proposal Review Panel P1: III Small Data Mining I (Probabilistic Graphical Models, Graph Data Mining), April 4-5.
- Reviewed papers for BMC, PLoS ONE, and the Uncertainty in Artificial Intelligence Conference.

**Sztainberg**, Marcelo

- Chair of the organizing committee for the second Midwest Regional SACNAS meeting, hosted at NEIU on March 4-5 2011.
- Participated in a planning symposium in Washington, DC for the United States Department of Agriculture (USDA) Hispanic Serving Institution (HSI) Initiative to be held in summer, 2011.

- Participated in the Cyberlearning and Workforce Development meeting in Arlington,VA in August, 2010.

**Tracy, Kim**

- ABET Computing Accreditation Commission Commissioner - Voted on decisions for all computing program accreditations done by ABET (CS, IT, and IS).
- ABET Computing Accreditation Commission Team Chair for two universities' computing accreditation (Drexel-IS, IT and George Washington-CS).
- Served on the Editorial Board of *IEEE Potentials Magazine*.
- Reviewed numerous articles for *IEEE Potentials Magazine* and *IEEE Transactions on Education*.
- Member of Infragard (a partnership with FBI for protection of nation's infrastructure).

## COMPUTER SCIENCE

### Assessment Report 2010-2011

Submitted by Richard E. Neapolitan

#### **A. Curriculum Assessment**

Based on the Strategic Plan below, the Department assessed its curriculum in 2010-2011 and accomplished the following initial plans for modifying its curriculum.

We decided to keep the current programming course sequence (CS 200, 207, 304) in the core curriculum for undergraduates. However, we also tentatively decided to develop a new one-semester course that covers the material in CS 200 and 207. Students who placed into this course would have the opportunity to add an extra elective and thereby broaden their overall knowledge of computer science.

It was suggested that the Department should add a course that covers logic, problem solving, and flow charting. This could be a general education course for non-majors, and also serve as a remedial course for majors who were unprepared for CS 200 or failed this course. It would not carry CS credit.

We decided that CS-301 or CS-311 should be merged into a single course which would be in the core curriculum.

The following four new concentrations for undergraduate majors were tentatively agreed upon:

1. General Computer Science
2. Computer Networks and Security
3. Information Technology
4. Data Analysis.

The Department decided to rework each course so that the course would add something to the student's portfolio. In this way, the student would have a complete package of accomplishments and skills to present to prospective employers.

In 2010-2011 the framework for the new CS curriculum was developed. In the coming year the Department plans to fill in this framework by developing specific courses and course syllabi. The goal is to have the new curriculum sufficiently developed by fall, 2012 so that new students entering that semester will be advised according to the guidelines of the new curriculum.

### **B. Research Assessment**

The Department identified three general types of courses in its curriculum:

1. Basic skills courses such as programming I, programming II, and data structures.
2. Courses that cover skills important to the workplace such as software engineering and IT project management.
3. True computer science courses such as analysis of algorithms, computer theory, and artificial intelligence.

We realized that good adjuncts could teach the courses in category 1 well, and that part-time instructors, who have full-time jobs in industry, are well-suited to teach the courses in category 2. That is, to best impart the skills necessary for complex software development to the student it is important for the instructor to be involved in such development. However, computer science researchers are best-suited to teach the courses in category 3. For example, to teach artificial intelligence a professor needs to be knowledgeable and proficient in current practices and ideas in the field, and this capability is best maintained by being involved in research. Furthermore, a professor who is involved in research related to the course content brings excitement and fresh ideas to the classroom which would be difficult for the non-researcher to match. So the Department noted that even if we take the position that the main objective of NEIU is to educate students, research is important because it serves this objective. Accordingly, the Department decided to make a more concentrated effort to spur Department research by conducting more seminars in 2011-2012, and by becoming actively involved in the research ideas of its new professors, in particular Francisco Iacobelli in 2011.

## **Computer Science Strategic Plan, August 2010**

### **1. Introduction**

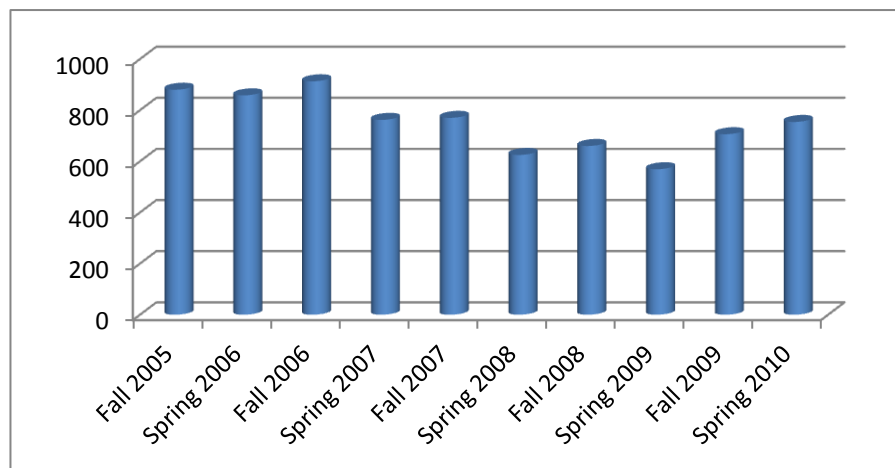
The Computer Science Department at NEIU decided to carefully analyze the adequacy of its present program and practices and to develop a plan for change based on this

analysis. To accomplish this, it first conducted an environmental scan including surveying alumni, obtaining information from potential employers, investigating trends in computer science, and looking at competitor programs in Chicagoland. The next four sections describe the results of this scan. The final section discusses conclusions drawn from the scan and details the resulting plan of action for the Department.

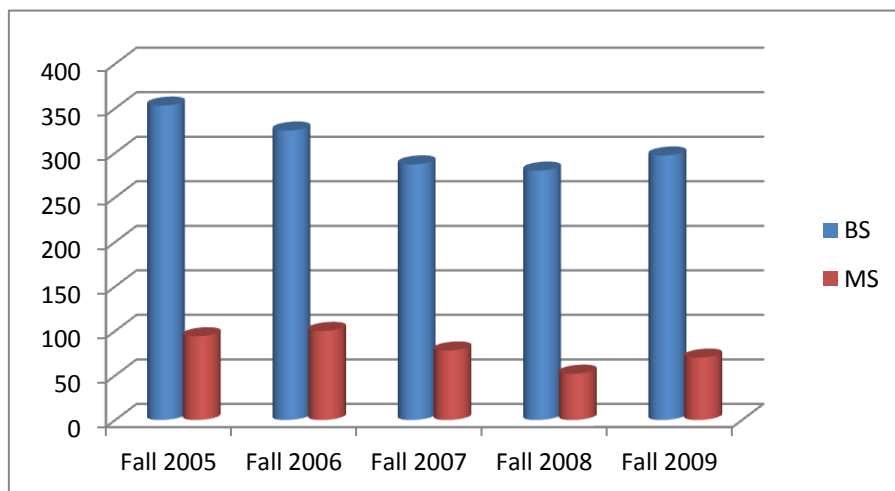
## 2. Information From and About Students

### 2.1. Enrollment and Graduation Data

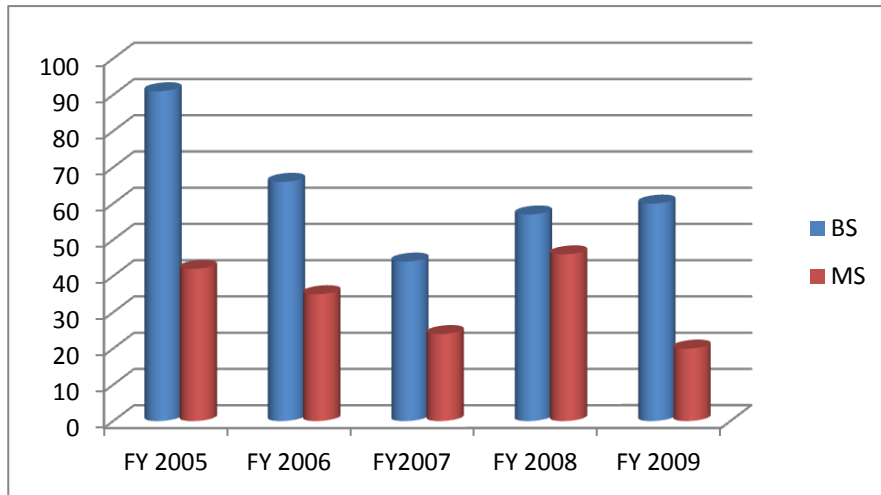
The following figures include facts including number of course enrollments over time (Fig. 1), numbers of computer science majors over time (Fig. 2), and number of computer science degrees conferred over time (Fig. 3).



**Figure 1.** Historical course enrollments in computer science courses.



**Figure 2.** Computer science majors.



**Figure 3.** Computer science degrees conferred per fiscal year by type.

## 2.2. Student Survey Results

To gain insight on student satisfaction with the program and recommendations for change, a survey was administered to both B.S. and M.S. alumni. There were 57 respondents, of whom 72% graduated in 2005 or later. We are not certain how many emails actually reached the alumni, but we estimate the response rate at 20%. We summarize key information gained from the survey in this section.

Of those responding, 84% worked in a computer or technology-related field, while 4% are continuing their education. Although perhaps those employed in the field are more likely to respond, this is a quite positive result indicating that the program is successfully preparing students for careers in computer science. Furthermore, a number of students indicated that they would like to serve on the alumni panel in the future, indicating that CS graduates are often interested in maintaining an involvement with the Department and the University.

### A. Student Satisfaction

Students were asked to indicate how satisfied they were with certain features of the program using a five-point scale, where 1 is very dissatisfied and 5 is very satisfied. (Zero is for not applicable.) The table below summarizes the most interesting feedback:

	5	4	3	2	1	0
Quality of Instruction	25%	46%	18%	11%		
Quality of Advising	41%	34%	16%	9%		
Exposure to cutting edge technology	5%	16%	30%	29%	20%	
Opportunities to participate in internships	7%	9%	20%	22%	21%	21%

The responses indicate that students are satisfied both with instruction and advising. The Department uses a dedicated advisor for the undergraduate students and a different dedicated advisor for the graduate program rather than divvying the task among many professors. The responses indicate that this model is working.



On the other hand, students seem dissatisfied with currency/relevance of the material covered and the related matter of obtaining real job experience while still in school.

### **B.Reasons for Choosing NEIU**

Students were asked to indicate how important certain factors were for selecting NEIU for their college using a five-point scale, where 1 is very unimportant and 5 is very important. The table below summarizes the most interesting feedback (percentages don't always add to 100 due to rounding):

	5	4	3	2	1
Cost	59%	36%	5%		
Flexibility of course offerings	57%	28%	9%	4%	1%
Reputation of institution/program professors	30%	28%	32%	8%	2%

Not surprisingly, cost ranked as the most important factor. However, flexibility was close, indicating that the Department's policy of offering both day and evening courses on a carefully planned rotating schedule is working well. Overall, alumni seem to view NEIU's CS Department as having a positive reputation, which is consistent with the perceived high quality of the instruction.

### **C.Importance of Skills in the Workplace**

Students were asked to indicate how important certain skills were to their jobs, again using a five-point scale where 1 is very unimportant and 5 is very important. The table below summarizes the most interesting feedback:

	5	4	3	2	1	0
Oral communication	73%	27%				
Listening carefully to others	78%	15%	6%	1%		
Problem solving methods	89%	7%	4%			
Teaching yourself new skills for your work	76%	18%	4%	2%		

Oral communication is ranked as being very important in the workplace, indicating that the Department needs to provide the students the opportunity to obtain "people skills" (e.g. by working in group projects) rather than only covering technical skills. Also ranked as very important is the ability to solve problems and independently learn new skills, indicating that the Department should also foster the ability to think creatively and independently. So the Department needs to provide an atmosphere in which students learn to think independently, while at the same time cooperating and communicating with others.

### **D.Recommendation for Inclusion in CS Program**

Students were asked to rank emerging concepts regarding their importance for future inclusion in the CS program. They were asked to select at most two. The following table summarizes the responses:

Virtualization	16%
Cloud computing	14%
Mobile computing and mobile data networks	26%
Gaming	3%
Data search and analysis	14%
System integration and testing	16%
Discipline-specific computing (bioinformatics, comp. chemistry, linguistics)	9%
Other	4%

Perhaps most informative/interesting is that the top three (virtualization, cloud computing, and mobile computing) are all currently not covered in the program at all.

### E. Comments

Respondents were provided the opportunity to enter comments. Some of the more interesting comments follow.

“Curriculum should include more details about the latest tools and technologies.”  
(several like this)

“More hands-on experience.” (several like this)

“Internships, real-world projects.” (several like this)

“Remove courses such as compiler theory, assembly. Was not relevant to my job or anyone else I know working in computer science.”

“There is a lot of overlap in the Security concentration. Cybersecurity, Network security, Cyberlaw and Cryptography all have overlapping segments, but again we end up studying neither (RSA or DES) in detail.”

### 3. Information from Employers of Students

The following were questions asked of employers serving on the advisory board:

1. What are the main professional domains of our alumni?
  - a. Applications programmer mainly in IT/CS products and services, and healthcare.
  - b. Education.

2. Are there specific large employers in the region who tend to hire our graduates?

The advisory board has representatives from Blue Cross, Sears, United Airlines, Discover, and Walgreens. They all have hired graduates.

3. What do these employers think about the job preparation of our graduates?

Some employers would like to see more hands-on experience for our graduates. All employers agree that our students should have more exposure to other critical skills: i.e. writing, communicating, and working with other people.

4. What opportunities for internships exist at these employers?

Legally most of our large employers cannot offer any more “free” internships. Some offer paid internships. They are harder to get in this economic climate.

5. [For graduates moving on to advanced programs]: What do current M.S./Ph.D programs in the field expect of students entering those programs?

They expect more math background. Some programs expect more expertise in the theoretical areas (readiness to take the CS GRE). Some M.S. programs want more practical experience (maybe an internship or a job).

#### **4. Trends in Computer Science and Program Implications**

This section describes a few of the trends that are already impacting and expected to impact information technology organizations and the study of computer science. The first section focuses on trends impacting IT, and the use of information technology to support the running of an organization or company. The second section focuses on some technology trends that are impacting the field of computer science.

##### **4.1. IT-specific Trends**

While Information Technology is a complex arena covering a wide array of technologies and industries, there are a number of trends that have a wide impact to most IT organizations. These are covered below.

##### **A. Consumerization of IT**

A recent trend has been the pervasive use of certain technologies by the general public. This causes innovations in those areas to take place first for the general public and these technologies then come back to be requested or supported by IT organizations. These technologies tend to be driven from consumer products and services (PCs, smartphones, social networks, etc.) and organizations struggle with how to get the best use of these technologies for their company/organization. This trend will continue due to the vast, public market opportunity for these technologies.

The implications for a program in IT are that students need to be able to incorporate consumer technologies, adapt quickly to changing technologies, and understand how to integrate, leverage, and potentially change a consumer technology for a corporate environment. There are a lot of different needs that corporate environments have that aren't inherent to consumer technologies (integration with other systems, support, robustness, stability, etc.).

##### **B. Virtualization/cloud computing**

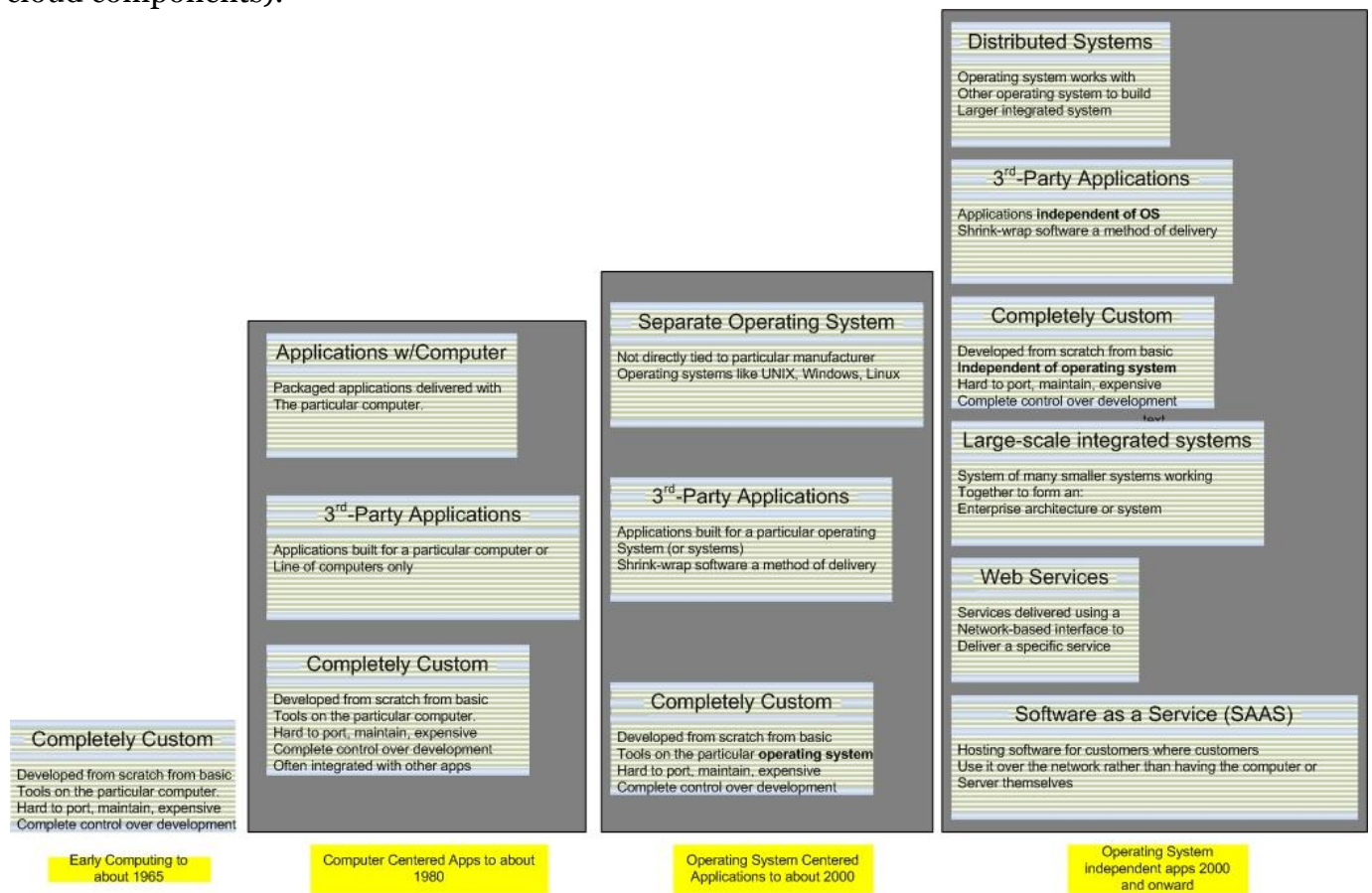
Virtualization of systems (of all kinds) is allowing IT organizations to re-examine how they manage and run large IT shops. In particular, it allows organizations to optimize their resources by combining a large number of smaller, virtual systems onto a larger, physical hardware resource and maximize the use of the machine/device. Additionally, virtualization gives flexibility to managing systems and resources where virtual resources can quickly be created, copied, destroyed, resized, etc. This gives organizations the ability to build robust systems and to integrate more easily with off-site systems such as the emerging cloud-based computing. As this trend continues,

many organizations will have no need to maintain a large number of physical servers, but will instead manage virtual resources from network-based resources. The implications for a program in IT are that students will need the ability in almost any IT organization to deal with virtualization technologies to integrate and build reliable, large-scale systems. Technologies such as replication, fail-over, load-balancing, and disaster recovery will be easier to perform and will be expected of any large-scale business system.

### C. Globalization/outsourcing

A fact of life for many organizations is that many of the services they depend on are actually performed by other organizations, often around the globe. This trend is continuing and strengthened by developments in cloud computing. The trend is that the services outsourced are becoming more complex over time.

Besides being able to integrate with distributed system components world-wide, students need to be able to work across cultures and time, and to understand a work-model that requires using components that are not transparent (such as web services or cloud components).



**Figure 4.** Changes in application development over time.

### D. Increased Focus on System Integration

Over time, IT organizations have done less and less custom development of applications and instead focus more on configuration and integration of components to build a system tuned to their organization's needs. Fig. 4 shows the high-level trends in

application development over time. The result is that programming skills are less on the forefront for IT organizations and skills such as project management, systems engineering, overall system design for performance & reliability, testing, and deployment are more critical.

For IT professionals, it has become less clear which technologies they need to understand deeply (e.g., do they need a deep understanding of operating system design?). But it is clear they need a broad understanding in order to integrate various technologies and to be able to understand the significance of emerging technologies for their organization. Skills such as the ones enumerated above (project management, etc.) are more critical than a deep technical understanding of a particular technology.

### **E. Pervasive and mobile data networks**

Organizations are struggling with how to best use “always-on” networks for use in their business. For example, these data networks would provide organizations with a large number of mobile workers, such as a delivery company, with new possibilities to improve customer service and workforce utilization. The almost pervasive, world-wide data networking also implies that for many organizations their customers and employees are almost always online. The need for organizations to improve their use of these technologies will continue.

For IT programs, the implications are that students should understand these types of technologies, and more importantly, how to leverage them to enhance their organization’s effectiveness.

### **F. Moore’s Law**

Moore’s Law states the density of components on an integrated circuit will approximately double every year. While this has significant implications for hardware/device design, it also has significant economic implications for IT organizations. First, it may make some future projects more feasible, and second, it will change the future costs for projects. Projects that were cost-prohibitive will become feasible. For example, ten years ago relatively few students had portable, wi-fi enabled computers, whereas now, many students have them. In a few years, the price of such devices will drop below \$100, allowing most students to own one. As to point two, a multi-year project should take into account that future additions or replacements will either be much more powerful or much cheaper.

The implications for IT programs are that students should be able to take into account rapidly changing economic factors for projects and be able to use such trends to their advantage in the design of systems.

## **4.2. Computing Technology**

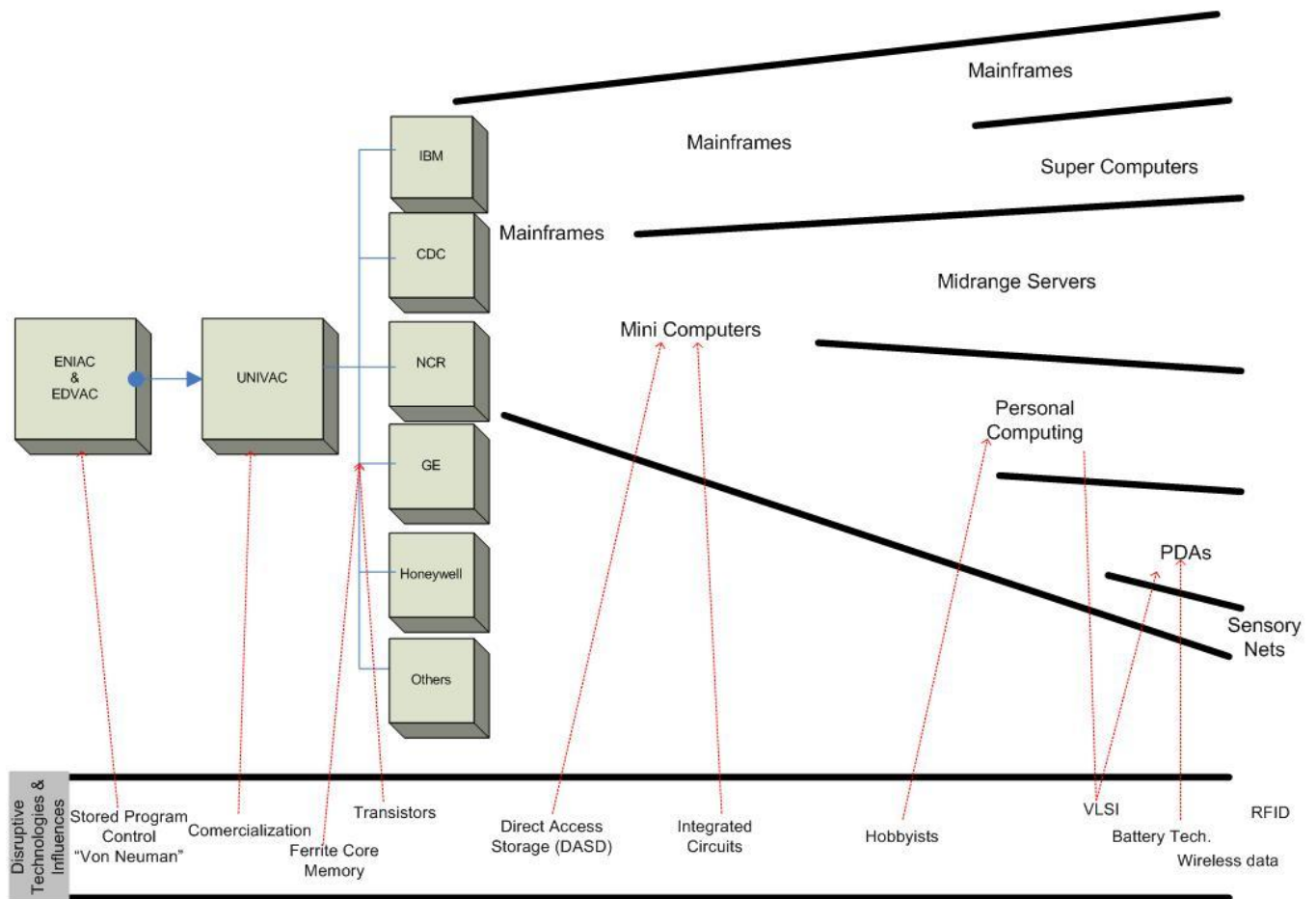
There are many technology trends in computer science as a whole, some of which are driven by IT trends that are not reported here. The trends below are changes that have been occurring over time in computer science that may impact the computer science program at NEIU.

Fig. 5 gives general computing device trends since ENIAC (the first general-purpose, electronic computer in 1946) and attempts to show the influence of disruptive technologies in new types of devices (an expansion of similar notions of Gordon Bell). Disruptive technologies (by their nature) are hard to predict but the general trend of smaller and more varied computing devices is likely to continue.

### **A. Pervasive computing – sensory networks, small devices, systemic solutions**

Many computing departments have taken the pervasive computing bull by the horns, making it their driving and central notion for research in computing. It involves the idea that computing will be part of almost all objects and activities (it is also sometimes called *ubiquitous computing*). We are seeing evidence of this pervasiveness of computing with the proliferation of small computing devices (such as iPods, RFID, sensory moats, etc.). The challenges are many as these devices interact and compound the problems inherent in distributed computing. Sensory networks are an interesting subfield in this area where devices that are extremely cheap, small (sometimes called *dust*), and distributed are used to solve a larger problem (for example, seismic reading devices, pandemic monitoring, etc.).

The implications for practicing computer scientists are vast, but they include at least understanding the basic principles in this area and how pervasive computing can be used to solve problems. Practitioners should understand the emerging technologies in this area so they can anticipate where solutions may appear and how they can be used for a particular problem.



**Figure 5.** A historical perspective on computing devices since ENIAC (1946 – present).

### **B. Vast data search/processing**

Somewhat related to sensory networks (as they can produce massive amounts of data) is the problem of trying to effectively use vast amounts of data, particularly in anything close to real-time. Vast amounts of data are being generated by organizations. The problem of extracting usable information from that data is challenging and faces fundamental constraints of computability. Ideas such as Bush's Memex are being rekindled, and companies such as Google are looking at ways to use vast amounts of information effectively. Companies have similar problems with trying to use effectively all the information they generate. Some concepts such as quantum computing hold promise for helping in these areas, but there are many practical problems that are faced by companies in trying to use the data they have.

Practicing computer scientists will be asked to work with vast amounts of data (often distributed and in the cloud) and will need to have current techniques (as well as tying into existing techniques) in order to really solve these issues/problems.

### **C. More focus on other discipline-specific problems**

There has been a trend for programs to support computational  $X$  (or  $X$ -informatics), where  $X$  is some other discipline such as biology, chemistry, or medicine. There has been more demand for such discipline-specific computation, partially driven by funded research (like the Human Genome project) and partially driven by more pervasive use of computing technology in those fields.

For computer science students, the jobs may become more dependent on domain knowledge than in the past, making having one (or two) popular domains available valuable in a job search. This already appears to be the case in some fields (like bioinformatics) and will likely become more common.

### **5. Competitive Computer Science Programs in the Chicago Area**

In order for us to have a successful and thriving computer science department, we must consider our competition. What can we do to differentiate ourselves from other computer science departments in the Chicago area? What do other computer science departments do or have that we want to use as a model for us? What can we offer to attract students to our department?

We looked at the CS programs for several schools in the Chicago area including Roosevelt, DePaul, UIC, Chicago State, Loyola, DeVry, National Louis, and Morton College. We also considered Northern Illinois University.

DePaul, one of our major competitors, is huge. They have an entire college devoted to computer science with over 3000 students, 80 tenured faculty members, 12 undergraduate degrees, and 18 graduate degrees. Almost every course is offered both in traditional lecture format and in online format. However, the core courses for most of their degrees are similar to our core courses. They simply offer a huge number of electives and directions.

We cannot hope to offer more than they do. However, we can examine a few of the degrees they offer, especially in the areas in which we want to focus, namely Information Technology, Data Analysis, Computer Networks and Security, Management Information Systems, as well as a general computer science major. By specializing in only a few areas, we can match the offerings of DePaul for certain areas. For these areas, the difference in tuition will make NEIU competitive with DePaul.

Both UIC and Northern have a single computer science bachelor's degree, and each has 3 possible concentrations: one geared more towards business and information, one specializing more in programming and software development, and the third being the "general computer science" track. This is consistent with our ideas for our new tracks.

#### **5.1. Curriculum: On-Campus vs. Online**

Many schools offer online courses, but none so comprehensively as DePaul. Roosevelt for example offers very few online courses. Northern Illinois has online courses, but none in its computer science department.



Having online courses could be a big draw for us against schools like DePaul, as well as the more professional schools like DeVry. Several students commented in the surveys that we should offer more online courses. I think this has some potential to increase enrollments.

However, some students choose Northeastern because they can get more in person, one-on-one contact with the professors. It will be important to maintain some balance. Since we have few faculty, some courses may need to be taught both online and with a lecture component as well, for those who appreciate the in person lecture.

### **5.2. Internship Opportunities, Career Advising, and Placement**

We did not see any internship courses required by any schools except for Northern. But even at Northern, the student is responsible for finding the internship—they offer help and postings, but not much in the way of actual placement. Most of the schools we looked at do have courses where internships can earn academic credit. We currently have this for our undergraduate program, but we do not have such a course for our graduate students. This is something we need to change.

Loyola has an extensive posting of internships and jobs, some of which are available to anyone, and some of which are available to their students only. This is something we need to have in our department. We do email announcements when we get requests, but we need to make this more formal.

Some of the schools we considered have very little in the way of career advising and placement. Roosevelt simply has a link to their university's general Office of Career Services.

Now that NEIU has the Center for Science and Student Engagement, we have more resources now than many of the schools that are our size.

### **5.3. Conclusion of Competitive Analysis**

The main area where our department needs to improve is teaching the most current and cutting edge technology. The courses offered by these other schools are more up-to-date than most of our courses. This was also commented on by many respondents of the student surveys.

We do not want to become a trade school, but in order to be competitive with these schools, we need to update our classes. We don't necessarily need to make all new courses, but rather update the curriculum taught in our current courses. Looking at the course descriptions for specific courses at other schools can help us with ideas to update our own courses, and attract more students.

## **6. Conclusions and Action Plan**

### **6.1. Conclusions**

Based on Section 2.2 we see that graduates are overall pleased with the quality of the instruction, the advising, and the reputation of the Department, and they are finding

work in the field. Furthermore, many students want to stay involved with the Department by serving on the Alumni Panel. These are positive results indicating that the Department has been successful in providing students with preparation for employment and a positive experience at NEIU.

However, common themes concerning necessary changes in the Department and its curricula emerge from all four of the preceding sections. They are as follows:

1. More up-to-date cutting edge technology needs to be included in the curriculum. In particular, there is a need to cover virtualization, cloud computing, and mobile computing, none of which are currently included.
2. The Department needs to provide more hands-on experience in the classes.
3. It is important to engage the students in real-world projects.
4. It is important to provide the students with the ability to hone/obtain communication/people skills.
5. The courses should foster the ability to think creatively and independently.
6. The Department needs to make a better effort to provide internships.
7. There is a need to evaluate the relevance/adequacy of some current courses and course content, in particular courses in the Computer Security Concentration.
8. The Department needs to offer more online education, but keep a balance with on-campus offerings.

The Department realizes that it not only needs to modify its curricula, but also must investigate changes in the methodologies and instructional paradigms used in the courses. Furthermore, it must work on fostering more student, alumni, and employer involvement on-campus, thereby providing students with richer experiences and better opportunities. To accomplish these goals the Department has decided on a **two-year action plan** consisting of bi-weekly meetings in which these matters will be addressed. The specific areas that will be addressed at these meetings follow.

## **6.2. Focus of Action Plan**

### **A. Curricula**

The curricula are in need of a complete overhaul. First, new concentrations need to be identified. The following are preliminary versions of these concentrations.

### **B.S. Program Concentrations**

- Information Technology
- Data Analysis
- Computer Networks and Security
- Computer Science

The Information Technology and Data Analysis concentrations have a good deal of overlap since both are designed to prepare students for similar careers in industry. However, the information technology concentration will focus more on software and web development, whereas the data analysis concentration will focus more on data mining, data handling, and data analysis including specialty data handling applications

such as electronic managed records (EMR) in healthcare. Virtualization, cloud computing, and mobile computing need to be included in these concentrations. However, the Department must decide whether special courses are needed for any of these, or whether they should be covered in more general courses.

The Computer Security Concentration will now include networking. This concentration needs major modification at both ends of the spectrum. First, more hands-on experience with computer networks needs to be included in the computer networks courses. At the other extreme, the relevant, modern day security algorithms such as the RSA encryption algorithm need to be covered in sufficient detail in the cryptography course. Overlap between the courses needs to be reduced.

The General Computer Science Concentration is designed for students who want to gain a fundamental understanding of computer science with the plan of possibly pursuing a Ph.D. in the field. The fundamentals of computer science are not nearly as fast-changing as the applications, but they do change. So this concentration will also be revisited.

### **M.S. Program Concentrations**

- Management Information Systems
- Data Analysis
- General Computer Science

The Management Information Systems Concentration is like the Information Technology Concentration in the B.S. program, while the other two concentrations are like the concentrations of the same name in the B.S. program.

Once the curricula are finalized, the specific courses and the syllabi for the courses will be created. These courses will include revisions of existing courses and new courses.

### **B. Instructional Methodology/Paradigm**

Students need to obtain oral and verbal communication skills besides technical skills. This can be accomplished by having students actively engage in group projects, both in person and online, providing the students with public speaking opportunities, and requiring more writing and documentation from the students. The Department will revisit each of its courses and establish common themes that will be included in courses across the curricula. These themes will be included in the syllabi.

Furthermore, the Department will investigate how to proceed with online courses. Given that it wants the students to obtain skills in communicating both online and in person, it may be best to offer more hybrid courses rather than pure online courses.

### **C. Student and Faculty Engagement**

As mentioned above, the Department must work on fostering more student, alumni, and employer involvement on-campus, thereby providing students with richer experiences and better opportunities. The Department will discuss ways to accomplish this including the development of clubs such as a student chapter of the Association of Computing Machinery (ACM).

To provide immediate engagement, the Department will continue the seminar series it initiated last fall for graduate students, but now the seminars will be weekly and include undergraduate students. Furthermore, the effort will be made to include a wider range of speakers ranging from theoreticians to ones solving practical problems in industry. Finally, students will also be given the opportunity to speak. In particular, M.S. students will present the results of their projects.

Faculty members need to be more engaged and be provided opportunities to stay up-to-date on cutting edge technologies. Therefore, the Department hopes to obtain a budget for professional development for faculty. This budget would cover, for example, the cost of attending a workshop on mobile computing applications.

#### **D. Student Internships**

The Department needs to develop a more formal way of developing internships for both undergraduate and graduate students so that qualified students who want internships are afforded the opportunity to obtain them. This matter will also be addressed at the bi-weekly meetings. An initial idea is that a CS faculty member be granted CUs to cold-call companies.

#### **E. Labs and Equipment**

The classrooms and their equipment are provided by the university and are sufficient for instruction. The university also provides computers for student usage, which adequately serves the basic needs of the students in their CS courses. The only CS lab is a small room with several computers. It is used to provide hands-on experience in the computer networks course. There is also a server in one of the professor's offices which is used in the software engineering courses. These latter facilities are inadequate. The Department needs an additional lab and more equipment to serve the social and work environment it plans to provide for its students. As students, alumni, and employers become more involved with each other in clubs and projects, they will need a place to meet and work. A good-size, well-equipped lab will be necessary.

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

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

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

## **F. New Faculty**

If there are no new hires in the CS Department, in fall 2012 the Department will have at most six tenure-track faculty members, whereas in fall, 2007 there were 11 such faculty members. Of these six, four will be eligible for retirement. To accomplish all the goals just outlined, new hires are need in fall 2011, fall 2012, and fall 2013.

In the coming year the Department hopes to be reviewing candidates for its first hire at its meetings. The initial hire will be someone with a strong background in information technology and data analysis since these are the concentrations that the Department perceives will attract the most students and provide them with the knowledge they seek and need.

## **The CS Department as a Center for the University**

The CS program reviewer suggested that the Department should strive to make the CS Department the center of a dynamic university curriculum similar to how mathematics currently serves the University. The Department agrees that this would modernize the university and be in the best interests of its future as a viable institution of learning. The Department plans on addressing this crucial matter starting in fall, 2011. For the coming year it must concentrate on its own programs as discussed above.

# EARTH SCIENCE

## **Annual Report 2010-2011**

**Submitted by Kenneth Voglesonger, Coordinator**

### **Executive Summary**

In 2010 – 2011, the Earth Science Department continued to implement curriculum revisions based on a 2008 – 2009 program review, sought and received external funding for curriculum development, continued to increase the number of majors in the department, involved students in numerous research and internship opportunities, and was involved in college and university-wide initiatives.

The department made significant progress towards streamlining and modifying our curriculum to focus on Environmental Geology with an urban emphasis. Steps towards this goal included the creation of new environmentally focused courses (Environmental Hydrology and Aqueous Environmental Chemistry), upgrading courses to include laboratory components (Soil Science and Introduction to Geotechnical Engineering), and updating course titles and descriptions to better fit the revised focus of the department (Environmental Geology and Global Climate and Weather). We have developed a plan to change the name of the department to Geological Sciences, to offer a Bachelor of Science in Environmental Geology, and possibly include a second Bachelor of Science in Geology. New courses that have been developed to support this goal include Geology of the Chicago Region and Geotectonics. At this time we are finalizing a new set of Bachelor of Science degree requirements and clarifying the degree requirements for the minor. Our goal is to submit the program modification proposals at the beginning of the fall 2011 semester. In advance of this, we have met with other departments in the college to discuss any difficulties that may arise during the governance process, and have had collegial and productive discussions to avoid any delays.

The number of majors within the department has been strong and was listed by the Office of Institutional Studies at 44 in the fall of 2010. Four students graduated from the program in the spring of 2011, and due to recruiting efforts by members of the department, the number of majors has risen to 53 by July of 2011.

During the 2010 – 2011 academic year, members of the department successfully implemented a new FYE course: Muddy Waters, Chicago's Environmental Geology. This course is part of a program funded by the Opportunities for Increasing Diversity in the Geosciences program, funded by the National Science Foundation. This \$189,145 grant supports the development and implementation of a course focused on exposing first-year students to the relevance and importance of environmental geology in the urban environment through hands-on field and laboratory experiences dealing with water

quality and soils. Two sections of this course were offered during the 2010 – 2011 academic year.

Beginning in May 2011 members of the department also began the successful implementation of an experiential research experience for students following their first year at NEIU. The United States Department of Agriculture (USDA)-funded project *Targeted Investigations of Earth Resources Related to Agriculture (TIERRA)* recruited 13 students from Earth Science FYE courses to participate in a 10-week research project focused on soil science in the urban environment. During this \$250,000 two year project, students will complete a research project, visit professionals working for USDA in the field of soil science, visit potential graduate schools, learn the connections between STEM fields and agriculture and be exposed to the importance of agriculture in their everyday lives. Students will present the results of their research at local and national conferences in the fall of 2011. At the completion of the project, 6 of the 13 students had declared a major in Earth Science.

In the spring of 2011 faculty in the department, along with colleagues in the Mathematics, Chemistry, and Biology Departments successfully implemented the \$250,000 USDA funded project *Collaborations for Retention in Environmental and Agricultural Research (CREAR)*. Along with colleagues at the College of Agriculture, Consumer, and Environmental Sciences at the University of Illinois at Urbana-Champaign (UIUC), the project worked to fund up to 8 NEIU students majoring in either Chemistry, Earth Science, Biology, or Mathematics to participate in research opportunities in Agricultural and Environmental Sciences, and to help all NEIU majors in these four areas successfully apply for internships, jobs, and graduate school in Agricultural and Environmental Sciences.

A National Aeronautics and Space Association (NASA) grant was also funded to a member of the department. In conjunction with the NASA Astrobiology Institute and the NASA Minority Research Institute Program, \$15,000 was awarded to one faculty member and one student to study the composition of the atmosphere on the early Earth in conjunction with colleagues from the University of Madison-Wisconsin. This work was also supported in part by the Student Center for Science Engagement (SCSE at NEIU).

Internally funded research was also very active in the department during the 2010 – 2011 academic year. Five projects were supported by the SCSE during this time. In the summer of 2010, 4 students and three faculty completed a research project focusing on water quality in the North Branch of the Chicago River. This work resulted in five presentations at local conferences, and two presentations at national conferences. A second interdisciplinary project funded by the SCSE during the summer of 2010 focused on gasoline contamination in the harbors along the Lake Michigan Waterfront in Chicago. This work involved faculty and students from the departments of Biology, Chemistry, and Earth Science, and resulted in six presentations at local conferences and three presentations at national conferences. In the beginning of summer 2011, 3 projects were funded by the SCSE, and are currently underway. These include one faculty member and 6 students, and individually focus on the atmospheric composition

of the early Earth (mentioned above); the igneous petrology and geochemistry of the Judith Mountains, Montana; and the igneous petrology and geochemistry of the Rattlesnake Hills, Wyoming. Another faculty member received a Committee on Organized Research (COR) grant to study water quality in the North Branch of the Chicago River following rainstorms. This grant supported two students in their research during 2010 – 2011.

Additional sources of external grant funding were also sought during the 2010 – 2011 academic year. These include a USDA proposal entitled *Growing Greener* for \$300,000, which proposed to improve the laboratories and analytical capabilities in the Earth Science Department to focus on soil and water analysis (not funded). Another USDA funded proposal, *Puertas Abiertas*, was written in collaboration with colleagues from Mathematics and Chemistry (\$295,000, not funded). A proposal was also submitted to NASA in collaboration with the Chicago Teacher Center, focusing on improving the status of global climate change education (\$750,000, not funded). One proposal that is still under review, submitted in conjunction with colleagues in Physics, Mathematics, and Chemistry titled *Strengthening the Science Curriculum through Inquiry Based Pedagogy and Research*, submitted to NASA for \$450,000. This project proposes to improve the research experiences of students at NEIU through collaboration with scientists working at NASA research centers, and to develop new courses at NEIU in support of this effort. Obviously members of the Earth Science Department are very active in the acquisition of external and internal funding in support of the University's Strategic Goals of Student Success, Academic Excellence and Innovation, Urban Leadership, Exemplary Faculty and Staff, and Fiscal Strength.

Other external collaborations include the development of relationships and providing letters of support for several proposals with the Illinois State Water Survey/Prairie Research Institute towards the goal of building relationships between these institutions and NEIU faculty and students to foster research on watershed science in Illinois. Additional collaborations were developed with the College of Agricultural, Consumer, and Environmental Sciences at UIUC by working with them to involve our NEIU students in their proposed projects, and by providing letters of support for their proposals aimed at improving participation of minority students in STEM fields. Members of the department are also involved in active research collaborations at the University of Wisconsin-Madison, The Carnegie Institute of Science, and the University of Wyoming – Laramie.

Outside of faculty achievements, this has been an excellent year for our students. We have three graduates who are pursuing advanced degrees in graduate schools. One graduate and one returning student are currently active in internships with the National Park Service and the Student Conservation Association. Many students participated in internships during the summer of 2010. As stated above, many students presented results of their research at local and national conferences. The Earth Science Club was extremely active this year, holding such events as an outreach day for a local boy scout troop, a spring break field trip to Smoky Mountains National Park, participation in Class Act 2010, participation in the Annual River Congress with the Friends of the Chicago



River, and organization and implementation of an end of the year banquet for faculty, staff and students in the department.

Other accomplishments within the department include the significant progress towards completing the remodeling of room BBH – 120 in support of our general education, First-Year Experience and environmental geology courses.

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

## HONORS AND AWARDS

There were a number of honors and awards received by faculty during the 2010 – 2011 academic year. These are listed below.

*Duke, Genet I.* Awarded an Honorary Fellow Position at the University of Wisconsin-Madison.

*Duke, Genet I.* Named a Research Fellow of the NASA Astrobiology Project-Minority Institution Research Support (NAP-MIRS) Program.

*Sanders, Laura L.* Awarded one of twenty E. (Kika) De la Garza Fellowships by the USDA.

*Sanders, Laura L.* Recipient of the NEIU Foundation Faculty Excellence Award.

*Earth Science Department,* Named one of the top 100 hydrogeology programs in the nation by the National Groundwater Association.

## **I. Assessment**

As the Earth Science works towards the completion of the revision of our curriculum and degree programs, we are also planning on revising our assessment plan. We are planning to move away from an informal portfolio-based assessment program wide assessment, to a more formal, quantitative method for the assessment of our program goals and learning outcomes.

## **II. Program Plan**

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

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

- 1) Continue to work to implement curricular changes in support of the department focus on Environmental Geology with an urban emphasis.
- 2) Explore the development of a second major program focusing on geology.

- 3) Streamline electives and upper division courses to better serve our students.
- 4) Revise our current curriculum to better harness the expertise of the faculty, to support the new focus of the department, and to provide our students with a set of distinctive and useful courses.
- 5) Develop a systematic assessment plan for the program.
- 6) Continue efforts to recruit and retain more students, with particular efforts to increase student diversity within the department.
- 7) As the department continues to strive and flourish, work to secure additional tenure-track faculty positions to support our recent and future growth.

## **B. Projected needs**

1. Faculty: The Earth Science Department had a successful faculty search in 2009-2010 and welcomed Dr. Genet Duke to our department in the fall of 2010. Dr. Duke focuses on structural geology and petrology, replacing the expertise lost through the retirement of Dr. Upadhyay in December of 2009. Another faculty member resigned in 2008, and this position has not been replaced. Given the recent growth in the department and the efforts to revise our curricula, a hire to replace this tenure-track faculty member is needed. As a new focus of the department is further developed, and our course offerings are expanded, additional faculty hires are needed to strengthen the breadth of faculty areas of expertise, to allow the department to offer an appropriate variety and scope of elective and required courses to our majors, and to increase our ability to serve the general education and First-Year Experience programs. As of spring 2011, we have three tenured/tenure-track faculty. As of the fall of 2010, only 23% of our course sections were taught by tenured or tenure track faculty. Given that our number of majors (declared and intended) has risen dramatically and continues to rise, a new hire is in order to support this increase to 47 majors as of the fall of 2010. As our department continues to increase enrollment, focus and develop new curriculum, participate in interdepartmental collaborations, participate in college and university level committees and initiatives, and secure external grant funds, it is evident that the number of tenured and tenure-track faculty members is insufficient to comprise a "critical mass". With only three tenure-line faculty members, it is difficult to perform the service obligations necessary to maintain the functioning of the department within the larger institutional context, actively recruit students, conduct research (both within the department and in collaboration with colleagues outside the department), advise students, and keep up with the day-to-day tasks of running the department. The addition of a faculty member would allow us to better distribute these responsibilities, as well as allow us to focus more on the urgent tasks of curriculum revision, student recruitment and retention, and important initiatives and committee service. Currently, participation in activities outside of those absolutely critical to the department is difficult, due to the fact that the number of tenure-line faculty is small, and we are over-extended with our departmental and other service obligations.

2. Equipment: The Earth Science Department needs to update equipment relevant to the study of Environmental Geology in an urban setting, as well as in support of the more traditional geologic courses. Specifically, the X-ray diffractometer currently housed in the department is controlled by out-of-date software installed on an out-of-date computer. X-ray diffraction is a fundamental tool in many fields of the geosciences,

and upgrading this equipment would allow us to use the instrument more effectively for both coursework and research. Our analytical capabilities within our Soil and Water Research Laboratory are outdated. While they teach students the basics of these concepts, they do little to prepare them for the advanced equipment that they will be exposed to in their careers and in graduate schools.

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

Another need of the Earth Science Department is space for faculty offices within Bernard Brommel Hall that is in proximity to our laboratories and classrooms. Difficulties have arisen in regards to student access to research spaces, concerns about the safety of our students working in laboratories, and general access of the faculty to our students, equipment, and supplies. We realize that space is a difficult and sensitive issue for all departments, but do want to let it be known that this is a projected need of the department as our program continues to expand and flourish.

### **III. Accomplishments**

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

**1. Articles and Abstracts, Local Exhibitions or Performances:** Earth science faculty members are indicated in bold.

Falcon Lang, Howard J. , Philip H. Heckel, William A. Dimichele, Bascombe M. Blake Jr., **Cary R. Easterday**, Cortland F. Eble, Scott Elrick, Robert A. Gastaldo, Stephen F. Greb, Ronald L. Martino, W. John Nelson, Hermann W. Pfefferkorn, Tom L. Phillips, and Steven J. Rosscoe 2011. *No Major Stratigraphic Gap Exists near the Middle-Upper Pennsylvanian (Desmoinesian-Missourian) Boundary in North America*. *Palaios*, 26:125-139.

**Duke, G. I.**, R.W. Carlson., C.D. Frost. 2010. *Geochemical and Isotopic Evidence for Erosion of Wyoming Craton Lithosphere Prior to 48 Ma*. 2010. Transactions of the 2010 Fall American Geophysical Meeting.

**2. Conference Presentations, Group Shows:** Earth Science faculty members are in bold.

**Duke, G. I.**, R.W. Carlson., C.D. Frost. 2010. *Geochemical and Isotopic Evidence for Erosion of Wyoming Craton Lithosphere Prior to 48 Ma*. Presented at the American Geophysical Union International Meeting, December 13<sup>th</sup> – 17<sup>th</sup>, 2010, San Francisco California.

**Hemzacek, Jean M. and Kenneth M Voglesonger.** 2011 Presenters at the Albany Park Experience the World in our Backyard – Globalization in Albany Park Workshop. April 11<sup>th</sup>, 2011. Northeastern Illinois University.

**Sanders, Laura L.** 2010. *The CREAR Project: Collaborations and Retention through Research and Environmental and Agricultural Research*, 2010. National Institute on Food and Agriculture Project Directors Conference and Workshop, November 29<sup>th</sup> – December 2<sup>nd</sup>, 2010, Washington D.C.

**Kenneth M. Voglesonger.** 2010. *The TIERRA Project: Targeted Investigations of Earth Resources Related to Agriculture*, 2010 National Institute on Food and Agriculture Project Directors Conference and Workshop, November 29<sup>th</sup> – December 2<sup>nd</sup>, Washington D.C.

**3. Funded grants:** Earth Science Faculty members are indicated in bold.

**Sanders, Laura L., Jean M. Hemzacek., and Kenneth M. Voglesonger:** *The TIERRA Project: Targeted Investigations of Earth Resources Related to Agriculture*, United States Department of Agriculture, \$248,000.

Wrinkle, Nancy, Ana Fraiman, **Jean Hemzacek, Laura Sanders**, and Pamela Geddes: *CREAR: Collaboration and Retention through Environmental and Agricultural Research*, United States Department of Agriculture, \$290,000.

**Duke, Genet:** *Early Atmospheric Earth Composition*, National Aeronautics and Space Association Astrobiology Minority Institution Research Grants, \$15,000.

#### **4. Service**

**Duke, Genet, I.** Reviewer, National Science Foundation Division for the Petrology and Geochemistry Division.

**Duke, Genet I.,** Judge, Local High School Science Fairs.

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

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

**Sanders, Laura L.** Member of the Chicago Teacher Preparation Project (CTPP) Science Working Group.

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

1. Presentations, conference papers, symposium participation, publications. Earth Science majors are marked in bold, Earth Science Faculty are marked with an asterisk.

Deisinger, Matthew, Sumitra Gurung, **JJ Mulliken**, Steve Ryan, Jeny Semoon, Kristen Veldman, Pamela Geddes, Kenneth T. Nicholson, Aaron Schirmer, and Kenneth M. Voglesonger\* 2010. Effects of Gasoline Additives on Aquatic Systems in Lake Michigan Harbors: A Biogeochemical Study. Oral presentation at the Student Center for Science

Engagement Research Symposium, September 24<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

**Gilmore, Erik, Robert Drapeau, Jean Hemzacek\***, Laura Sanders\*, and Kenneth Voglesonger\*. 2010. Investigation of the Effect of pH on the Concentration of Dissolved Zinc during First-Flush Events. Poster Presentation at the Student Center for Science Engagement Research Symposium, September 24<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

**Gilmore, Erik, Robert Drapeau, Jean Hemzacek\***, Laura Sanders\*, and Kenneth Voglesonger\*. 2010. Investigation of the Effect of pH on the Concentration of Dissolved Zinc during First-Flush Events. Poster Presentation at National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), September 30<sup>th</sup> – October 3<sup>rd</sup>, Anaheim, California.

**Havey, Jeffrey, Megan Murphy, Jean Hemzacek\***, Laura Sanders\*, and Kenneth Voglesonger\*, 2010. Investigation of the First-Flush Phenomenon on a Metropolitan River System. Poster Presentation at the Student Center for Science Engagement Research Symposium, September 24<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

**Havey, Jeffrey, Megan Murphy, Jean Hemzacek\***, Laura Sanders\*, and Kenneth Voglesonger\*, 2010. Investigation of the First-Flush Phenomenon on a Metropolitan River System. Poster Presentation at National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), September 30<sup>th</sup> – October 3<sup>rd</sup>, Anaheim, California.

**Havey, Jeffrey, Megan Murphy, Erik Gilmore, Robert Drapeau, Jean Hemzacek\***, Laura Sanders\*, and Kenneth Voglesonger\*, 2010. Investigation of the First-Flush Phenomenon on a Metropolitan River System. Oral Presentation at the Student Center for Science Engagement Research Symposium, September 24<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

**Mulliken, J.J.**, Kristen Veldman, Pamela Geddes, Ken T.Nicholson, Aaron Schirmer, and Kenneth M. Voglesonger\*. Presence, Distribution, and Potential Sources of Gasoline Additives in Lake Michigan Recreational Boat Harbors. 2010. Poster Presentation at the Student Center for Science Engagement Research Symposium, September 24<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

**Mulliken, J.J.**, Kristen Veldman, Pamela Geddes, Ken T.Nicholson, Aaron Schirmer, and Kenneth M. Voglesonger\*. Presence, Distribution, and Potential Sources of Gasoline Additives in Lake Michigan Recreational Boat Harbors. 2010. Poster Presentation at National Meeting of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), September 30<sup>th</sup> – October 3<sup>rd</sup>, Anaheim, California.

**Murphy, Megan, Robert Drapeau, Jean Hemzacek\***, Laura Sanders\*, and Kenneth Voglesonger\*, 2011. Investigation of the First-Flush Phenomenon on a Metropolitan

River System. Poster Presentation at the NEIU SACNAS Chapter Meeting, March 4<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

**Murphy, Megan, Robert Drapeau, Jean Hemzacek\***, Laura Sanders\*, and Kenneth Voglesonger\*, 2011. Quantification of the First-Flush Phenomenon on an Urban River System. Poster Presentation at the NEIU Research and Creative Activities Symposium, April 15<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

Veldman, Kristen, **J.J. Mulliken**, Pamela Geddes, Ken T. Nicholson, Aaron Schirmer, and Kenneth M. Voglesonger\*. Presence, Distribution, and Potential Sources of Gasoline Additives in Lake Michigan Recreational Boat Harbors. 2010. Poster Presentation at the NEIU SACNAS Chapter Meeting, March 4<sup>th</sup>, at Northeastern Illinois University, Chicago, Illinois.

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

**Robert Drapeau** (Earth Science 2011): Accepted into the Masters program in the Department of Renewable Resources at the University of Wyoming.

**Robert Drapeau** (Earth Science 2011): Summer 2010 Internship with the National Resource Conservation Service performing a soil survey of Cook County.

**Magdalena Gorcynska** (Earth Science; current student): Summer 2011 Internship with the Student Conservation Association at Fossil Butte National Monument. Working as an interpreter and in the excavation/preservation of fossil specimens.

**Judith Mulliken** (Earth Science 2011): Accepted in to the Masters program in the Department of Geography at the University of Missouri at Columbia.

**Judith Mulliken** (Earth Science 2011): Recipient of the Geological Society of America Exxon Mobil Big Basin Field Award to study petroleum geology in North Central Wyoming during the summer of 2010.

**Judith Mulliken** (Earth Science 2011): selected for National Science Foundation funded study of geocognition during the summer of 2010.

**Megan Murphy** (Earth Science 2011): Accepted into the Masters program in Geology at the State University of California – Fullerton.

### **C. Alumni News**

**Kenneth Kearney** (Earth Science 2009): Pursuing a Master Degree in Geology at the University of Illinois at Chicago, focusing on absorption of mercury onto clay minerals.

**Patricia Downie** (Earth Science, 2010): Employed at Arcadis Environmental Consulting.

**Jeffrey Havey** (Earth Science, 2011): Enrolled in an Internship Program with the Student Conservation Association, studying fire prevention in the southwest United States.

# ECONOMICS

## **Annual Report 2010-2011**

**Submitted by Christina Ciecierski and Erick Howenstine**

### **Executive Summary**

The Department of Economics has prospered from another revitalizing year in 2010-2011. With energy from two newer faculty members, the department has been able to broaden the scope of student advising and course offerings. In fall 2010, the number of majors had rise to 109 (a significant increases from 76 and 86 in the two years prior). This growth occurred even in the absence of a senior track faculty member due to illness during this academic year. Two new courses, appealing to majors, had been developed. The department also embarked on its first attempts to assess instruction amongst our popular Principles of Macroeconomics and Principles of Microeconomics courses. The Economics Club has been transformed into Omicron Delta Epsilon, an international Economic Honor Society reinstated, service in University Committees has increased, and the web page, bulletin boards, and display cases are being revitalized. As in prior years, Edward Stuart brought acclaim to the department and university by more than a dozen newspaper, television, and radio interviews.

### **I. Assessment**

During the course of the 2010-2011 academic year, significant efforts continued to be made by the Economics department to improve communication and networking between student, faculty and alumni. A number of technology-based communication tools were launched in fall 2010 including: a groups page on NEIU port; a complete “renovation” of the Department’s webpage and the launch of a NEIU Economics Facebook page targeting NEIU Economics alumni. In Fall 2010 and Spring 2011, we implemented a course pre/post test in our 215/217 Principles courses (see attached). A number of other assessment tools, including a student self evaluations, student satisfaction survey and focus groupshave been discussed and will be implemented during the 2011-12 academic year. Finally, we track the number of majors and minors according to the 10-day fall enrollments, student professional activities, graduation counts from Economics and credit hours generated.

### **II. Program Plan**

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

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

#### **B. Projected needs**



The department has requested another faculty member for the coming year, and expects to augment its TP faculty during fall 2012. The department currently has a TP faculty ratio of approximately 31:1.

### **III. Accomplishments**

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

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

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

Wenz, Michael G. and Joren Skugrud. Tackling the Chart: Two Point Conversions and Team Differences in Football. *Chance*, 2011, 24(1): 29-35.

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

Ciecierski, Christina, NEIU International Business Conference, "Tobacco Taxation in Poland: A Case of the New Catching up with the Old".

Stuart, Edward, Keynote Address at ODE, Economics Honor Society Induction Ceremony, NEIU Main Campus, 1 December 2010.

Stuart, Edward, NEIU International Business Conference, "Monetary and Fiscal Requirements of the New EU Member States", 28 February 2011.

Stuart, Edward, APICS Chicago/Highlands, "Economic Outlook 2011", 20 January 2011, in Barrington, Illinois.

Stuart, Edward, Webinar for APICS Chicago, "Employment Prospects for the Chicago Regional Economy", 1 February 2011.

Wenz, Michael G. A new method for decomposing firm and household amenity effects with an application to casino gambling. Presented to the World Spatial Econometrics Association, June 2010.

Wenz, Michael G. A Proposal for Incentive-Compatible Revenue Sharing in Major League Baseball. Presented to the Illinois Economics Association, October 2010.

Wenz, Michael G. and Ryan Gallagher, The Effect of Financial Aid Type on Student Retention and Academic Performance. Presented to the Midwest Economic Association, March 2011.

Wenz, Michael G. A new method for decomposing firm and household amenity effects with an application to casino gambling. Presented to the Western Regional Science Association, February 2011.

Stuart, Edward (2010-2011). Interviewed by media and made many television appearances on the topic of the nation's economy throughout this period. These included *several* appearances on WTTW's "Chicago Tonight", Interviews with AP Wireservice, and Vocalo Radio FM 89.5 as part of a new NEIU/Chicago Public Media Partnership Project.

## **5. Funded grants**

Ciecierski, Christina, Project entitled, "Socio-demographic Disparities in Health Related Behaviors", Principal Investigator, Northwestern University, Chicago, IL., January – December 2011. Level of funding: \$12,332.00.

## **B. Student Achievements**

### **1. Internships**

Kadic, Almira secured one of two paid internship positions available with the FDIC, Chicago branch.

Guetzov, Petar secured a paid internship position with Walgreens, Headquarters.

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

Eric Botoroff, accepted to UIC Department of Economics, MA Program in Economics (with Teaching Assitanship).

## **C. Alumni News**

NEIU Chapter of Omicron Delta Epsilon (ODE), International Economics Honor Society, held its first Induction Ceremony on December 1<sup>st</sup>, 2010. Present were several NEIU-Economics alumni including: Matthew Sawicki, Kimberley Morris, Villiana Dragos, Jonathan Urbanski, Walter Paucar, Edward Vega and Haik Edwards Ter-Nersesya.

# ENGLISH

## **Annual Report 2010-2011**

### **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.

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** just completed her third year taking part in the administration of a Title V grant geared toward improving student retention by improving student writing. She serves as the Coordinator of the First-Year Writing Program. **Professor Kristen Over** has continued her service as administrator of the University Honors

Program. **Professor Tim Scherman** was appointed as the faculty representative for the University Planning and Budget Committee; and he continues to serve as the university's representative on the Faculty Advisory Council to the Illinois Board of Higher Education, authoring a key position paper in this capacity titled "Educational Quality and Budget Savings through P-16 Vertical Alignment." Additionally, **Professor Scherman** continues to co-chair the College of Education/College of Arts and Sciences Taskforce on Teacher Preparation, organizing this year a summit on student dispositions, the fifth in our series. Additionally, **Professor Scherman** has spearheaded our departmental assessment efforts. **Professor Christopher Schroeder**, a leading researcher in the field of Literacy and Composition Studies, represented the College of Arts and Sciences on the Chicago Teacher Pipeline Project, a multi-million dollar grant project, for which he also developed introductory courses in writing and general education designed specifically to serve bilingual and heritage-language speakers. Additionally, **Professor Schroeder** volunteers for Literacy Volunteers of Western Cook County. Also, this year **Professors Tim Barnett, Marcia Buell, Tim Libretti, and Tim Scherman** worked on Plan for Academic Success for All Students (PASAS), a State of Illinois - Improving Teacher Quality NCLB grant project between Northeastern Illinois University and Morton High School District 201 in Cicero and Berwyn. In this three-year project, faculty from the English department will work with 40 English and Social Studies teachers in grades 9-12, providing literacy coaching and structured professional development to align Common Core standards and skills, and research-based instructional practices as documented in lesson and unit plans. Additionally, **Professors Tim Barnett, Vicki Byard, and Emily García** played vital roles as faculty in the development of the LGBTQ minor. **Byard** in particular worked tirelessly in heading up the LGBTQ task force in producing a document studying LGBTQ issues on campus and making recommendations for serving our LGBTQ students more effectively and with much greater sensitivity and awareness of their needs and the challenges they face in a discriminatory world.

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.

- In the area of research, many of our faculty are productive scholars and writers, publishing books, articles, book chapters, and book reviews and presenting their research or creative writing at major conferences and literary events. Among this productive group are some stand-outs: **Professor Christopher Schroeder** published a book *Diverse by Design: Literacy Instruction in Multicultural Institutions*, an innovative work undertaking an institutional study of Northeastern's treatment of multicultural issues in the classroom and broader institutional policies and structures. Also, of great moment, **Larry Dean** published a book of poetry titled *About the Author*, and **Elizabeth Marino** re-released her volume of poetry *Debris: Poems and Memoir*. Additionally, as documented below, our faculty have published many articles, book chapters, and literary works in addition to presenting papers at important conferences and events.

- Overall, English faculty are incredibly active in serving the university on a wide range of important committees and governing bodies, including the Faculty Senate, the Faculty Council on Academic Affairs, the College Academic Affairs Committee, the Global Studies Committee, the Fiscal Affairs Committee, the Honors Program, and the Strategic Planning Team, among others.
- **Professor Tim Barnett** advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students.
- **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.

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

- We offered two summer institutes with the intent of taking advantage of the strengths and interests of our faculty to (1) offer a wider variety of scheduling options for students during the summer, (2) help grow our graduate program and potentially our creative writing program, and (3) publicize our programs and faculty with the objective of not only recruiting students but also of developing long-term partnerships between our graduate programs and local high schools and school districts. The Summer Institutes for 2011 were the following:
  - ***The Summer Creative Writing Institute:*** Brad Greenburg and Olivia Cronk taught an intensive two-week Summer Creative Writing Institute for its third 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 Greenburg also put together a slate of local authors, to guest lecture.

- ***The Graduate Summer Institutes: English 409: Community Literacies and English 494: Re-Thinking Race and Gender.*** This year the department continued the Graduate Summer Institute concept, which is largely an effort to develop partnerships with local high schools, given that secondary education teachers constitute a significant constituency our graduate programs serve. We hope to develop custom classes that match the expertise and research interests of our faculty with the professional development needs of faculty in local high school English Departments. This year we began meeting with some high school English Departments and plan to continue this outreach next year. **Professor Tim Barnett's** English 409 course explored the application of academic writing to the public sphere and involved students in the publication *Stateville Speaks*, produced largely by prisoners at Stateville Prison, a publication with which our Justice Studies Department is involved. **Professor Kris Over** paired up with Professor Sarah Hoagland of the Philosophy Department to teach a course on re-thinking race and gender. Both of these courses built relationships with other departments and disciplines in important ways for our students, for our department, and for the university.
- Our Graduate Program this year implemented a 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.
- **Professor Brad Greenburg** offered his newly developed course ***English 364: Reading Film***, **Professor Byard** offered her newly developed ***English 310: Introduction to Composition Studies***, and **Dr. Ryan Poll** offered a graduate seminar titled ***Narrating Oil***. Both of these courses advanced our curriculum in the direction of developing a broader cultural studies curriculum more in line with evolutions in the discipline and of heightened relevance to social and global developments.
- This year the department stepped up its programming, offering a series of literary and cultural events with the hope of creating a vibrant and creative intellectual atmosphere on campus for our students, offering programming to our alumni to draw them back to campus and sustain their interest and involvement in the department and university, attracting the broader external community to campus, and publicizing our programs by highlighting the exciting events on campus and the achievements of our faculty. This programming included the following events:

- Last Fall, **Dr. Ryan Poll** kicked off our Faculty Lecture Series with a talk titled “Narrating Oil,” anticipating his Spring 2012 graduate seminar.
- Also last Fall, **Professor Tim Barnett** brought novelist Daniel Allen Cox to campus as part of his Gay and Lesbian Literatures class, and **Professor Tim Libretti** brought detective novelist Tim Sheard to campus. Last Spring 2012, **Professor Emily García** organized a spectacular reading and discussion with renowned author Achy Obejas. These major literary programming events were open to our alumni in addition to the university and broader community.
- The department undertook a fundraising campaign to raise funds for a student awards ceremony and to begin funding an endowed scholarship. The department raised close to \$2,000.00 from alumni and students and held a fabulous and moving ceremony honoring the outstanding work of our students. We gave \$1,400 in cash awards to students for their creative writing, critical essays, and literary analysis and for an overall outstanding student. The event honored our students as well as our alumni and also helped to shape future alumni donors. Overall, the event helped to create a stronger English community and, by recognizing excellence, to create a greater sense of the English Department’s commitment to excellence.
- **Professor Tim Barnett** advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students.
- **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.
- **Professor Emily Garcia** organized our first ever Career Night for English Majors last Spring, bringing back alumni from a variety of fields, including law, public relations, publishing, library science, web writing, advertising, and business. Over 40 students attended, and the event resulted in our students receiving internships and developing valuable networking relationships. Additionally, the department also developed a valuable network with alumni and others in community to which we can introduce our students.
- Also in the area of alumni outreach, the chair has continued growing a Facebook group for English Major/MA alumni and friends. The group currently has over 260 (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. This year we began 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. Assessment**

This year the department underwent a major program review, assessing its undergraduate and graduate programs in an exhaustive seventy-four page report. The feedback we received from our students and alumni and from our outside evaluator Professor Victor Villanueva were extremely positive. We were delighted to see that overwhelmingly students appreciated the high-level of instruction, advising, and overall attention they receive in the English Department.

In terms of assessing our students and our own effectiveness in the classroom, this year the department continued requiring that students purchase a subscription to Live Text, an on-line electronic portfolio system that is aligned with the standards of many national accreditation bodies, such as NCATE, which is the agency to which the English Department is accountable. Currently, all majors and secondary education majors are required to own a Live Text account and to upload samples of their writing so we can measure their knowledge of literary history, their effectiveness at writing literary analysis, their ability to analyze a non-literary text, their comprehension of cultural diversity, and their ability to assess research. Over time the nature and types of assignments we ask them to upload might vary depending on which particular goals and outcomes seem most imminent for us to assess.

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

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

Our assessment plans and rubrics as well as our most recently processed results are included in the attached appendix (see below).

## **II. Program Plan**

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

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.



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

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

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

We look also to sustain and expand our creative writing offerings in the department, looking to develop a creative writing program that will offer a B.F.A. degree and perhaps down the line an 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.

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

### **III. Accomplishments**

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

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

###### **Dean, Larry O.**

- *About the Author*. Los Angeles: Mindmade Books, 2011.

###### **Marino, Elizabeth.**

- *Debris: Poems & Memoir*. Pudd'nhead Press. May 2011. (Re-release)

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

- *Diverse by Design: Literacy Instruction in Multicultural Institutions*. Logan, UT: Utah State University Press, 2011.

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

###### **Eze, Chielozona.**

- "Ethnocentric Representations and Being Human in a Multiethnic Global World: Alain Locke Critique." *Philosophic Values and World Citizenship: Locke to Obama and Beyond*. Lanham, MD: Lexington Books, 2010.

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

- “Henry Roth’s Reimagination of Class Consciousness from *Call It Sleep* to the *Mercy of a Rude Stream* Novels: Class Consciousness, Nationalist Politics, and Working-Class Studies in the Age of Cosmopolitanism.” *Critical Approaches to American Working-Class Literature*, ed. Michelle Tokarczyk. New York: Routledge, 2011, pp. 219-236.
- “Preface” to Christopher Schroeder’s *Diverse by Design*. Logan, UT: Utah State University Press, 2011, pp. xi-xxiii.
- “Proletarian Literature.” *The Encyclopedia of Literary and Cultural Theory*, ed. Michael Ryan. Oxford: Wiley-Blackwell, 2011. (On-line)
- “Multiculturalism.” *The Encyclopedia of Literary and Cultural Theory*, ed. Michael Ryan: Wiley-Blackwell, 2011. (On-line)
- “Chandra Talpade Mohanty.” *The Encyclopedia of Literary and Cultural Theory*, ed. Michael Ryan: Wiley-Blackwell, 2011. (On-line)
- “Herbert Marcuse.” *The Encyclopedia of Literary and Cultural Theory*, ed. Michael Ryan: Wiley-Blackwell, 2011. (On-line)

**Over, Kristen.**

- “Hybridity Reconsidered: Rewriting the Literary Welshman in *Historia Peredur vab Efracwag*,” in *Other Nations: Hybridization of Insular Mythology and Identity*, ed. By Wendy Marie Hoofnagle and Wolfram R. Keller. Heidelberg: Winter 2011, 109-125.

**Schroeder, Christopher.**

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

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

**Cronk, Olivia.**

- Published six poems in *Black Warrior Review* and *Caketrain*, Fall 2010.
- “Love and Theft”(critical piece) in *Bookslut*, October 2010.
- “Humanimal: A Hybrid Creature in an Underworld” in *Bookslut*, January 2011.

**García, Emily**

- “Novel Diplomacies: Henry Marie Brackenridge’s *Voyage to South America* (1819) and Inter-American Revolutionary Literature.” *Literature in the Early Republic 3* (April 2011).
- “‘The cause of America is in great measure the cause of all mankind’: American Universalism and Exceptionalism in the Early Nation.” *American Exceptionalisms*, eds. Sylvia Soderlind and Jamey Carson. Albany: SUNY Press, 2011.
- Review of *Writing Captivity in the early Modern Atlantic: Circulations of Knowledge and Authority in the Iberian and English Imperial Worlds* by Lisa Voigt. *Early American Literature* 45:3 (Fall 2010).

### **Greenburg, Bradley.**

- Review of Jennifer Summit, *Memory's Library: Medieval Books in Early Modern England*. Chicago: University of Chicago Press, 2008. In *Shakespeare Studies*, v.38, 2011.

### **Marino, Elizabeth.**

- "The Dance Hall." *After Hours*, v. 20-21 (Summer2010). Oak Park, IL.
- "Legacy Saplings: Tanka for Japan." Published on "La Bloga." April 19, 2011.
- Reading. "One poem One Poet." Palabra Pura Series Opener. The Guild Complex, Chicago, IL. April 2011.
- Featured reader. *The Trunk Show*. Pudd'nhead Press: Evanston, IL. June 2011.
- Featured reader. Café Mestizo. Pilsen. June 2011.

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

### **Eze, Chielozona**

- "Waiting for the Age of Clay: Memory, Empathy, and Redemption in *Age of Iron*." 37<sup>th</sup> African Literature Association. Athens, Ohio, April 13-17, 2011.
- "Nelson Mandela and the Politics of Empathy: A New Moral Consciousness in African Culture and Societies." 4<sup>th</sup> European Conference on African Studies. Uppsala, Sweden, June 15-18, 2011.

### **Greenburg, Bradley.**

- "How *Hamlet* Works." The Newberry Library Teachers' Consortium, Chicago, IL, October 6 and 13, 2010.
- "Persuaded With a Kiss: The Contention of Goddesses in Shakespeare's *Venus and Adonis*." Shakespeare Association of America Conference. Seattle, WA, April 2011.

### **García, Emily.**

- Panel organizer and respondent, "Alternate Boderlands: Filadelfia, Boston, Puebla." The Society of Early Americanists Conference. Philadelphia, PA. March 4, 2011.
- Panel organizer and respondent, "On the Borders of Crisis: Alarm Aesthetics and Politics in the Ninetheenth-Century Americas." The American Studies Association Conference. San Antonio, TX. November 18, 2010.
- Roundtable participant: Rudolfo Anaya's *Bless Me, Ultima* as the NEA's Big Read. Rudy Lozano Public Library, Chicago, IL, October 23, 2010.

### **Hoberg, Thomas.**

- "A Heroine for Our Times: Lisbeth Salander." Presented at Common Ground, Deerfield, IL. January 2011.
- "Puritans and Deists: Two Different Gods." Presented at the Unitarian Society, Glenview, IL. February 2011.
- "A Tale of Two Tristrams: Tennyson's 'Last Tournament' and Swinburne's 'Tristram of Lyonesse.'" Presented at the 46<sup>th</sup> Annual Congress of Medieval Studies, Western Michigan University, Kalamazoo, MI, May 14, 2011.

**Libretti, Tim.**

- “Henry Roth’s Reimagination of Class Consciousness through the Nationalist Subject from *Call It Sleep* to the *Mercy of a Rude Stream* novels.” Conference of the Working-Class Studies Association, Chicago, Illinois, June 22-25, 2011.
- Roundtable participant: Rudolfo Anaya’s *Bless Me, Ultima* as the NEA’s Big Read. Rudy Lozano Public Library, Chicago, IL, October 23, 2010.

**Marino, Elizabeth.**

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

**Poll, Ryan.**

- “Aesthetic Borders and Invisible Pipelines: Resituating John Updike’s *Rabbit* in a Petroluem Modernity.” American Studies Association Conference. San Antonio, TX, November 20, 2010.
- “Narrating Oil: Literature and Culture of the Long Petromodernity.” Northeastern Illinois University, September 15, 2010.

**Rzany, Elisa.**

- “Learn how How to Make a ‘P.A.C.T.’ with learners to Address Participation, Attendance, Conduct, and Tardiness.” 2011 On Course National Conference. Long Beach, CA. April 1-2, 2011.

**6. Service****Bruce, Debra.**

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

**García, Emily.**

- Peer Reviewer for *Early American Literature*.

**Libretti, Tim.**

- Editorial Board Member for the journal *JAC*.

**Over, Kristen.**

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

**Schroeder, Christopher.**

- External assessor for SIM University (Singapore)

**B. Student Achievements**

This year the following talented students received writing scholarships from the English Department: Rachel Deahl, Linda Monacelli, Salvador Saucedo, Tinu Thompson,

Matthew Van Moss. The Department also congratulates Andarte Philips for her participation in The Columbia College Annual Undergraduate Poetry Festival, a reading of Student poets selected to represent Chicago area colleges and universities (April 7, 2011, at Columbia College).

## ENGLISH DEPARTMENT

### Assessment Report 2010-2011

Submitted by Tim Libretti, Chair

#### *Program Goals and Assessment*

Some years before our last Program Review (ca 2001), the English department drafted and approved a set of goals and outcomes for all majors, as follows:

Goal 1: (Oral and Written Expression): Students will demonstrate the ability to express ideas effectively in both oral and written forms.

##### Outcomes

- a) Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- b) Students will be able to write in ways most commonly asked for in the academic and professional worlds.
- c) Students will be able to express complex ideas about literature and rhetoric *orally* in ways that demonstrate clear understanding of the concepts involved. They will be able to communicate these ideas successfully in conversation with both experts in these fields and fellow students (majors and non-majors) in a vocabulary appropriate for each.

Goal 2: (Critical Thinking): Students will demonstrate the ability to think critically about literature.

##### Outcomes:

- a) Students will demonstrate an understanding of figurative language.
- b) Students will demonstrate an understanding of the way meaning changes with time, audience and circumstance.

Goal 3: (Content): Students will demonstrate a broad familiarity with many major and some minor works from British and American literatures from their beginnings to the present day.

##### Outcomes:

- a) Students will be able to situate British and American authors and works in their appropriate historical period and to identify them with the literary genres or movements with which they are associated.
- b) Students will be able to demonstrate an understanding of the constructed relationship between genre and periodization and to assess critically the ideological underpinnings of literary historiography and canon formation. They will understand the evaluative criteria behind the relegation of texts to the status of “major” or “minor” and the ideological stakes involved in defining ages by particular genres at the expense of others.

Goal 4: (Historicity): Students will demonstrate an understanding of the relations between literature, themselves, and the world.

##### Outcomes:

- a) Students will show an awareness of what writers in our culture and others have valued and continue to value in literature.

- b) Students will demonstrate an ability to articulate the relevance of literature and criticism to their own lives.

At the point of our last review, we had not devised a way of actively assessing whether or not our students were meeting these goals, and to what varying degrees. At that point we were collecting graduation portfolios of student work, but little was being done with them. Moreover, while these were outcomes we believed all students of English should demonstrate, we had not at that point articulated these goals and outcomes with those required of our Secondary Education/English majors.

Early in the present review period, a new assessment system was devised to respond to these multiple challenges—at least in part out of necessity, since our NCATE review in 2012 would require results of our assessment of all outcomes for our Secondary Education/English majors.

1. HOW: Collection, Organization of Data

To combat the problem of chasing down individual students for copies of their work (not to mention the space required to store those copies), the department decided to require students to buy Livetext software, and upload assignments to their accounts for our review. Given the relatively low cost of textbooks in English courses, “sticker shock” (the software costs \$100 or more) was a serious problem, given the fact that the purpose of this investment had little to do with their individual grades or any individual course. It has taken department faculty, too, some time to adjust to the culture of assessment; the fact that we are only now (Fall of 2010) getting significant student data for analysis attests to this difficulty.

2. WHAT: The Five Assignments

Faculty discussion ensued over what kind of assignments would allow us to assess both our Liberal Arts students’ progress toward department outcomes and our Secondary Education/English students’ progress toward those outcomes dictated by NCTE. By Fall of 2009, the department had agreed on three of these assignments, and some students began purchasing software and submitting work. Now only a year later, we have what we believe is a complete set of five assignments, complete with descriptions for students and rubrics that outline our expectations for student work. As of Fall of 2010, all graduating seniors are required to submit a portfolio of their best examples of the five assignments along with a “reflective” essay explaining their choices and what they see as the keys to their improvement.

The five assignments are detailed on the following pages along with the outcomes and standards measured by them and rubrics which describe the criteria used to measure student progress.

1. *Evidence of Literary Historical Knowledge*

This document in your portfolio is meant to demonstrate your understanding of the particular characteristics of literary periods in British and American literature. Eventually, you should upload a document--a short essay, the answer to an appropriate exam question (scanned or copied)--for each survey class you take (ENGL 218, 219, 221 or 222).

For Liberal Arts Majors, this assignment measures the following outcomes: Students will be able to situate British and American authors and works in their appropriate historical period and to identify them with the literary genres or movements with which they are associated.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.5.1 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature

Rubric for Mastery of Literary Historical/Generic Characteristics

	Target (4 pts)	Acceptable (3 pts)	Developing (2 pts)	Unacceptable
<b>Level of Mastery</b>	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs. Further, in demonstrating this knowledge of period, movement, or genre, the writing is able to distinguish the period, movement, or genre from earlier, and perhaps even later, developments in literary history. The most masterful demonstration of knowledge in this regard will also be able to coordinate the emergence of periods, movements, or genres with larger social and historical evolutions.	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs. Further, in demonstrating this knowledge of period, movement, or genre, the writing is able to distinguish the period, movement, or genre from earlier, and perhaps even later, developments in literary history.	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs.	The writing identifies (or not) key features of an individual work but is unable to understand those features as definitive of a larger literary period, movement, or genre.

## 2. *Example of Literary Analysis*

This document in your portfolio should provide your BEST example of literary analysis, preferably focused on a single literary work. Your essay should be between three and five pages in length. Whatever particular method of analysis is used (formalist, psychoanalytic, historical, post-structural), there should be clear evidence of method in your essay.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.4.1 Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching;



- 3.5.4 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

Rubric

	<b>Exemplary (4 pts)</b>	<b>Proficient (3 pts)</b>	<b>Partially Proficient (2 pts)</b>	<b>Incomplete (1 pt)</b>
<b>Argument (1, 33%)</b>	The paper has a well-developed thesis that clearly articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, providing enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis specifically and precisely indicates the paper's perspective on how the work resolves or otherwise represents the question, issue, or controversy. The most masterful paper will also underscore or provide some rigorous sense of its method in approaching the literary work and give some sense of where its analysis fits into or how it negotiates larger critical conversations.	The paper has a well-developed thesis that clearly articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, providing enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis specifically and precisely indicates the paper's perspective on how the work resolves or otherwise represents the question, issue, or controversy.	The paper presents a thesis that articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, making some effort to provide enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis indicates the author's understanding of the need to indicate the paper's perspective on how the work resolves or otherwise represents the question, issue, or controversy, even if the author does not execute this aspect with sufficient specificity or precision.	The paper does not develop an analytical thesis addressing the text as a literary work and shows little awareness of how to go about developing an argument about a literary work. The paper does not grapple with the concrete language of the work in evidencing points and cannot with any significant, or even minimal, consistency analyze or understand the literary dimensions of language. Presenting very little or nothing in the way of argument, the paper may summarize parts of the work or repeat its themes. There is little or no sense of literary critical method or analysis.
<b>Structure (1, 33%)</b>	Each paragraph develops a discrete point of the overall argument or analysis and is able effectively to evidence these points through textual interpretation. The paper clearly demonstrates how its points are derived from the concrete language of the work and is able to decipher and precisely grasp the way literary language operates in its various and layered figurative dimensions.	Each paragraph develops a discrete point of the overall argument or analysis and is able effectively to evidence these points through textual interpretation. The paper clearly demonstrates how its points are derived from the concrete language of the work and is able to decipher and precisely grasp the way literary language operates in its various and layered figurative dimensions.	Each paragraph develops a discrete point of the overall argument or analysis and makes the effort to evidence these points through textual interpretation. The paper understands the gesture of demonstrating how its points are derived from the concrete language of the work, though it might at times over-generalize the text. The paper shows some ability to decipher and grasp the way literary language operates differently from other discourses.	Paragraphs here are undeveloped, sometimes single sentences. Sentences may bear little or no relation to each other.
<b>Mechanics</b>	The critical vocabulary is	Critical vocabulary reflects a	The analysis is often	The paper is plagued by

Rubric

	<b>Exemplary (4 pts)</b>	<b>Proficient (3 pts)</b>	<b>Partially Proficient (2 pts)</b>	<b>Incomplete (1 pt)</b>
<b>(1, 33%)</b>	sophisticated and compelling, and the writing is mechanically and stylistically sound.	solid understanding of concepts, and the few mechanical errors present do not impede the reader's comprehension or concentration on the main argument.	basically sound, if lacking freshness and sharpness, and the writing is for the most part mechanically and stylistically sound.	numerous mechanical errors which impede continuous reading.

3. *Analysis of a Non-Literary Text*

This document in your portfolio will provide evidence of your ability to analyze and interpret "texts" beyond the literary--advertising, film, music or other media--that register much of the information we receive from our contemporary world.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.2.1 Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching
- 3.6.1 Understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in their own work but also in their teaching;
- 3.6.2 Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts

Rubric

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
<b>Element 1 (1, 100%)</b>	This paper demonstrates an awareness and comprehension of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It demonstrates this awareness and comprehension in its ability to apply the methods and techniques of literary criticism or rhetorical analysis in its discussion of the non-literary text to unpack various and less explicit levels of meaning. The	The accomplished paper demonstrates an awareness and comprehension of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It demonstrates this awareness and comprehension in its ability to apply the methods and techniques of literary criticism or rhetorical analysis in its discussion of the non-literary text to unpack various and less explicit	The developing paper demonstrates an awareness and of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It recognizes and attempts to demonstrate the applicability of the methods and techniques of literary criticism or rhetorical analysis in a discussion of the non-literary text to unpack various and less explicit levels of meaning,	This paper does not yet grasp the textual nature of the world at large and tends to offer tidbits of insight or opinions on non-literary texts without applying the techniques of literary criticism or rhetorical analysis or without being able grasp the literary/rhetorical dimensions of non-literary discourses.

Rubric			
Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
paper is able to reflect analytically on the often unrecognized impact the non-literary texts we encounter every day have on us.	levels of meaning.	though it might not be entirely compelling in executing the analysis.	

#### 4. *Critical Assessment of Literary Research/Theory*

This assignment should demonstrate your ability to critically assess what others have written about literature and/or theory. Ideally, it should involve your identification of the thesis of a piece of criticism, its main points of argument, and an argument assessing the writer's uses of evidence without mere repetition, over-extensive quotation, or improper paraphrase.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will be able to write in ways most commonly asked for in the academic and professional worlds.
- Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.5.4 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

Rubric				
	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
<b>Element 1 (1, 100%)</b>	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the thesis, approach, main points, and uses of evidence without merely repeating or giving a blow by blow run-down of the argument. In addition to summarizing the argument, the writing also demonstrates an ability to evaluate how compelling the argument is.	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the thesis, approach, main points, and uses of evidence. In addition to summarizing the argument, the writing also demonstrates some ability to evaluate how compelling the argument is, although the writing may be more adept at summary than critique.	The writing is able to grasp the main thesis or approach of the critical or theoretical work, though it may be more repetitive than a digested critical summary. The critique shows a limited ability to assess the piece.	The writing shows little ability to comprehend or critique the critical or theoretical piece and may more or less frequently lapse into improper paraphrase.

#### 5. *Assignment Demonstrating Awareness of Diverse Perspectives*

In this assignment, students should submit evidence that they can critically assess the diverse perspectives of authors and audiences from differing cultures, genders and races.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate the ability to think critically about literature.
- Students will demonstrate an understanding of the way meaning changes with time, audience and circumstance.
- Students will show an awareness of what writers in our culture and others have valued and continue to value in literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.1.4 Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching;
- 3.5.1 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
- 3.5.2 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color

Rubric

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
<b>Element 1 (1, 100%)</b>	The writing demonstrates an understanding of the ways in which different cultural, historical, and experiential contexts impact textual production and presents an analysis of a text with sensitivity to the cultural specificity of its production and the cultural origins of its form. The writing also demonstrates an awareness of the way a work’s literary value must be assessed with an understanding of the work’s cultural specificity and of the cultural and historical contexts that condition the purpose, audience, possible intent, and form of the work.	The writing demonstrates a solid understanding of the ways in which different cultural, historical, and experiential contexts impact textual production and presents an analysis of a text with sensitivity to the cultural specificity of its production and the cultural origins of its form. The assignment also shows an ability to grapple with “diversity” on the level of theme or content as well as form, though that part of the argument might still be developed more fully.	The writing shows a basic grasp of how to apply the concept of cultural difference to literary works and a sense that different literary forms might have culture-specific origins and that properly comprehending the work entails comprehending the culture from which it derived.	At this stage, the writing shows little to no ability to understand diversity or cultural difference on a formal or thematic level.

### Review of Assessment Program

As faculty have become more engaged in assessment efforts, discussion has already begun regarding parts of our Goals and Outcomes that must be clarified or changed. At the time of

writing this report, the results of our first assessment (a baseline) of all assignments for both majors are being distributed and will be discussed by the department, and at that point, a revision of goals may necessitate adjustments to the five assignments or their rubrics.

## I. RESULTS for Liberal Arts English Majors:

### Literary Analysis

	<b>Exemplary</b> (4 pts)	<b>Proficient</b> (3 pts)	<b>Partially Proficient</b> (2 pts)	<b>Incomplete</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Argument	<u>6</u>	<u>6</u>	<u>3</u>	0	3.20	4	0.75
Structure	<u>6</u>	<u>6</u>	<u>2</u>	0	3.29	4	0.70
Mechanics	<u>6</u>	<u>5</u>	<u>2</u>	<u>1</u>	3.14	4	0.91



### Literary History

	<b>Target</b> (4 pts)	<b>Acceptable</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Unacceptable</b> (0 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Level of Mastery	<u>8</u>	<u>5</u>	<u>2</u>	0	3.40	4	0.71



### Critical Assessment of Research/Theory

	<b>Mastery</b> (4 pts)	<b>Accomplished</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Beginning</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Element 1	<u>7</u>	<u>8</u>	<u>1</u>	<u>1</u>	3.24	3	0.81



### Analysis of Non-Literary Text

	<b>Mastery</b> (4 pts)	<b>Accomplished</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Beginning</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
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Element 1 3      6      2      1      2.92 3      0.86



Analysis of Diverse Literature

	<b>Mastery</b> (4 pts)	<b>Accomplished</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Beginning</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Element 1	<u>1</u>	<u>7</u>	<u>1</u>	<u>1</u>	2.80	3	0.75



## II. RESULTS for Secondary Education/English Majors:

Literary Analysis

	<b>Exemplary</b> (4 pts)	<b>Proficient</b> (3 pts)	<b>Partially Proficient</b> (2 pts)	<b>Incomplete</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Argument	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	2.88	4	1.05
Structure	<u>4</u>	<u>3</u>	<u>1</u>	0	3.38	4	0.70
Mechanics	<u>3</u>	<u>4</u>	<u>1</u>	0	3.25	3	0.66



Literary History

	<b>Target</b> (4 pts)	<b>Acceptable</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Unacceptable</b> (0 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Level of Mastery	<u>2</u>	<u>2</u>	<u>3</u>	0	2.86	2	0.83



Critical Assessment of Research/Theory

	<b>Mastery</b> (4 pts)	<b>Accomplished</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Beginning</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Element 1	<u>2</u>	<u>1</u>	<u>2</u>	0	3.00	2	0.89



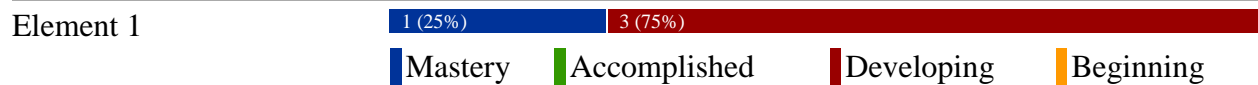
Analysis of Non-Literary Text

	<b>Mastery</b> (4 pts)	<b>Accomplished</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Beginning</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Element 1	<u>2</u>	<u>1</u>	<u>3</u>	0	2.83	2	0.90



Analysis of Diverse Literature

	<b>Mastery</b> (4 pts)	<b>Accomplished</b> (3 pts)	<b>Developing</b> (2 pts)	<b>Beginning</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Element 1	<u>1</u>	0	<u>3</u>	0	2.50	2	0.87



# GEOGRAPHY & ENVIRONMENTAL STUDIES

## **Annual Report 2010-2011**

### **Submitted by Erick Howenstine**

#### **Executive Summary**

Student Fall enrollments experienced an 18% increase from Fall 2009 to Fall 2010 (from 125 to 148), bringing the department to 95% growth in the past five years. Spring 2011 enrollments (158) suggest the trend has continued. Popularity of the environmental field generally and Geographic Information Systems (GIS) certainly have played a role in this growth. The Department's efforts to improve, update, and publicize its programs, and to retain students with high levels of academic support have also been successful. Thanks to Dr. Mihir (hired 2008), the GIS Certificate programs (circa 2009) now have more than 50 students. Nine have completed the certificate in AY 2010-11.

Increased professional activity among students is evident by the numbers presenting at conferences this year: 17 professional presentations, including 10 at the Association of American Geographers' annual meeting in Seattle. The department was able to assist student travel with the alumni-supported G&ES fund.

We offered three new courses, including a second one which is entirely on-line. Our Field Camp: Belize, entered its 18<sup>th</sup> year. The Department burned the campus prairie in Spring, held its third annual student Fall picnic, published its second annual newsletter, and thanks to Dr. Banerjee, held its first annual awards ceremony for graduates. A successful search led to a hire, and we look forward to redeveloping the areas of environmental education and interpretation with Dr. Merrick's expertise.

#### **I. Assessment**

We currently track number of majors and certificate students by 10-day enrollments, student professional activities, numbers of graduations from each program, and credit hours generated. We intend to start exit and alumni surveys. In Fall 2011 we will discuss additional measures for assessment (see attached).



## **II. Program Plan**

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

Our goal is to continue to upgrade curriculum and maintain high quality of instruction, and accelerate outreach efforts for new students. We intend to strengthen connections with alumni for program feedback, for job/internship leads, to provide postgraduate support and extend an opportunity for alumni to contribute back to the Department. We expect to continue supporting high levels of student involvement in professional organizations, and publications from graduate theses. In addition, G&ES will continue to contribute more widely with committee service on and off campus, projects such as our NEIU vegetation database, prairie management, maps, and 3d modeling, on-line coursework – course offerings for non-majors, and perhaps cross-disciplinary faculty collaboration.

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

1. Faculty: We will integrate a new 2011 Faculty member into the program, and attempt to find adjunct faculty to support the GIS Certificates. An FMLA leave by a senior faculty member will be covered as much as possible with adjunct hires. Retirements will be addressed as needed.

2. Equipment: Our demands on University Computing are substantial as our GIS programs continue to grow. We must continually upgrade student labs, smart classrooms, and faculty computers. Technology required for other courses will be less.

3. Other: We rely on the support of a graduate assistant for maintaining labs and helping with the technical courses, and a graduate teaching assistant for our Gen Ed courses. A student aide would be very helpful in the office. We hope to complete construction of our group project –conference room this year.

## **III. Accomplishments**

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

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

**Howenstine**, Erick. 2010 Segregation by Class Within Racial Groups in Chicago. Bulletin of the Illinois Geographical Society Vol 52: p 1-21

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

**Banerjee**, Abhijit. 2011. “The feasibility of India’s biofuels targets and the potential for land use and food production conflicts.” Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Banerjee**, Abhijit. 2010 Economic Liberalization and Displacement. 15<sup>th</sup> Annual Asian American Heritage Conference March 31, Northeastern Illinois University. March 31.

**Mihir**, Monika. 2011. Comparing the Alluvial Fans of Mars and Earth." Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Mihir**, Monika. 2010. Mangroves and Coastal Vulnerability. 15<sup>th</sup> Annual Asian American Heritage Conference March 31, Northeastern Illinois University. April 1.

**Mihir**, Monika. New Insights into Drainage Basin Area and Fan Area Relationship. First Annual Faculty Research Symposium: Nov. 12 Northeastern Illinois University

**Good**, Emily. "What's Spatial About Illinois?" Illinois State Geography Bee, Teacher Workshop 4/1/2011

### **3. Service**

**Good**, Emily. Professional Development Workshops for Middle and High School Teachers, NEIU Chicago Teacher Center 9/25/2010, 10/9/2010, 10/23/2010

**Good**, Emily. Online Coursework Exhibition. NEIU NETT DAY (NEIU Empowerment Through Technology Day). 10/28/2010

**Howenstine**, Erick. Making a \$35 Whiteboard using a Wii Remote. Presentation NEIU NETT DAY (NEIU Empowerment Through Technology Day). 10/28/2010

**Howenstine**, Erick. Community Representative Transportation Committee 49<sup>th</sup> Ward Participatory Budgeting 2010-2011.

**Qutub**, Musa. Honorary editor of water resources section for Encyclopedia of Life Support Systems.

## **B. Student Achievements**

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

**Bauman**, Ben. "Food Accessibility in Chicago: A Correlational Study of Conventional and Alternative Food Sources in Chicago's Communities" presentation at the URISA Chicagoland Chapter Student Symposium. Chicago, March 4, 2011.

**Best**, Neil and Monika Mihir. "Synthesis of a complete land use/land cover data set for the conterminous United States emphasizing accuracy in area and distribution of agricultural activity". Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Claus**, Anja. "Chicago Wilderness: A Case Study in Ethics of Place" Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**DiBianca**, Paisly. "The Japanese Train Station—A Model for Integrative Commuting." Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Devanny**, Stephanie (Mihir). "A GIS Analysis of Water Contamination Risk Factors Associated With Animal Waste in Northern Illinois Concentrated Animal Feeding Operations" (also chair of session). Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**DiBianca**, Paisly and **Krysa**, Jan. "Midwest Inland Oil Spill Threats and vulnerabilities Analysis," Presentation at the Meeting of the Midwest Chapter of the Society of Environmental Toxicology and Chemistry and the Chicago Society of Research Administrators. Lake Geneva, Wisconsin 3/23-24, 2011.

**DiBianca**, Paisly. "Building a Safer Bike Map with GIS: Commuting to a University." Paper presented at the 2010 Fall Conference of the Illinois GIS Association. Naperville IL. 10/21/2010.

**Dommel**, Rebekah. "Differences in Knowledge of Bicycle Ordinances Among Cyclists, Motorists, and Pedestrians: A Chicago Case Study." Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Ekman**, Kate (Banerjee). "A greenhouse Gas Inventory of Northeastern Illinois University." Paper presented at the 19<sup>th</sup> Annual Student Research & Creative Activities Symposium, NEIU. April 2011.

**House**, Erin. "Defining Habitats: Open Space, Ecological Gentrification and Environmental Injustice in the Chicago Region." Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Jones**, Erin (Banerjee). "Assessing the Use of Agro-Based Biodegradable Alternative Road Deicers in the Chicago Region". Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Roberts**, Nina. "Land Use Change in Northeastern Illinois: Losing Agricultural, Open, and Vacant Lands at the Turn of the 21st Century." Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Wright**, Kristine. "A GIS-Based Approach to Assessing Rooftop Solar Potential at Northeastern Illinois University." Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

**Yang**, Dili (Banerjee). "A Survey of Public Attitudes Towards Climate Change in Germantown, Wisconsin: Implications for Policy in the United States." Paper presented at the 2011 Annual Meeting of the Association of American Geographers. Seattle, Washington. April 2011.

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

**Premier**, Michael (Banerjee). Environmental Studies 2010, accepted into the Master's program in Forestry at Michigan Technological University.

**Anderson**, Derick, (Grammenos). Geography 2011, accepted into the Master's Program, DePaul University, Fall 2011.

### **C. Alumni News**

**Anderson**, Derick (Geog, 2011). was Director of Housing for the Edgewater Community Council, is now Program Support Specialist, Rogers Park Community Development Corporation.

**Anderson**, Jim (M.A.~1995). Natural Resource Manager, *Lake County Forest Preserve District*

**Anderson**, Matt (M.A. 2009). is completing his PhD in Geography at the University of Illinois. Urbana-Champaign. Matt published his master's thesis: The Discursive Regime of the 'American Dream' and the New Suburban Frontier: The Case of Kendall County, Illinois." *Urban Geography* 31 (8) 2010. He also taught G&ES 391: GIS 1 for the Department Summer 2011.

**Best**, Neil (M.A. 2011) is Database Manager for the Computational Institute of University of Chicago and Argonne Laboratories.

**Buibas**, Michael (GIS, 2010) is GIS Intern with the Village of Mount Prospect's Public Works Facility.

**Callahan**, Sean (E.S., 2001) is Natural Resources Specialist with the National Marine Fisheries in Seattle WA.

**Collins**, Ed. (M.A. ~1993) continues as Natural Resource Manager, McHenry County Conservation District, McHenry, IL.

**Durnbaugh**, Aaron (M.A. 2005) is Deputy Commissioner of Chicago's Department of Environment.

**Flakne**, Robyn. (M.A. 1991). PhD University of Minn. 200. Natural Resources Manager, Public Works Department. Plan Commission Glenview, IL

**Gross**, Brendon (E.S. 2010) is project manager at GreenCorps Chicago. He currently is leading teams building raised garden beds in Chicago parks.

**Jones**, Moneen (M.A. 2006) received her PhD in Crop Science U of I Champaign, is Postdoctoral Associate at [Southwest Florida Research and Extension Center](#)

**Magrisso**, Nicholas (Environmental Studies 2010), is now working for the Natural Resources Defense Council in Chicago, promoting environmental legislation in the Midwestern states.

**Marine**, Joshua (Geog 2005) is GIS Coordinator, Highland Park Park District.

**Martinez**, Michael (M.A. 1994) is Special Assistant for Natural Resources Conservation Service in the US. Department of Agriculture. He received a J.D. from Hamline and then worked for the Minnesota Dept. of Natural Resources.

**Moloney**, Sara (2005 M.A.) is leaving Chicago's Center For Green Technology after 5 years there, to become Senior Project manager at IFF, a non-profit community development financial institution serving a 5-state area. She'll use GIS in the position.

**Shapiro**, Fiana (E.S. 2007), was employed by Sea Turtle Inc. protecting endangered sea turtles on South Padre Island, Texas.

**Yearman**, Keith (M.A. 2000, Geog 1997) is Associate Professor, Geography, College of DuPage Glen Ellyn IL.

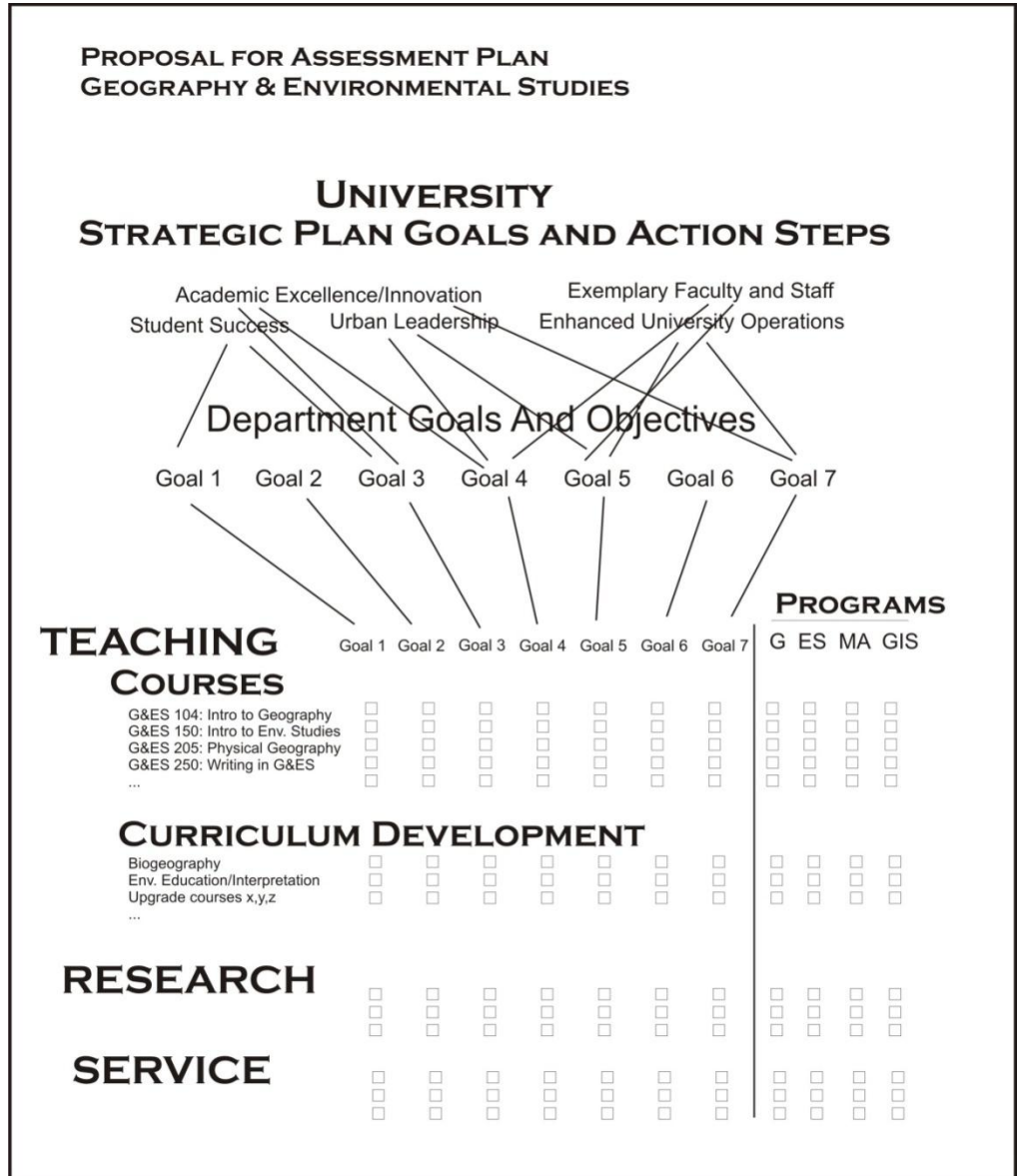
## GEOGRAPHY & ENVIRONMENTAL STUDIES

### Assessment Report 2010-2011

Submitted by Erick Howenstine

The Department tracks 10-day enrollments, SCH, graduations, and has made efforts to follow alumni. End-term anonymous evaluations include questions about courses – overall value, quantity of information, pace, organization ... An Exit survey will assess end-program satisfaction. And alumni surveys will be implemented on a regular schedule. Faculty will convene for a retreat in Fall of 2011 on the topic of assessment. In that meeting we will consider the internal cohesion of department programs, directions for growth, and ensure that courses and programs have strong links to the University Strategic Plan's goals and objectives. Department goals will be measurable objectively. A concrete team action plan for meeting these goals will be drawn, and progress will be monitored carefully thereafter.

To the right is a possible template for linking the department to University Strategic Plan.



# HISTORY

## **Annual Report 2010-2011**

### **Submitted by Patrick B. Miller**

#### **Executive Summary**

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

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

As an institutional member of the American Historical Association, the department observes the protocols and procedures of that flagship organization. Accordingly, in their scholarship and broad-based professional service, History faculty members endeavor to link the NEIU campus to a wide range of intellectual and academic communities beyond.

Both tenured/tenure track faculty and instructors have made impressive contributions to the field of History, including books and articles in peer-reviewed journals, presentations at research conferences, and participation in annual meetings of the historical societies in their respective fields. The high profile of History faculty in broader professional and scholarly forums begins with several Newberry Library Seminar Series. Professor Steven Riess was the co-founder of the Chicago Seminar on

Sport and Culture and for 15 years its director and guiding light. Professors Joan Marie Johnson and Francesca Morgan are the founding directors of the Newberry Seminar on Women and Gender.

During the past academic year, Riess published *The Sport of Kings and the Kings of Crime: Horse Racing, Politics, and Crime in New York, 1865-1913* (Syracuse University Press), while Professor Christina Bueno won two awards for her article “*Forjando Patrimonio; The Making of Archaeological Patrimony in Porfirian Mexico*,” 90, no. 2 (May 2010): 215-246:

- Honorable Mention, 2010 Robertson Prize for Best Article in the Hispanic American Historical Review, awarded by the Conference on Latin American History of the American Historical Society
- Ligia Parra Jahn Award, Best 2010 publication (book or article) written by a woman, awarded by the Rocky Mountain Council of Latin American Studies

Additionally, Professor Bueno has received a faculty award from the National Endowment for the Humanities (NEH) to complete the book manuscript “The Allure of Antiquity: Archaeology and the Making of Modern Mexico.”

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

History has completed the first stages of an expansive revision of course offerings and requirements for History Majors, Minors, and Graduate students. Several professors have offered innovative and expansive offerings for the Writing Intensive Program, while Professor Charles Steinwedel is developing a model course on “History Writing and Method” as a cornerstone of WIP at NEIU. Meanwhile other professors, including Susan Rosa, Mateo Farzaneh, and Leo Bacino have served as mentors for advanced students who are working on Honors projects and/or applying to graduate school.

This year we mark the retirement of Professor Steven Riess, acknowledging his many contributions to the historical profession and NEIU as scholar and teacher. The roster of his publications over the last thirty-five years, in addition to a wide range of editorial and advisory posts and his status as Bernard Brommel Distinguished Research Professor at NEIU makes for a long list of accomplishments. Even as we have planned for Steve Riess’s passage to Emeritus Professor, we have welcomed a new faculty member. Assistant Professor Mateo Farzaneh (Ph.D. University of California, Santa Barbara, 2010) joins us as our specialist in the Islamic World. Professor Farzaneh now teaches Gen. Ed. courses in World History: Islam as well as upper-division courses in the Modern Middle East. Professor Farzaneh’s field of scholarly interest is the Iranian



Constitutional Revolution (1905/06--1911) and the role of Shiite clerics in it. He also studies Iran-Iraq relations, secular and religious Iranian nationalisms, and the history of Shi'ism. He has already presented papers in a number of scholarly forums and contributed substantially to NEIU's Non-Violent Peace Conference in March 2011.

The History Department expanded its offerings in other ways during the last academic year. Professor René Luis Álvarez (Ph.D., History, University of Pennsylvania, 2008), whose principal appointment is in NEIU's department of Educational Inquiry and Curriculum Studies, guided an upper-division course in *Mexican-American history*, while Dr. Christopher Dudley (Ph.D. University of Chicago, 2010) taught a two-course sequence in *British history* and Nikolas Hoel (ABD, University of Wisconsin-Madison) has added *Religion and Reform in the Age of Constantine* and the *History of Byzantium* to our regular roster of 300-level courses.

At the same time, Professor Christina Bueno worked on the committee to design the proposal for the *LLAS* major and Professor Leo Bacino inaugurated his course on "Chicago History" for the *First-Year Experience* program. Ultimately, the department has increased contacts with the NEIU Foundation to expand fundraising efforts. It currently offers the *Brommel-Lindberg Scholarship in History*, which is presented annually at the reception/induction ceremony of *Phi Alpha Theta*, the History Honor Society.

According to recent NEIU records, the History Department has seen a steady increase in Majors since 2002. With 315 Majors (History and History/Secondary Ed) and upwards of 58 Minors, History stands among the largest departments in the university. History courses are cross-listed in AFAM, LLAS, and Women's Studies, and the department works closely with the College of Education concerning teacher preparation. For Fall 2010, the department offered 55 sections, enrolled 1509 students and notched 4,527 Student Contact Hours (SCH: Main Campus, El Centro, CCICS).

Another point of pride is the selective and well-structured Master of Arts in History program. Currently it boasts 35 active Graduate Students and recent recipients of the M.A. degree. Under the guidance of Graduate Coordinator Zachary Schiffman enrollment is projected to expand to 40+ students in the next several years.

The department regularly offers three graduate courses per semester. Significantly, History has successfully guided *more than two dozen graduate students* through the program during the last four years, from the required foundation course in Historiography and Historical Method to specialized readings courses and research seminars on a wide range of topics. While the majority of our M.A. students are secondary school teachers in Chicagoland, several others have gone on to pursue the Ph.D. in History or allied fields; several are teaching at area community colleges and a few have combined coursework with internships as they begin careers in public history. Working with faculty members in the department, several graduate students have published articles and guided workshops that attest to History's commitment to linking scholarship, teaching, and service.

## I. Assessment

Each year the department evaluates its current crop of graduating History Majors by reviewing the portfolios they create. The assessment portfolio consists of papers written in 300-level history courses. A committee of the department reviews the written work and solicits comments from all members of the department about use of sources, critical thinking skills, clarity of expression, etc. In this way we assess the effectiveness of our course preparation, particularly the upper division level courses. Graduate assessment includes an instrument occurring upon the completion of the Graduate Field Exams.

## II. Program Plan

The History Department continues to serve the General Education program, majors, minors, and other students interested in history courses—especially those working from the platform of History toward their careers as teachers. We strive to convey information about various societies and time periods in specialized and general courses, but just as importantly, we emphasize the development of analytical skills, critical reading and writing, and effective oral communication.

With the addition of Islamic World to our catalog entries, History has taken a significant step in making our offerings more thoroughly *cross-cultural* and *interdisciplinary*. Still, the department seeks more expansive ways to serve the academic needs of our students.

The next position request will be in the field of Modern U.S. History/Urban History—to replace the retiring Professor Riess, whose contributions to the History curriculum have been impressive in their chronological and thematic range. This position will be all the more important as the department hopes to increase the number of offerings of the *capstone research seminar* (History 393) as another dimension of an enriched undergraduate major even as we hope to serve M.A. students interested in the social and cultural landscape of modern America.

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Books

**Riess, Steven A.** *The Sport of Kings and the Kings of Crime. Horse Racing, Politics, and Crime in New York, 1865-1913* (Syracuse: Syracuse University Press, 2011).

#### 2. Book Chapters

**Morgan, Francesca.** “A Noble Pursuit?: Bourgeois America’s Uses of Lineage.” In *The American Bourgeoisie: Distinction and Identity in the Nineteenth Century*, eds. Sven Beckert and Julia Rosenbaum (New York: Palgrave Macmillan, 2010), 135-52.

**Rosa, Susan.** “The Conversion of Queen Christina of Sweden (1654) and the Rhetoric of Catholic Universalism,” book chapter in *Les Modes de la Conversion Confessionnelle à L'Époque Moderne: Autobiographie, altérité et construction des identités religieuses*, Maria-Cristina Pitassi and Daniela Solfaroli-Camilloci, eds., (Leo S. Olschki Editore: Florence), 2010.

**Steinwedel, Charles.** Book chapter, “Polozhenie Bashkirii v sostave Rossii: regional'nye osobennosti, paralleli, obshcheimperskii kontekst, (1552-1917) (The Place of Bashkiria in the Russian Empire: Local Particularities, Regional Comparisons, and All-imperial context, (1552-1917), in M. Hamamoto, N. Naganawa, and D. Usmanova, eds., *Volgo-Ural'skii egion v imperskom prostranstve XVIII-XX vv. (The Volga-Ural Region in the Imperial Space: 18<sup>th</sup>-20<sup>th</sup> Centuries)*, Moscow: Vostochnaia Literatura, 2011), 59-80.

### 3. Articles and Abstracts

**Bueno, Christina.** *El lugar de la antigüedad prehispánica en el centenario* 13mexeuacan.colmex.mx/Ponencias%20PDF/Christina%20Bueno.pdf DR@El Colegio de México, A.C.

**Farzaneh, Mateo.** Review of *An Iraq of Its Regions: Cornerstones of Federal Democracy?* by Reidar Visser and Gareth Stansfield, eds. (London: Hurst Publishers, 2007). *Digest of Middle East Studies*, 20:1 (Spring 2011): 122-124.

**Johnson, Joan Marie.** Review of *Entering the Fray: Gender, Politics, and Culture in the New South*, edited by Jonathan Wells and Sheila Philips, for *Journal of American History* (Dec. 2010).

**Tuck, Michael.** Review of *The African Transformation of Medicine and the Dynamics of Global Cultural Exchange*, by David Baronov, Philadelphia: Temple University Press, 2008; *African Studies Review*, 53:2 (2010): 177-8.

### 4. Conference Presentations

**Bueno, Christina**

- “The Making of a Nationalist Archaeology in Porfirian Mexico,” Invited Lecture, Katz Center for Mexican Studies, University of Chicago, March 1, 2010.
- “The Construction of the Mexican Past,” Keynote Speaker for “Dreams of Mexico: Independence, Revolution, and Contemporary Social Issues,” Invited Lecture, Loyola University, Chicago, November 2010.
- “El lugar de la antigüedad prehispánica en el centenario mexicano,” Paper presented at XIII Conference of Mexican, United States and Canadian Historians of Mexico, Querétaro, Mexico, October 2010.
- “Porfirian Constructions of Indian Antiquity in Mexico's National Museum.” Paper presentation, Latin American Studies Association, Toronto, Canada, October 2010.

- “The Meaning of the Bicentennial Celebration Today,” panelist for “The Bicentennial American Struggles for Independence,” Northeastern Illinois University, Chicago, Illinois, September 2010.
- Panel Organizer for “The Construction of Indian Identity in Modern Mexico and Peru,” Latin American Studies Association, Toronto, Canada, October 2010.

**Dudley, Christopher.** “The Ideological Origins of the Industrial Revolution,” Paper presented at British Scholar Conference, Austin, TX, April 2011.

**Eisenberg, Andrew.** "The Soong Dynasty: The Past as Prologue in 21st Century China," presentation to the Crackerbarrel Discussion Group, Unitarian Church of Evanston, April 3, 2011.

**Farzaneh, Mateo.**

- “When It Comes to War, Jews and Shiites Share the Same Trigger,” paper presented at the Middle East Studies Association, San Diego, California, November 2010.
- “Islam, Ulama, and Willful Forgetfulness in Popular Iranian History,” invited lecture at University of Chicago’s The Persian Circle, January 2011.

**Johnson, Joan Marie**

- “When the Philanthropist was a Scientist: Exploring the Influence of Katharine Dexter McCormick on the Development of the Oral Contraceptive,” American Association for the History of Medicine, Philadelphia, April 2011.
- Commentator, “Southern Women in State and Nation: Regional Identity in National Women's Organizations,” Southern Historical Association Meeting, Charlotte, NC, Nov. 2010

**Riess, Steven A.**

- "Anti-Semitism and Sport in Central Europe and the United States c. 1870-1932." The Twenty-Third Annual Klutznick-Harris Symposium: "Jews in the Gym: Judaism, Sports, and Athletics." Creighton University, October 24-25, 2010, Omaha, NE.
- “The Chicago Way of Horse Racing: Paul Powell and Otto Kerner.” North American Society for Sport History, University of Texas, Austin, TX, May 31, 2011.

**Schmeller, Mark G.**

- “Public Opinion as Partisan Invention: Public Sphere Theory and Antebellum Political History.” Paper presented at Upstate Early America Workshop, Binghamton University, 15 October 2010.
- “The Party System and the Public Sphere.” Paper presented at Social Science History Association Annual Conference, Chicago, IL, 18 November 2010.
- “Public Opinion: Politics, Technology, and Ideas from Reconstruction to the 1920s.” Talk presented to Teaching American History Workshop, Cicero North High School, Syracuse, NY, 31 January 2011.

- “Juries and American Democracy.” Talk presented to Syracuse University / Project Advance seminar, New York, NY, 8 April 2011.

**Steinwedel**, Charles. “Islam, Estate Status, and Russian Orthodox Authority in Bashkiria, 1735-1917.” Paper presented to the American Historical Association Annual Meeting, Boston, MA, January 7, 2011.

**Tuck**, Michael. Invited Lecture: “African Commodities and Atlantic Networks: The Gambian Beeswax Trade in the Nineteenth Century,” Brown Bag Lecture series at the Northwestern University Program of African Studies, October 27, 2010.

## 5. Funded Grants

**Bueno**, Christina, National Endowment for the Humanities, Faculty Award, funding to complete book manuscript: “The Allure of Antiquity: Archaeology and the Making of Modern Mexico.” This study examines the ways in which the Mexican government took control of the nation’s pre-Hispanic remains and used them for the purposes of state and nation building during the Porfiriato, the regime of Porfirio Díaz (1876-1910).

## 6. Service

**Bueno**, Christina. Manuscript reviewer for Oxford University Press.

**Dudley**, Christopher. “Mass Politics in the Eighteenth Century: Reassessing the Origin of Modern Parties,” Paper presented at Northeastern Illinois University Faculty Symposium, Chicago, IL, November 2010.

**Eisenberg**, Andrew

- Editorial Board, *Early Medieval China*
- Reviewed manuscript, “Lady Yuchi in the First Person: Patronage, Kinship, and Voice in the Guyang Cave,” for *Early Medieval China*, October 2010.
- Reviewed and assisted in editing the manuscript for an edited volume, *Chinese Scholars on Inner Asia*, May-June 2011.

**Farzaneh**, Mateo.

- “From Judea to Karbala: Religious Tales to Rescue Challenged Nationalisms in Iran and Israel,” paper presented at NEIU’s First Faculty Research Symposium, Chicago, October 2010.
- “Future of Democracy in Iran,” opening remarks for Non-Violent Peace Conference at NEIU, March 2011.
- “Has Non-Violent Activism Been Effective in Bringing Social Change to Iran?” paper presented at NEIU’s Non-Violent Peace Conference, March 2011.
- “Anti-Islamism, Islamism, and History,” Keynote lecture for Phi Alpha Theta annual reception

**Johnson, Joan Marie**

- Southern Association for Women Historians: Executive Council Member, 2011-2013
- Southern Historical Association: Membership Committee, 2010-2011
- South Carolina Historical Society: George C. Rogers Book Award Committee, 2010
- Reviewer of manuscripts for University of South Carolina Press
- Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL

**Miller, Patrick**

- Series Co-editor, *The African American Intellectual Heritage*, Book Series, University of Notre Dame Press (2004- )
- Editorial Board, FORECAAST (Forum for European Contributions to African American Studies) Book Series, LIT Verlag (Germany, U.K., U.S.), (1999-2010)
- Editorial Board, *LISA (Littératures, Histoire des Idées, Images et Sociétés du Monde Anglophone: e-journal for Literature, History of Ideas, Images and Societies of the English-Speaking World)*, University of Caen, France (2002- )
- Editorial Board, *Transatlantic Aesthetics and Culture*, Book Series, Peter Lang (2006- )
- Manuscript review for the *Journal of Southern History*

**Morgan, Francesca.** Co-director, Newberry Seminar on Women and Gender, Newberry Library, monthly, September 2010-May 2011.

**Riess, Steven A.**

- Editorial Board, *International Journal of the History of Sport*
- Editorial Board, *Journal of Sport History*
- Editor, *Sports and Entertainment Series*, Syracuse University Press

**Schmeller, Mark G.** Article Prize Committee, Society for Historians of the Early Republic.

**Steinwedel, Charles.** Manuscript Reviews for *Slavic Review* and *The Russian Review*

**B. Student Achievements**

**Burrows, Trevor,** will be entering the Ph.D. Program at Purdue University with a fellowship in the fall of 2011; his field of concentration will be American Religious History.

**Feldmann, Erica,** accepted by M.A. Program in Gender/Cultural Studies, Simmons College, Boston, MA.

**McAlpine, Evan,** accepted by the University of New Hampshire Law School and Chicago-Kent College of Law, with scholarships.

**Pinas**, Matthew, has been accepted to the Ph.D. Program at New York University to do graduate work in the field of Middle Eastern Studies.

**Roseman**, Steven, winner of the History Department's Brommel-Lindberg Scholarship. In April he delivered a paper titled "Surveillance in the Post 9/11 American National Security State" as part of his work in the Honors Program and also as part of the Student Research and Activities Symposium [Professor Leo Bacino, first reader, Professor Susan Rosa, second reader.]

### **C. Alumni News**

**Anderson**, Richard, has been accepted to the Ph.D. Program at Princeton University. After departing NEIU, he earned a Master's degree in History at the University of Massachusetts, where he wrote an M.A. thesis on suburban mega-churches of the 1970s. He will be specializing in U.S. Religious History.

**Lindberg**, Richard, (BA History, 1974; MA History, 1987) has completed his fifteenth book: *Heartland Serial Killers: Belle Gunness, Johann Hoch, and Murder for Profit in Gaslight Era Chicago*, Northern Illinois University Press, April 2011. Lindberg has contracted with NEIU and begun research on an expansive history of the university.

**Navarro**, Tracy, B.A in History at NEIU, entered Latin American Studies and the MA program in Cultural Studies in Education at Ohio University, where she graduated in June 2011. Her research focus was based on tourism development in the Yucatan Peninsula.

# JUSTICE STUDIES

## **Annual Report 2010-2011**

### **Submitted by Cris Toffolo**

#### **Executive Summary**

This report, where possible, uses the categories of the university's strategic plan.

##### *Student Success*

I am very happy and proud to report that the Justice Studies department (JUST) has a culture that fully supports student success. This is evidenced by the *very* positive evaluations of all aspects of our program we received on the new exit survey of our graduating majors, which we conducted formally for the first time in fall and spring of this academic year. (See *Assessment Report* at the end of this report.) It also is reflected in the steady increase in our majors, which numbered 530 in Fall 2010, up from 448 in Fall 2008, which is an 18.3 percent increase since the JUST department became an independent unit under a new chair. This is *well* ahead of the 5.6 percentage increase in undergraduate students admitted to NEIU during the same period (i.e., 8,987 in 2008 versus 9,498 in 2010--data taken from official reports prepared by Institutional Research). During these same years we also have doubled our number of minors, from 15 to 30, despite the removal (in Fall 2008) of the graduation requirement to have a minor. Unfortunately this very large number of majors imposes on the JUST faculty the heaviest advising load of any department within CAS. We hope this can be alleviated soon by the addition of a new tenure-track line, something which is warranted by our large and growing number of majors.

During 2010, the last year for which there are complete records, we graduated 98 students, which equals 12.3 percent of all students who graduated from the CAS in this year. Our department's "time to degree" (i.e., graduation rate) was 5.6 years, which is slightly better than the CAS average of 5.9 years (and this figure is skewed by just a few people who took 10 years or more to graduate. (See last page of *Assessment Report*.) But statistics don't tell the full story. According to the 47 students who responded to this exit survey, the things that affect time-to-degree are out of the department's, and university's, control, because "stopping out" is caused almost exclusively by "family responsibilities," "health problems," or "good job opportunities."

JUST students' success is also a product of on-going curriculum innovation and development. In Summer 2009 we fully implemented our Writing in the Profession (WIP) courses, and our exit survey this year revealed that 61 percent of our graduating majors are "very satisfied" (and another 23 percent are "satisfied") with the development of their writing skills. Even more impressively, 78 percent of our seniors reported being "very satisfied" with the development of their critical-thinking abilities,



while 77 percent also said this about their understanding of our field. No students indicated dissatisfaction with either area.

This year four JUST students presented papers at conferences. Two of these were students of Dragan Milovanovic, who presented at NEIU's 29<sup>th</sup> Annual Undergraduate Student Research Symposium. In addition, T.Y. Okosun took three students to the Justice Studies Association conference in Philadelphia. Two of these students presented their own research. This was followed by an invitation to one of them (Kayla Martensen) from the Editor-in-Chief of *Contemporary Justice Review* to publish her paper. T.Y. will continue to work with her as she completes the work to get the paper in shape for submission.

In another measure of student success this year we hired Keith Atterberry, a JUST alum who currently is working on a doctorate at UIC, to teach our methods course. He joins Audrey Natcone and Jackie Campbell as the third alum to teach in our program as an instructor.

See the list at the end of this document for students we have successfully placed in good law schools and graduate programs.

#### *Academic Excellence and Innovation*

In addition to the curriculum work noted above, innovation and excellence in teaching this year also extended to finally getting a huge number of temporary courses through the necessary governance processes so that they can be listed in the next NEIU catalogue, thereby almost doubling our published offerings. This should make our program even more attractive to prospective students who are still in the process of deciding on whether to apply to NEIU. In addition, we added two new electives: (1) "Conflict Transformation," strengthening our program by adding a skills course that is widely recognized as essential in our field; and (2) "GLBTQ Issues and Social Justice," a course that expands our diversity offerings to better serve our diverse student body, and one that will support/be integrated into the proposed interdisciplinary minor in GLBTQ studies. Design work has also begun on "Statistics for Justice Studies Majors." Modeled on a similar class offered by Sociology, when finalized this new offering will allow our majors to complete their quantitative reasoning education requirement within our department. We believe this will be of great benefit to our students, who will be better able to understand the relevance and importance of developing these skills for their overall understanding of our field.

We continued to run a substantial internship program, required for all majors, which includes introducing our students to NEIU's career services. Currently we have 77 possible placement sites. This year several faculty guided independent study projects for some of our majors who hope to go to graduate school. This summer Kingsley Clark is offering students a unique service opportunity by reviving the "Tenants Rights Clinic" course. It gives students an opportunity to observe eviction court, do background research for a pending lawsuit, and work with affected renters. Other experiential educational opportunities we provide include faculty led trips. In addition to the trip to the Justice Studies Association led by T.Y. Okosun, noted above, Cris Toffolo took 12

students to San Francisco to attend the 50<sup>th</sup> anniversary conference of Amnesty International (AI). Several students found the experience so stimulating that they now are reviving NEIU's defunct AI chapter.

Work also progressed on the development of the CAST (Child Advocacy Studies) minor. JUST, in conjunction with SOC, SWK, and PSY, this year experimented with a cohort model to successfully offer three of four proposed required classes in the minor. The paperwork to officially propose the minor will go to FCAA in September. We have also contracted with a SWK instructor over Summer 2011 to develop various promotional materials for the minor and to develop a working internship placement list, so that the first cohort will be able to complete internships in Fall 2011.

We continued to expand access to our program. In addition to again offering classes at El Centro and CCICS, this year we began offering hybrid and online classes as well, with the result that now two of our six required courses are regularly offered online, as well as a small number of electives. Full-time instructor June Terpstra had her on-line course selected as an example of best practices in online teaching for a presentation given at the CAS Dean's Council meeting on March 7<sup>th</sup>.

Innovation and excellence in teaching was also recognized in the work of Shelley Bannister, who again this spring became a finalist for the Audrey Reynolds Teaching Excellence Award. In addition, both Shelley, and Nancy Matthews were awarded the Martha Thompson Outstanding Faculty Award given out by Women's Studies. And generally students are very happy with the quality of teaching in our program, as evidenced by the fact that our exit survey recorded 65% of seniors are "very satisfied" (and another 32% are "satisfied") with the quality of instruction in our program. No student indicated dissatisfaction.

Building on innovation introduced last year, some students in JUST 350, under the supervision of JUST alum Gayle Tulipano, continued to produce *Stateville Speaks*, a prison newsletter which is distributed to over 3,000 people in Illinois including inmates and their families, state legislators, and prison officials. For this project students undertook investigative journalism and were the first to interview the new head of the Illinois Department of Correction (IDOC). Interns in the fall did a prison visit to Pontiac, and interns in the spring organized a very well attended panel at NEIU on "The Truth About our Justice System" which attracted over 130 people. This event brought to campus several ex-offenders, one of whom now runs a model reentry program for other men who are leaving prison. The *Stateville Speaks* project was written up in *NEIU Insights* magazine in the July/August 2010 issue.

The academic innovation and excellence of our faculty also extended to research and service. Again this year Dragan Milovanovic was honored at the Recent Authors Reception for *Postmodernist and Post-Structuralist Theories of Crime*, a book he co-edited with Bruce Arrigo. Cris Toffolo was flown by the University of Witwatersrand to Johannesburg South Africa to give a lecture on human rights to their Faculty of Humanity, and Loretta Capeheart was invited to give a keynote address at an interdisciplinary colloquium organized by Doerr Center at St. Louis University. Our

faculty also continues to help shape the field by serving on the editorial boards of six journals, and by serving as officers for two national professional associations (i.e., T.Y. Okosun as President of the Justice Studies Association (JSA), and Cris Toffolo as Board Co-Chair of the Peace and Justice Studies Association (PJSA) and as a member of the planning committee for PJSA's next annual conference which will be held in Memphis in October in conjunction with the Gandhi-King Conference).

Nancy Matthews was awarded a sabbatical leave for Spring 2012 to work on a popular education book for youth on human rights, and June Terpstra and Cris Toffolo have submitted a request to the Institutional Review Board/Human Subjects Committee to begin research on returning veterans who enroll in the JUST program, with the goal of identifying gaps in services to this growing population on our campus, and developing safe and effective pedagogical strategies that are grounded in a deeper understanding of the unique stresses and stressors faced by student-veterans.

### Urban Leadership

Our faculty frequently work with, and do research to support, underserved Chicagoland populations. Examples of this include Maria De La Torre's research which was shared with the public through "Oral Histories of Mexican Activism," a collaborative project with Casa Aztlan that was funded by the Illinois Humanities Council; and the legal advocacy work of Kingsley Clark who recently was written up in the local press for winning a court case for a Cabrini Green resident who was evicted from her Chicago Housing Authority home. Classes by both professors, and others such as the one offered by Audrey Natcone on hunger and homelessness, help train NEIU students to become the new generation of immigration and housing advocates. Audrey also was honored this year for her work on the board of CLAIM, an organization that works with formerly incarcerated women. Debra Bernstein serves as a mediator for the state of Illinois working on child custody, family, and employment mediation. She also serves as a pro bono attorney for A Safe Place, a women's shelter.

Nancy Matthews and Shelley Bannister both taught as volunteers at community-based alternative high schools that were co-founded by Professor Emerita Renny Golden. Nancy taught social studies at the bilingual Dorothy Stang Alternative Adult High School, which serves immigrant adults, working with two NEIU alums, Astrid Maldonado (B.A., Justice Studies 2009) and Juan Martinez (B.A. Political Science 2008, M.A. Inner City Studies 2010) as co-teachers. Shelley taught at the St. Leonard's Alternative High School, which serves formerly incarcerated adults seeking a high school diploma.

The Justice Studies Club, encouraged by JUST Office Support Associate Bashir Siddiqui, spearheaded a major fund-raising effort to help victims of Pakistan's devastating flood. They raised more than \$3,000 from the NEIU community which was given to Helping Hands, an Islamic development organization that works around the world. This gave NEIU great exposure in the local Pakistan and Muslim communities in Chicagoland.

### Exemplary Faculty and Staff

JUST continues to be active in increasing collaboration, collegiality, scholarship and professional development across the university, with our faculty providing leadership and expertise to several university-wide academic initiatives. In addition to collaborating to develop the CAST minor, discussed above, JUST faculty efforts in these regards also included the work of Dragan Milovanovic who was a founding organizer of NEIU's first Faculty Research Symposium and who played a critical role in selecting papers for that event. Nancy Matthews and Cris Toffolo served on the planning committee and presented a workshop at NEIU's First Annual Non-Violence Social Change Conference. JUST Instructor Maurice McFarlin organized a panel on "Local Challenges: Policy and Practice in Gang Violence Prevention," for this conference, and another similar panel for the St. Albany Park Globalization in Our Backyard conference organized by SOC. Cris Toffolo, along with JUST staffer Bashir Siddiqui, and Sherilyn Maddex, a JUST major and president of the Justice Studies Club (JSC), organized and spoke on a panel entitled "No Borders for Catastrophe" at NEIU's 12<sup>th</sup> Annual Interfaith Conference. Because of their great reputation, JSC was asked by the chair of the Political Science Department to host the luncheon for the cast of "Show Me the Franklins," a major collaborative event sponsored by many departments including JUST who had several faculty on the planning committee.

The Justice Studies department also organized NEIU's participation in a nation-wide "teach-in" on "Austerity, Debt, Corporate Greed and What You Can Do About It," organized by Dr. Francis Fox Piven and Dr. Cornell West in New York city to get students engaged in the issues that were underlying the standoff in the state of Wisconsin between the governor and the legislature.

### Fiscal Strength

This year we began work on an alumni survey of our majors, which we hope will eventually help to improve alumni giving. Professor Dragan Milovanovic donated proceeds from the sale of one of his textbooks to our department's Foundation Account. Again this year, we have received a substantial gift from a family foundation to support the work of *Stateville Speaks*.

## **I. Assessment**

Assessment this year focused on two activities. First, we formalized and expanded an existing informal exit interview process by developing an exit survey (noted above) that was administered in all sections of JUST 350. Second, we did substantial work to revise the department's goals and objectives statement, and from that we revised our assessment rubric and decided to now use this to assess student portfolios that will be collected in JUST 345. We are piloting the use of portfolios in this course this summer and will analyze these starting in the fall.

## **II. Program Plan**

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

Last year we stated we would use the external review document to begin work on a new set of long-term departmental goals. This year that work continued—not as a separate

conversation, but as part of conversations about assessment, as well as to develop a position request for a new TTF position.

## **B. Projected Needs**

For Faculty: Given our high and growing number of majors we very much need additional TP faculty. Thus we submitted a request for a new tenure-track position in criminology to replace a faculty member who last taught in Spring 2009.

For Equipment: Should our request for a new TP line be granted, we will need a computer, phone and printer for that person.

For Other Resources: We need additional space. First, we would like a designated classroom so we could decorate this space with images and information relevant to our field. Second, we need one additional office to house our growing number of adjunct instructors (currently one full-time instructor shares an office with six part time instructors!). Third, we need a meeting/work room. Finally, should our request for an additional TP faculty be granted, we will need an additional office for that person.

## **III. Accomplishments**

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

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

**Milovanovic**, Dragan and Bruce Arrigo, eds. *Postmodernist and Post-Structuralist Theories of Crime*. Ashgate Publishing Ltd, 2010.

**Toffolo**, Cris. "Human Rights and the Capillaries of Justice," Guest lecture to the faculty of the School of Humanities, University of Witwatersrand, Johannesburg, South Africa, August 25, 2010.

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

**Milovanovic**, Dragan. "Critical Perspectives on Law," in *Handbook of Critical Criminology*, edited by W. DeKeseredy and Molly Dragiewicz. Routledge, 2010.  
\_\_\_\_\_. "Postmodern Criminology," in *Handbook of Critical Criminology*, edited by W. DeKeseredy and Molly Dragiewicz. Routledge, 2010.

**Toffolo**, Cris. 2011. "Unethical Alliance? The United States, Pakistan, and the "WOT"" in *Ethical Challenges in the War on Terrorism*, edited by John Arnaldi and Charles Webel. Palgrave-Macmillan, 2011.  
\_\_\_\_\_. and Ian Harris. "Moral Education and Peace Education" in *Character and Moral Education: A Reader*, edited by Joe Devitis and Tian Long. Yu Peter Lang, 2011.

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

**De La Torre, Maria.** 2010. "A Mongrel Race: Changing the XIV Amendment Would Be A Historical Mistake" an Op/Ed published in the Spanish language magazine *Contratiempo*, October Issue.

**Milovanovic, Dragan.** 2011. "Justice Rendering Schemas: A Typology for Forms of Justice and a Prolegomenon for Transformative Justice" *Journal of Theoretical and Philosophical Criminology*. 3:1, pp. 1-56.

**Terpstra, June.** "Exposing White Terrorism in the USA," published on line by OpEdNews Jan. 10, 2011.

\_\_\_\_\_. "Libya and Imperialism," Editorial published in *Workers World*. February 23, 2001. [http://www.workers.org/2011/editorials/libya\\_0303/](http://www.workers.org/2011/editorials/libya_0303/)

\_\_\_\_\_. "Identity without Supremacy," originally printed on the blog of Gilad Atzmon on May 8, 2011 (<http://www.gilad.co.uk/writings/dr-june-c-terpstra-identity-without-supremacy.html>). Reprinted by Veterans Today: Military and Foreign Affairs Journal at <http://www.veteranstoday.com/2011/05/08/1-dr-june-c-terpstra-identity-without-supremacy/>.

\_\_\_\_\_. "Borders and Walls: Follow the Money," <http://www.intrepidreport.com/archives/700>

\_\_\_\_\_. "Reflections on International Women's Day, 2011," <http://www.opednews.com/articles/Reflections-on-Internation-by-June-Terpstra-Ph-110307-682.html>

\_\_\_\_\_. "Audacious, No Change," <http://www.opednews.com/articles/Audacious-No-Change-by-June-Terpstra-101217-251.html>

\_\_\_\_\_. "Phoenix Protests Attacks on Libya," <http://www.intrepidreport.com/archives/1167>

#### 4. Conference Presentations, Group Shows

**Capeheart, Loretta.** "Social Justice: Our Multiple and Interdisciplinary Roles," keynote talk for the "Multiple Perspectives of Social Justice: From Theory to Practice," an interdisciplinary colloquium, organized by Doerr Center for Social Justice Education and Research, St. Louis University, April 14, 2011.

\_\_\_\_\_. "The Construction of the Heroin, the Criminal, and Crime by Two Popular Detective Fiction Writers," a paper at NEIU's First Annual Faculty Research Symposium, November 12, 2010.

**De La Torre, Maria.** 2010. "Immigration Myth and Policy: Mexican Migrants' Voices," paper presented at the Annual National meeting of the American Sociological Association in Atlanta, Georgia, August 14-17.

\_\_\_\_\_. 2010. "Buried and Unburied Voices: Mexican Migrants' Experience and Views on Illegality" paper presented at the First Annual Faculty Research Symposium, Northeastern Illinois University, November 12.

- \_\_\_\_\_. 2011. "Migrants` Lived Experience and Views on Illegality," paper presented at the annual meeting of the Midwest Sociological Society, St. Louis, Missouri, March 24–27.
- Matthews, Nancy.** 2010. "Learning the Truth and Stating the Facts': US State Department Claims-making and the Construction of 'Human Rights'". Paper presented at the First Annual Faculty Research Symposium, Northeastern Illinois University, November 12.
- \_\_\_\_\_. 2011. "Non Violence in Theory and Action." Workshop/presentation with Cris Toffolo at Non-Violent Social Change: Models, History, Practice, and Contemporary Local and International Challenges conference, NEIU, March 10.
- \_\_\_\_\_. 2011. Co-facilitated with Cris Toffolo NEIU site of the "National Teach-In on Austerity, Debt, Corporate Greed and What You Can Do About It", April 5.
- McFarlin, Maurice.** "Teaching about Gangs in Chicago," panel organized for the "Non-Violent Social Change: Models, History, Practice, and Contemporary Local and International Challenges" conference, NEIU, March 10.
- \_\_\_\_\_. 2011. "Black Youth and Black Gang Violence," panel organized for the "Globalization in our Backyard" Conference organized by St. Albany Park Neighborhood Association, in conjunction with NEIU and North Park University, April 15.
- Natcone, Audrey.** "Chicago Rocks and the Pursuit of Happiness: Tearing Down the Silos at an Urban Commuter University," presentation given at the 30th Annual Conference on the First Year Experience, Atlanta, Feb., 2011.
- Okosun, T.Y. and Robert D. Cobb, Jr.** "Improving Community Policing and Response to Gangs," paper presented at the 13<sup>th</sup> Annual Conference of the Violence Justice Studies Association Philadelphia June 9-11, 2011.
- \_\_\_\_\_. "Neo-Administrative Strategies that Stifle Academic Freedom; the Nature of the Contemporary Pursuit of Tenure, and the Absence of Departmental and/or University Faculty Support," paper presented at the 13<sup>th</sup> Annual Conference of the Violence Justice Studies Association Philadelphia June 9-11, 2011.
- Terpstra, June.** "Teaching Social Justice to US Veterans," presentation given at the Rouge Forum, National Louis University, June 10, 2011.
- Toffolo, Cris and Ian Harris** "Moral Education and Peace Education," paper presented at the "Crossing Borders/Building Bridges," Ninth Annual Conference of the Peace and Justice Studies Association. University of Winnipeg, Winnipeg Manitoba, October 2, 2010.
- \_\_\_\_\_. 2011. "Non-Violence in Theory and Action." Workshop/presentation co-facilitated with Nancy Matthews for the Non-Violent Social Change:

Models, History, Practice, and Contemporary Local and International Challenges, conference at NEIU, March 10.

\_\_\_\_\_. 2011. Co-facilitated with Nancy Matthews NEIU site of the “National Teach-In on Austerity, Debt, Corporate Greed and What You Can Do About It”, April 5.

\_\_\_\_\_. 2011. “Violence: Its Impact on NEIU,” presentation given at the Enough is Enough Conference, NEIU. April 7<sup>th</sup>.

## 5. Funded grants

**De La Torre**, Maria. Illinois Humanities Council grant to partially fund 12 speakers for the “Oral Histories of Mexican Activism,” a collaborative project with Casa Aztlan directed by De La Torre. The project shares with the public the history of collective efforts to better the Mexican and Latino communities in Chicago, around issues of immigration, women, political participation and civil rights.

**Toffolo**, Cris. Grant from Midwest Office of Amnesty International to help cover the cost of travel and registration for 12 JUST students to attend the 50<sup>th</sup> Anniversary meeting of AI in San Francisco, March 2011. Resulted in reactivation of NEIU’s AI chapter.

**Clark**, Kingsley and Gayle **Tulipano** (JUST alum & Student Editor of *Stateville Speaks*) received a grant from Cynthia Kobel of the Montgomery Foundation to sustain the publication through the past academic year and to put on the “The Truth about our Criminal Justice System” forum to educate the public about issues facing ex-convicts.

## 6. Service

### Academic Organizations – Officer/Committee Assignments

**Okosun**, T.Y. Justice Studies Association, President.

**Toffolo**, Board Co-Chair, Peace and Justice Studies Association (PJSA), the North American Affiliate of the International Peace Research Association (IPRA).

\_\_\_\_\_. Planning Committee for the Annual North American Conference of PJSA, to be held in Memphis, October 20-23, 2011.

### Editorial Boards

**Milovanovic**, Dragan. *International Journal for the Semiotics of Law, Critical Criminology*.

\_\_\_\_\_. *(Re)-Turn: A Journal of Lacanian Studies*,

\_\_\_\_\_. *GlassHouse Press*.



**Okosun**, T.Y. Editor, *Justicia, the JSA's Newsletter*.  
\_\_\_\_\_. Editorial Board, *Contemporary Justice Review (CJR)*  
\_\_\_\_\_. Editorial Board, *International Research Journal of Arts and Humanities (IRJAH)*.

**Toffolo**, Cris. *Peace and Change: A Journal of Peace Research*.

### Community Service

**Bannister**, Shelley. St. Leonard's House Adult High School, Instructor.

**Capeheart**, Loretta. Invited speaker at the "Defend Public Services" event organized by Jobs with Justice, the Chicago Teacher's Union, and the National Nurses Association, April 28, 2010.

**Matthews**, Nancy. Dorothy Stang Alternative Adult High School, Instructor.  
\_\_\_\_\_. Baker Demonstration School, Diversity Committee.

**Natcone**, Audrey. Chicago Legal Advocacy for Incarcerated Mothers (CLAIM), Board of Directors.

**Terpstra**, June. Social Justice Network Group.  
\_\_\_\_\_. Education Alternatives Institute, Vice President.  
\_\_\_\_\_. Columbia College Chicago, Part Time Faculty Union (PFAC).  
\_\_\_\_\_. Iraq and Palestine Committee of North America.  
\_\_\_\_\_. League of Revolutionaries for a New America, Education Committee.  
\_\_\_\_\_. Alternative Education Research Institute (a program focusing on education with formerly incarcerated men and women), Board of Directors.

**West**, Rolanda. Alternative Education Research Institute (a program focusing on education with formerly incarcerated men and women), Board of Directors.

**Toffolo**, Cris. Amnesty International (USA), South Asia Coordination Group, Pakistan Country Specialist.

### **B. Student Achievements**

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

**Martensen**, Kayla. "The Price That U.S. Minority Communities Pay: Mass Incarceration and the Ideologies That Fuel Them," paper presented at the 13th Annual Conference of the Justice Studies Association, Philadelphia, June 11-13, 2011. T.Y. Faculty supervision: T.Y. Okosun.

**McCurdy**, Jack. "Chains of Oppression: Conditions of Prisoners and Their Families," paper presented at the 13th Annual Conference of the Justice

Studies Association, Philadelphia, June 11-13, 2011. Faculty supervisor: T.Y. Okosun.

**Cardiel**, Michelle. "Quinney, Lacan and Criminal Discourse," paper presented at NEIU's 29th Undergraduate Research Symposium. Faculty supervisor: Dragan Milovanovic.

**Myslinski**, Slyvia A. "Elimination of Crime," paper presented at NEIU's 29th Undergraduate Research Symposium. Faculty supervisor: Dragan Milovanovic.

### **C. Alumni News**

**Martensen**, Kayla. Fall 2011. Accepted to Loyola University's Masters in Public Policy Program

**Fluhr**, Tim. Fall 2011. Accepted to Loyola University's Institute of Pastoral Studies into the Masters in Social Justice and Community Development

**Lee**, Brittany. Fall 2011. Received a full scholarship to attend John Marshall School of law

**Martinez**, Jonathan. 2011. After receiving 4 offers, he will be selecting a master's program soon.

**Maldonado**, Astrid. 2009. Co-taught at Dorothy Stang Alternative Adult High School, 2010-2011.

## JUSTICE STUDIES

### Assessment Report 2010-2011

Submitted by Cris Toffolo

### Justice Studies Exit Survey Results

Spring 2011

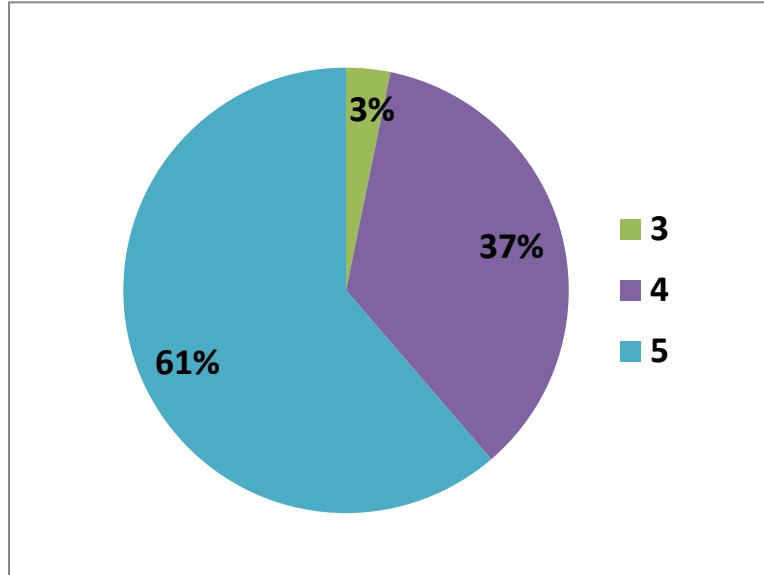
Number of questionnaires submitted: 31

**Scale:**

1 = Very dissatisfied   2 = Dissatisfied   3 = Neutral   4 = Satisfied   5 = Very Satisfied

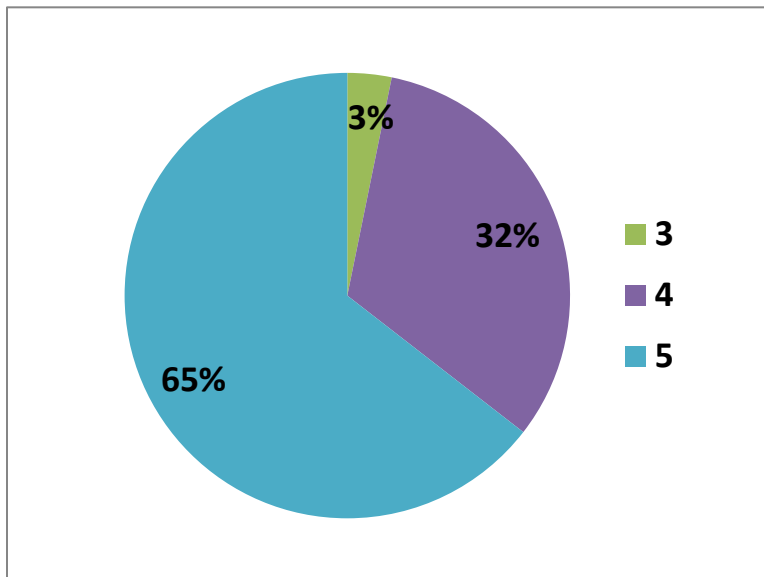
**1. Content of your JUST classes:**

**3: 3.2%**  
**4: 36.5%**  
**5: 61.3%**



**2. Overall quality of instruction in JUST courses:**

**3: 3.2%**  
**4: 32.3%**  
**5: 64.5%**

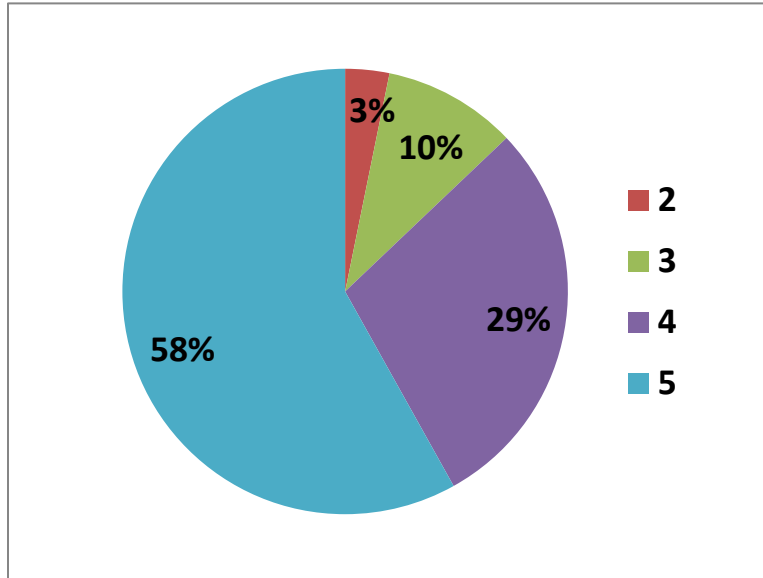


**Scale:**

1 = Very dissatisfied    2 = Dissatisfied    3 = Neutral    4 = Satisfied    5 = Very Satisfied

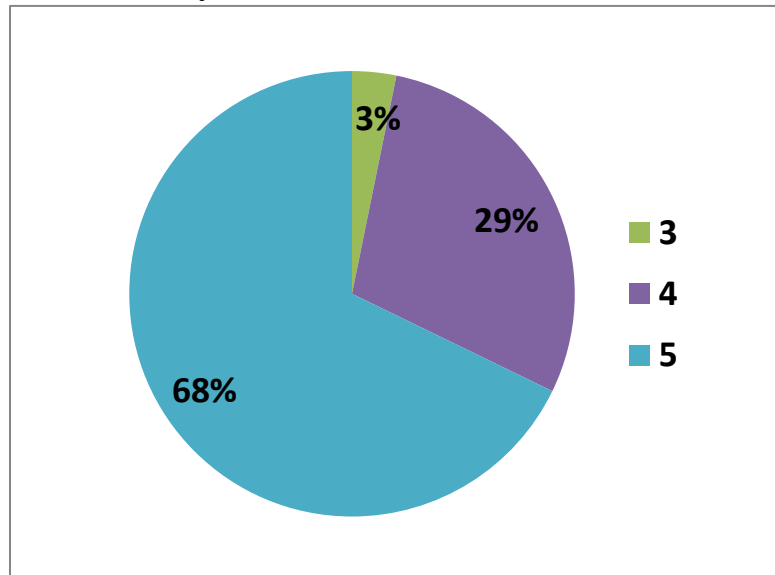
**3. Out-of-class availability of JUST faculty:**

**2: 3.2%**  
**3: 9.7%**  
**4: 29.0%**  
**5: 58.1%**



**4. Attitude of JUST faculty toward students:**

**3: 3.2%**  
**4: 29.0%**  
**5: 67.8%**

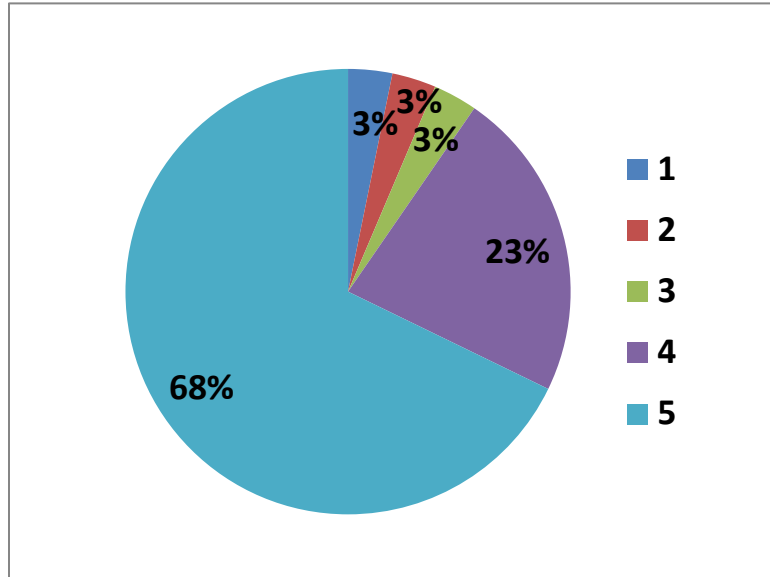


**Scale:**

1 = Very dissatisfied    2 = Dissatisfied    3 = Neutral    4 = Satisfied    5 = Very Satisfied

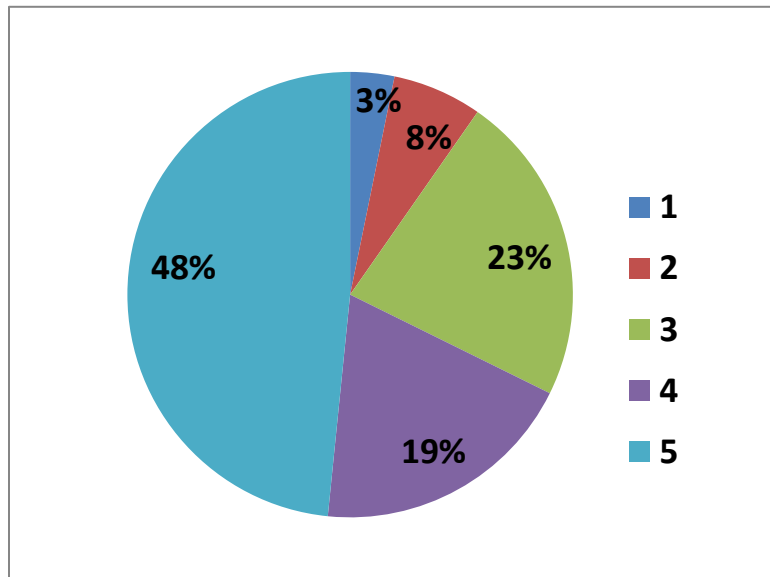
**5. Class size of JUST courses:**

**1: 3.2%**  
**2: 3.2%**  
**3: 3.2%**  
**4: 22.6%**  
**5: 67.8%**



**6. Availability of your advisor:**

**1: 3.2%**  
**2: 6.5%**  
**3: 22.6%**  
**4: 19.3%**  
**5: 48.4%**

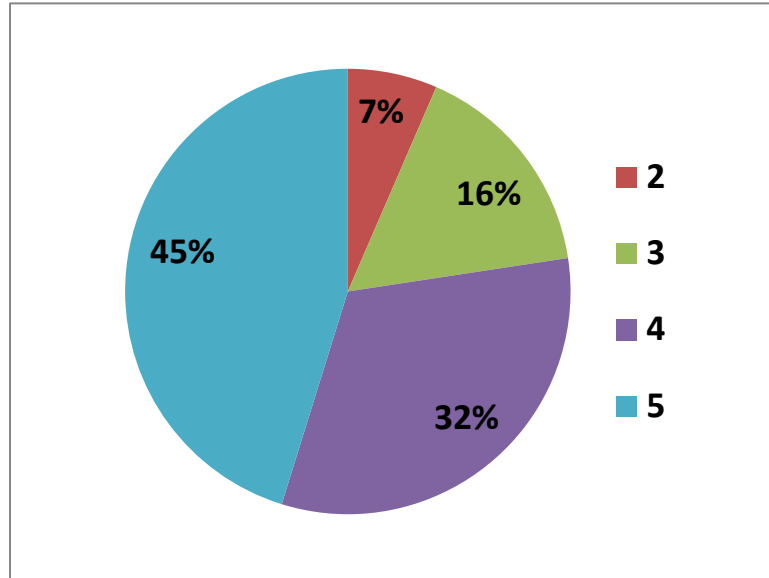


**Scale:**

1 = Very dissatisfied   2 = Dissatisfied   3 = Neutral   4 = Satisfied   5 = Very Satisfied

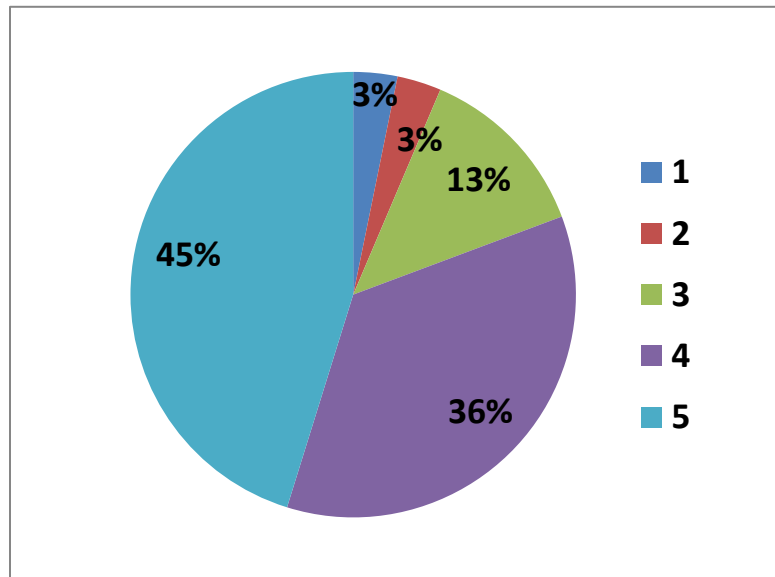
**7. Value of information provided by your advisor:**

**2: 6.5%**  
**3:16.1%**  
**4:32.2%**  
**5:45.2%**



**8. Preparation you are receiving for the future**

**1: 3.2%**  
**2: 3.2%**  
**3:12.9%**  
**4:35.5%**  
**5:45.2%**

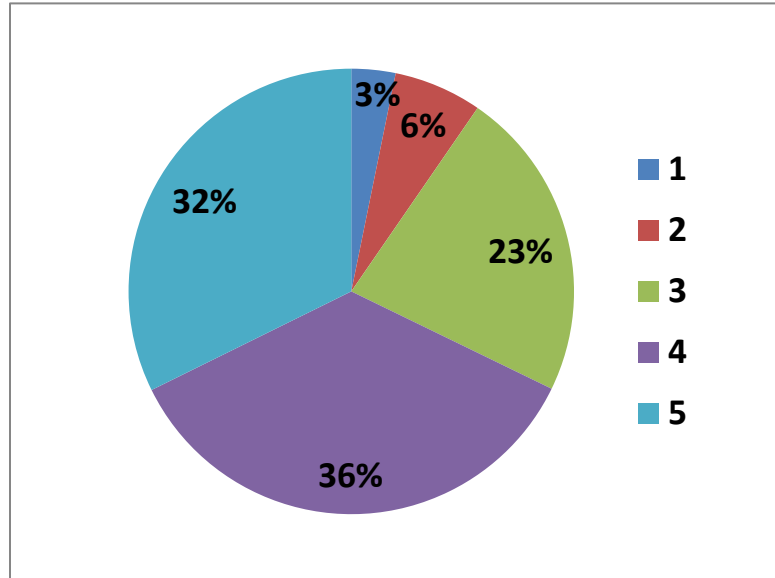


**Scale:**

1 = Very dissatisfied    2 = Dissatisfied    3 = Neutral    4 = Satisfied    5 = Very Satisfied

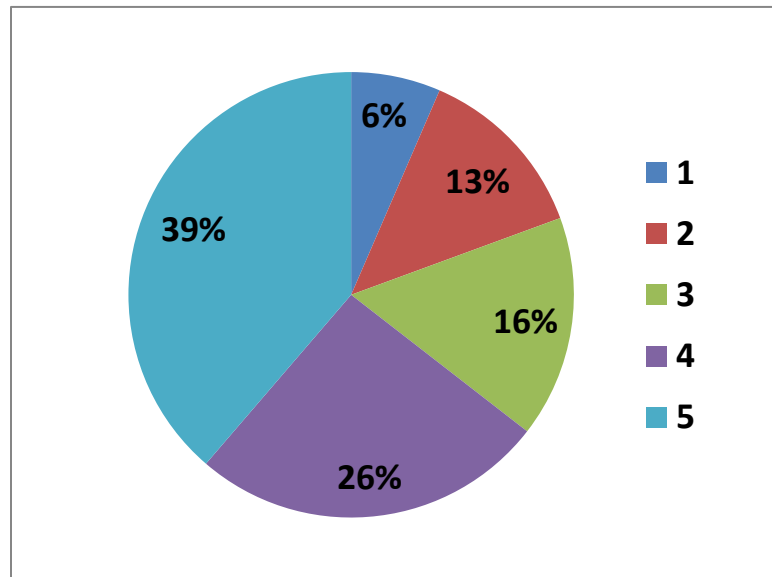
**9. Classroom facilities:**

**1: 3.2%**  
**2: 6.4%**  
**3: 22.6%**  
**4: 35.5%**  
**5: 32.2%**



**10. Time slots in which classes were offered:**

**1: 6.5%**  
**2: 12.9%**  
**3: 16.1%**  
**4: 25.8%**  
**5: 38.7%**

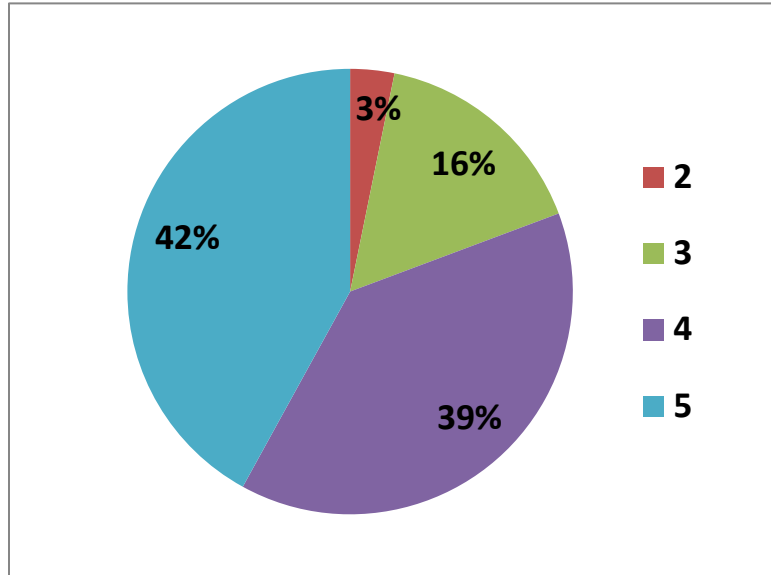


**Scale:**

1 = Very dissatisfied    2 = Dissatisfied    3 = Neutral    4 = Satisfied    5 = Very Satisfied

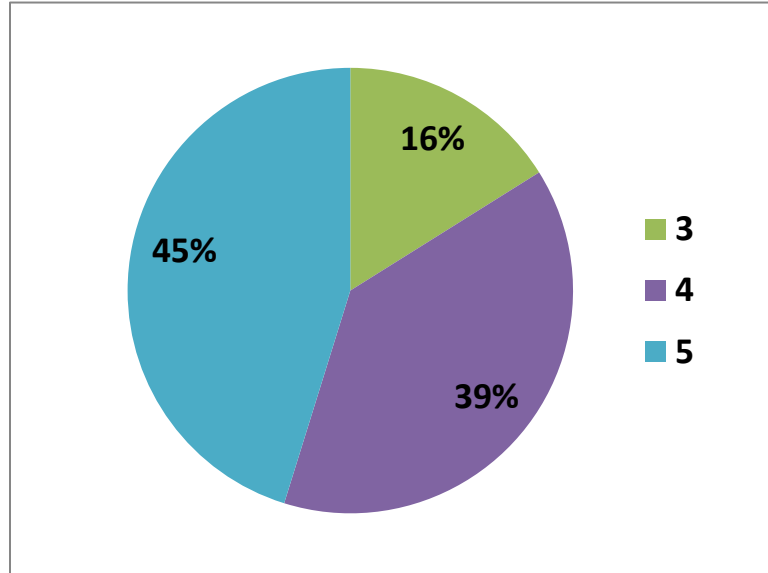
**11. Development of your research skills:**

**2: 3.2%**  
**3:16.1%**  
**4:38.7%**  
**5:42.0%**



**12. Development of your public speaking skills:**

**3:16.1%**  
**4:38.7%**  
**5:45.2%**

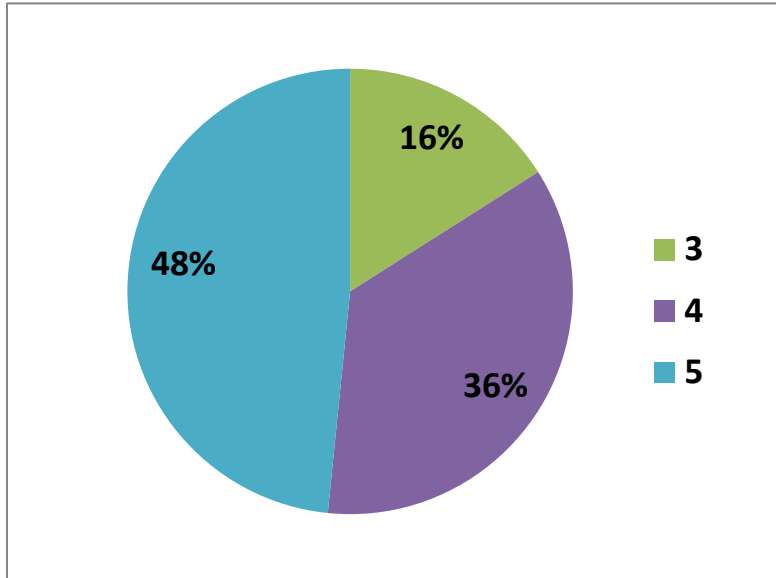




**Scale:**  
1 = Very dissatisfied   2 = Dissatisfied   3 = Neutral   4 = Satisfied   5 = Very Satisfied

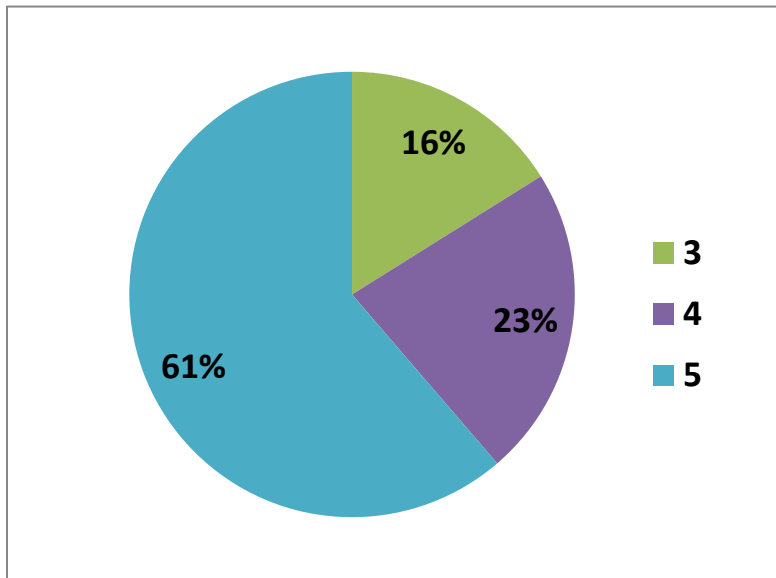
**13. Development of your quantitative skills:**

**3:16.0%**  
**4:35.6%**  
**5:48.4%**



**14. Development of your writing skills:**

**3:16.1%**  
**4:22.6%**  
**5:61.3%**

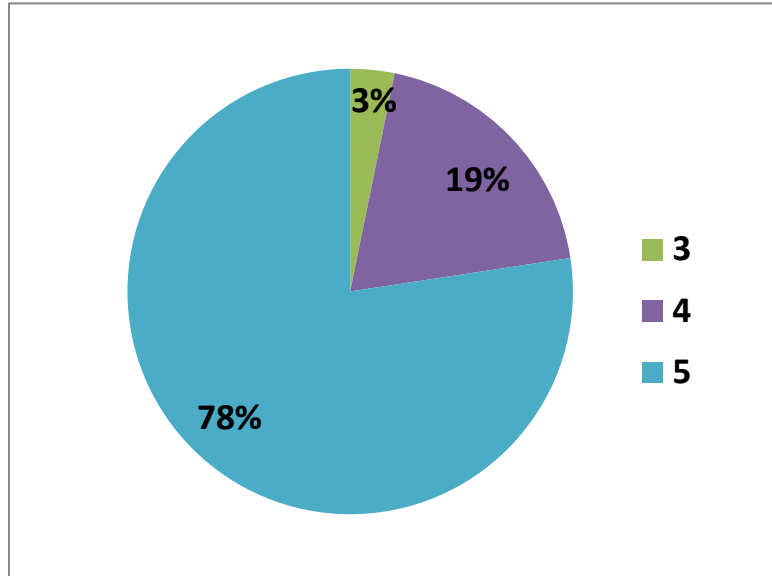


**Scale:**

1 = Very dissatisfied 2 = Dissatisfied 3 = Neutral 4 = Satisfied 5 = Very Satisfied

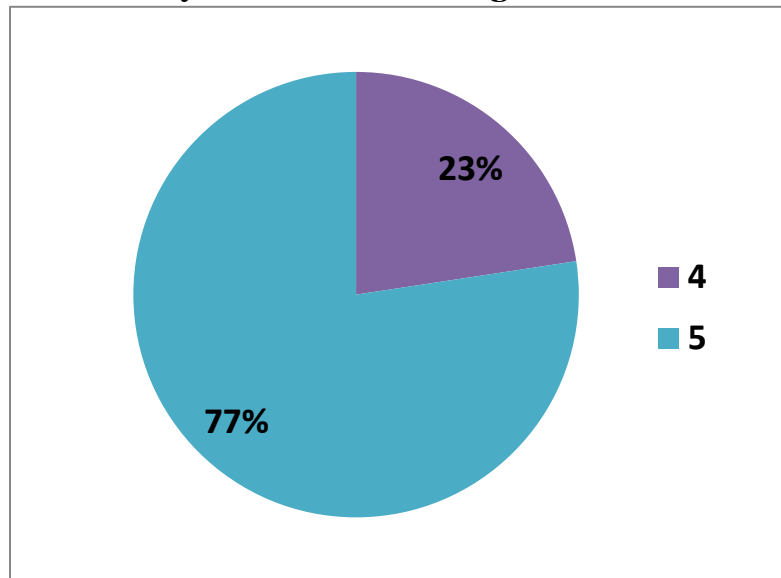
**15. Development of your critical thinking abilities:**

**3: 3.2%**  
**4: 19.4%**  
**5: 77.4%**



**16. Depth and breadth of your understanding of Justice Studies:**

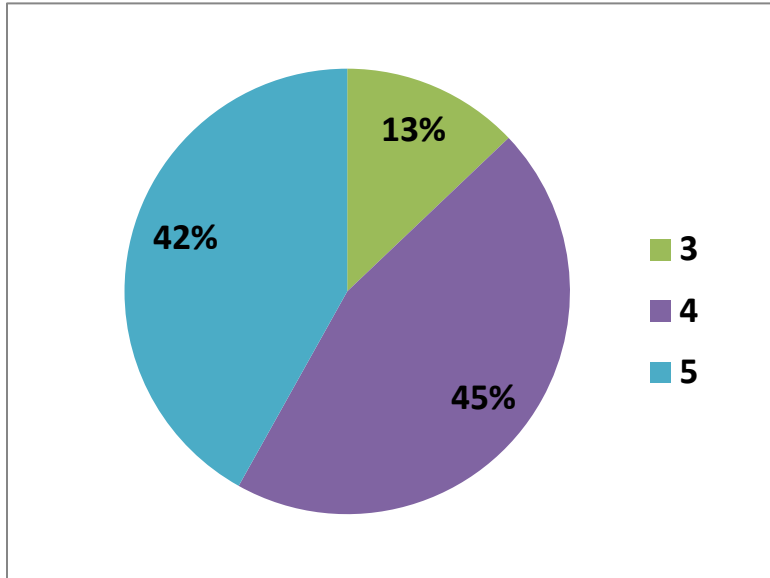
**4: 22.6%**  
**5: 77.4%**



**Scale:**  
1 = Very dissatisfied   2 = Dissatisfied   3 = Neutral   4 = Satisfied   5 = Very Satisfied

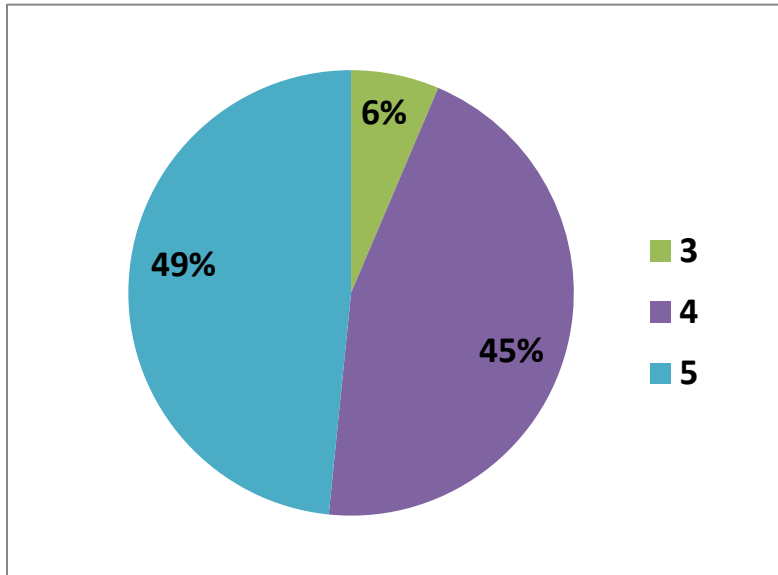
**17. Level of difficulty of typical JUST courses:**

**3:12.9%**  
**4:45.2%**  
**5:41.9%**



**18. Helpfulness of JUST office staff:**

**3: 6.4%**  
**4:45.2%**  
**5:48.4%**



**Scale:**

1 = Very dissatisfied    2 = Dissatisfied    3 = Neutral    4 = Satisfied    5 = Very Satisfied

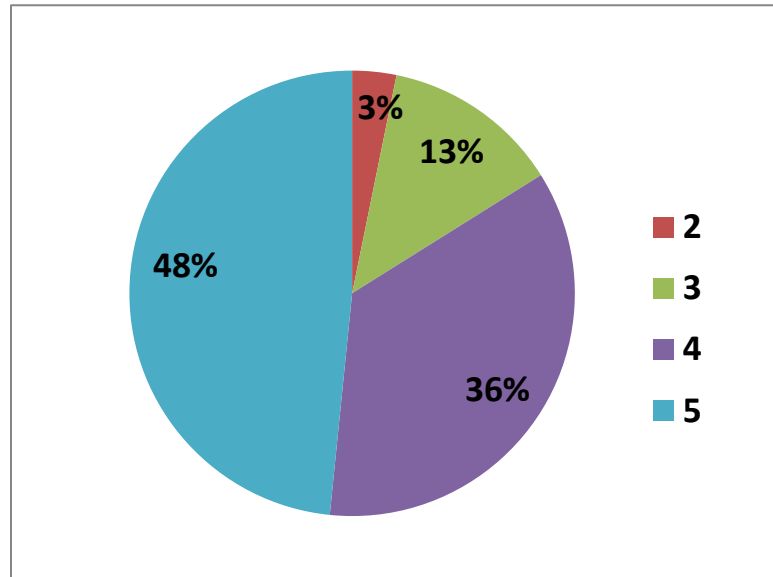
**19. Range of topics offered in JUST elective courses:**

2: 3.2%

3: 12.9%

4: 35.5%

5: 48.4%



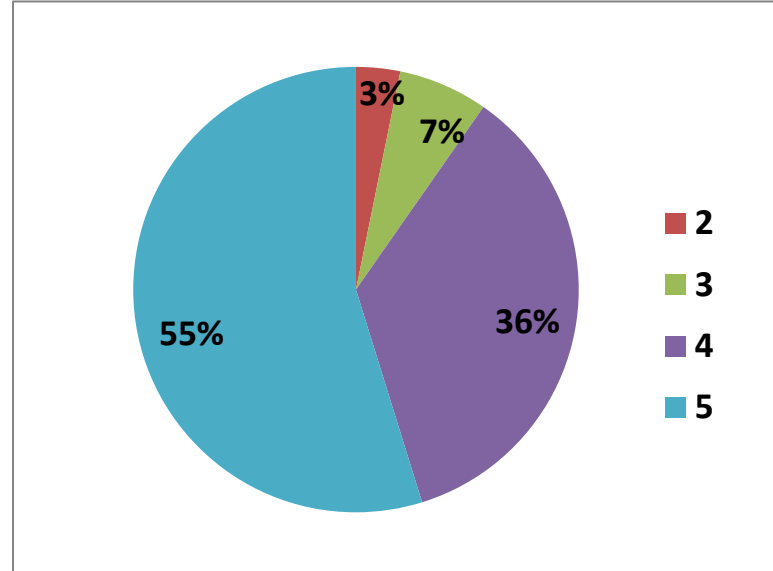
**20. Material in JUST required classes (101, 202, 241, 301, 345, 350):**

2: 3.2%

3: 6.5%

4: 35.5%

5: 54.8%

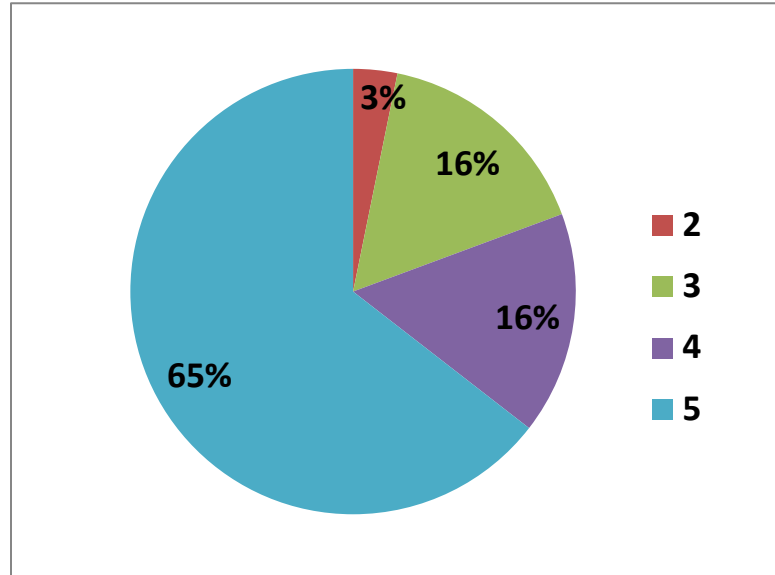


**Scale:**

1 = Very dissatisfied    2 = Dissatisfied    3 = Neutral    4 = Satisfied    5 = Very Satisfied

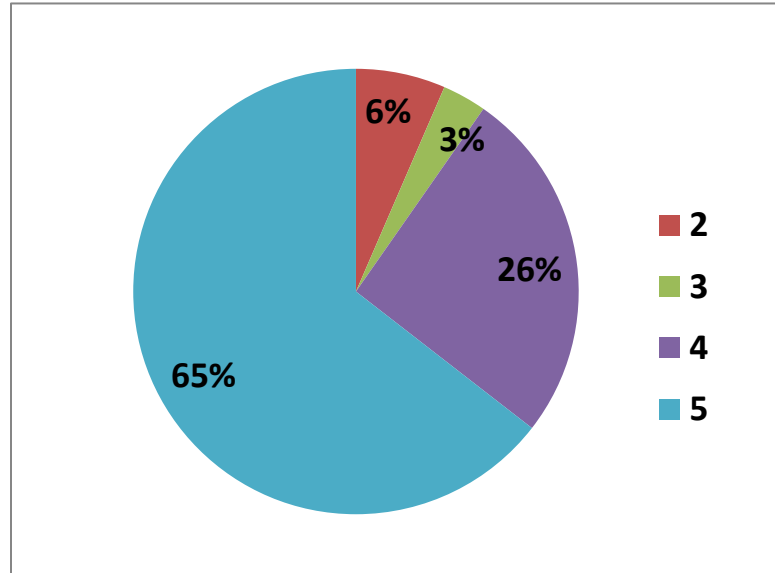
**21. Preparation you received in JUST 345 for your internship:**

2: 3.2%  
3: 16.15%  
4: 16.15%  
5: 64.5%



**22. Your internship experience in JUST 350:**

2: 6.5%  
3: 3.2%  
4: 25.8%  
5: 64.5%



**23. What are your plans after graduation?**

- A. Going to work as a police officer for UICPD
- A. Going to work as an officer in the Navy
- C. Going to law school to study immigration law
- B. Going to graduate school in psychology/law at U of C or Northwestern
- D. Not sure—so after graduation I am going to try traveling first
- D. not sure—so after graduation I am going to try to find the right job and I want to travel
- B. Going to graduate school in justice at Northeastern Illinois University
- B. Going to graduate school in January 2012 at Northwestern University
- D. not sure—so after graduation I am going to try taking some economics courses at NEIU. Wish there was JUST masters courses.
- B. Going to graduate school in MBA at ?
- A. Going to work as a social worker for probation system
- B. Going to graduate school in 2012 May at UIC
- A. Going to work as a refuse collection for Skokie public works
- D. Not sure—so after graduation I am going to try finding a job first.
- B. Going to graduate school in social work at Chicago State University
- D. Not sure—so after graduation I am going to try looking for a job first.
- A. Going to work as a police/law enforcement
- C. Going to law school to study immigration law at N/A
- D. Not sure—so after graduation I am going to try to find a job and in a year or so go to graduate school.
- B. Going to graduate school in History at NEIU
- A. Going to work as a consultant for Mujeres Latinas En Accion
- C. Going to law school to study environmental law at Northwestern or Loyola
- A. Going to work as a counselor for juvenile justice organization
- B. Going to graduate school in 2012 Fall at Chicago State University
- D. Not sure—so after graduation I am going to try taking off a semester
- D. Not sure—so after graduation I am going to try a vacation, then probably law school
- A. Going to work as a deckhand for entertainment cruises
- D. Not sure—so after graduation I am going to try to find a job as a counselor first.
- A. Going to work as a federal employee for DOJ/DHS/DOC
- C. Going to law school to study international law at John Marshall University
- B. Going to graduate school in Justice Studies at San Jose State University
- D. Not sure
- A. Going to work as a part-time volunteer for non-profit organization
- D. Not sure—so after graduation I am going to try further my education & hopefully take LSAT.
- C. Going to law school

**24. It took me \_\_\_\_\_ years to complete my Bachelors degree (calculating from when I first entered college until I graduated).**

- 12
- 6
- 6 ½
- 6
- 6 (It would have taken longer if I did not go to summer school)
- 5
- 15

- 7
- 5
- 6
- 7
- 5
- 4¼
- 4
- 4.5
- 7
- 11
- 5
- 4
- 10
- 11
- 6
- 4
- 4
- 5
- 10
- 5
- 4
- 6
- 10
- 7

**25. It took me \_\_\_\_\_ years to complete my Bachelors degree at NEIU after transferring in with approximately \_\_\_\_\_ credits.**

- 4 years .....50 credits
- 6-7 years .....45 credits
- 3 years .....60 credits
- 4 years .....0 credits
- 3 years .....63 credits
- 5 years .....60 credits
- 4 years .....0 credits
- 2 years .....80 credits
- 2.5 years .....90 credits
- 2 years .....60-70 credits
- 1½ years .....0 credits
- 4.5 years .....15 credits
- 4 years .....120 credits
- 8 years .....60 credits
- 5 years .....0 credits
- 3 years .....62 credits
- 11 years .....121 credits
- 2 years .....60 credits
- 2 years .....70 credits
- 6 years .....60 credits
- 4 years .....18 credits
- 1 ½ years
- 2 years .....70+ credits
- 1 year.....85 credits

**26. Did you take any leaves of absence? If so, what were the primary reasons?**

- a) Family responsibilities: ..... 7
- b) Financial Constraints..... 1
- c) Got a good job..... 7
- d) Domestic or other type of violence ..... 1
- e) Health issues (my own) ..... 5
- f) Health issues (of close family member) ..... 4
- g) Work problems ..... 1
- h) Didn't know what I wanted to study; wasn't really focused ..... 1
- i) Other reason: Called to active duty in the military  
Moved to Chicago  
Military duty  
2 military deployments  
Military service

**27. Did you attend part-time at any point during your studies? If so, what were the primary reasons?**

- a) Family responsibilities: ..... 6
- b) Financial Constraints..... 3
- c) Got a good job..... 6
- d) Domestic or other type of violence ..... 0
- e) Health issues (my own) ..... 0
- f) Health issues (of close family member) ..... 0
- g) Work problems ..... 2
- h) Didn't know what I wanted to study; wasn't really focused ..... 1
- i) Other reason: Work/school time conflicts

**28. Why did you decide to attend Northeastern Illinois University?**

- The proximity to home and good class hours.
- I use [sic] to live close by the campus.
- Because it was a smaller university and I wanted face-to-face types of educational experiences.
- Close to home. Nice campus setting.
- Northeastern Illinois University was the closest university that best fit me needs.
- Price, location, justice studies program, and access to gym
- Program, and cost
- They accepted me
- Non-traditional degree
- Close to home and affordable.
- Affordable, commuter-friendly, friends recommendation
- Close to me and less expensive
- Tuition was not too expensive and was not far from my home.
- Because of the cost and diversity of students
- Public university for Illinois vet benefits
- Because it seem a great school
- It was recommended by my high school counselor
- Not that far; cost
- The justice studies program caught my attention. I am glad that I made the choice to come to NEIU and get my degree in Justice Studies.
- Local
- Affordable tuition
- The Justice Studies program, its affordability & location



- Location, unique approach to social justice
- Cost & location
- Because tuition was more cheaper [sic] and since I was first generation I didn't want to feel dumb transferring
- I just wanted to receive my BA from anywhere after Triton College
- Diversity and location
- Close to my house

**29. Why did you decide to major in Justice Studies?**

- Already had transfer credits in Justice Studies
- In preparation for law school
- Because I thought I wanted to be a lawyer
- Interesting field of study
- Options. There were a lot of options of what you could do close to graduation in the justice studies field.
- I've been interested in law, social justice, and criminology
- For my career goals
- Wanted to be police, now I don't
- Wanted to help the problem around justice.
- Wanted to become a police officer – most closely related.
- I hope to enter a career in politics
- Next best thing to criminal justice
- Become a FBI agent, law enforcement/police
- Took courses that peaked [sic] my interest
- Because I am aware of the global issues.
- Already working in justice field
- Because I love laws, & defend peoples rights
- In my junior year
- I thought it was like criminal justice, but it wasn't, but I like this better
- The passion I have for all social equality. Also, to work at educating myself on all other social issues that I was not aware of.
- Interesting
- I have always been very passionate about social change and Justice Studies seemed to deal with what I wanted.
- I want to help people & it seemed to be a fundamental method to study this trend.
- It caught my attention, it was a program I had never heard of
- Preparation for law school
- I wanted to do law enforcement but I change my mind
- I thought it was something else
- Always interested in law and justice
- I want to attend law school

**30. What aspects of education in the Justice Studies program have been most positive and helpful to you?**

- It broadened my views about social justice issues.
- The theories of justice studies.
- The social justice aspect of it and the thoughts of helping others and looking at building communities.
- Social justice aspects in regards to racial disparities within our justice system.
- Conflict management resolution, introduction of the current justice system and Prisons and Jails

- Learning to look in depth to injustices that are the reality in our society and the structural injustice that exist in our world. The emphasis on thinking for yourself.
- Learning how the systems work, both domestically and internationally. There were no boundaries.
- Kingsley Clarke, Audrey Natcone, Jackie Campbell, Loretta Capeheart. Outstanding teachers who made a positive impact on me.
- Open class discussions are always best; I learned more from discussion than anything else.
- Social justice, immigration, internship
- Our good professors. Thank you!!
- Critical thinking and open mind.
- Field Seminar JUST 350
- People
- All aspects of education in the Justice Studies program.
- JUST 201 & JUST 241
- The social changes that are brought up
- Knowledge & classes about the legal process & legal system.
- The theories that shows that they can label a person based on their way of looking or class
- It open [sic] my eyes to other things that could do as a career.
- The social justice aspect has been most positive and helpful.
- Social justice

**31. How could your education in the Justice Studies Program have been improved?**

- More classes in different areas.
- More criminology courses
- I would have liked to see a broader perspective on the institutions of law and of course where the role of social justice plays in the life of an individual and how to balance careers in enforcement w/the desire to help others.
- Couldn't have been
- It's hard to say how to improve the department when I didn't take every class in the department. I could be saying the department could improve in one way by suggesting something they already have but would not know about it because it I did not take the class.
- I would have liked to do more hands-on learning
- More Saturday or evening classes
- Get more teachers like Kingsley Clarke, Audrey Natcone, Jackie Campbell, Loretta Capeheart.
- Focused more on issues and ways of the justice system and policing.
- Better teacher quality.
- Maybe more law enforcement classes
- More panels and true stories.
- Letting me do my internship with State Police
- Better hours & more classes
- If we had more class focused on the law
- More classes and different topics offered.
- Write more papers, it could have develop [sic] my critical writing skills.
- More classes offered.
- More focus on team-building projects/activities
- If Bowcott didn't teach my foundation class

- If I can take immigration classes
- Program is fine, I would like to see a class in organization development
- It improved on social justice more than criminal justice

**32. Has your internship been helpful to you? In what ways? Overall, how valuable is this experience within the program?**

- The internship program is good for younger students who need the experience, but for older students like me it's a burden.
- I have experienced first-hand the affects [sic] of inequality of our national [sic].
- It was helpful to me because I got to see how a non-for-profit [sic] was run. I think the internship should have been optional.
- It gave me the chance to see the professional world of the justice studies program. Definitely a valuable experience within the program.
- Yes, I learned ways to interact with others and what tasks to accept in a job when after I graduate.
- Yes, it has helped to develop a stronger sense of responsibility. It gave me the opportunity to lead and set an example.
- Internship itself was not relevant. It was only relevant for class discussions and course work in JUST 350.
- Yes. Gave me a new perspective on human beings. Best internship offered.
- Yes. It helped me figure out the type of person I was.
- Yes, informative, good experience, helpful in preparing for a life after college.
- It opened my eyes to new horizons & ideas. I learned to be more objective & sympathize with others.
- Yes, it is valuable, but for people that have jobs it can be difficult to manage.
- I learned many things such as organization, cooperation and ethical issues.
- It hindered my career growth
- Yes, becoming a better person. I like my experience learn a lot
- My internship help me realize that the programs that our society create to help only fail the individual
- Yes. Helped me be more aware of ethical issues.
- Yes, my internship was the best part of my overall experience with the NEIU and the justice department. I learned many different life skills as well as professional ones as well.
- It gave me a hands-on experience of what it is to participate in an agency focused on social change.
- My internship has been unbelievably helpful. It has taught me much about the criminal justice system as well as myself. Most valuable experience of my life to date. We should have to do more hours!
- Yes, it helped me with communication skills, time management, organizational skills and most importantly I was able to develop my interpersonal skills
- It's been helpful for me to see how different students don't get a proper education because of their social status. I think that internships are important but depending on what the internship is.
- I get to see the problems in another perspective
- In some ways, but I end it up doing something that will not help me to any future jobs.
- My internship has been helpful in understanding how organizations work and underlying issues in the community dependent on where you intern. I do believe that the internship program should not be mandatory it should be up to the student to do an intern or take other classes.
- It was related to my major, and I gain a lot of experience.

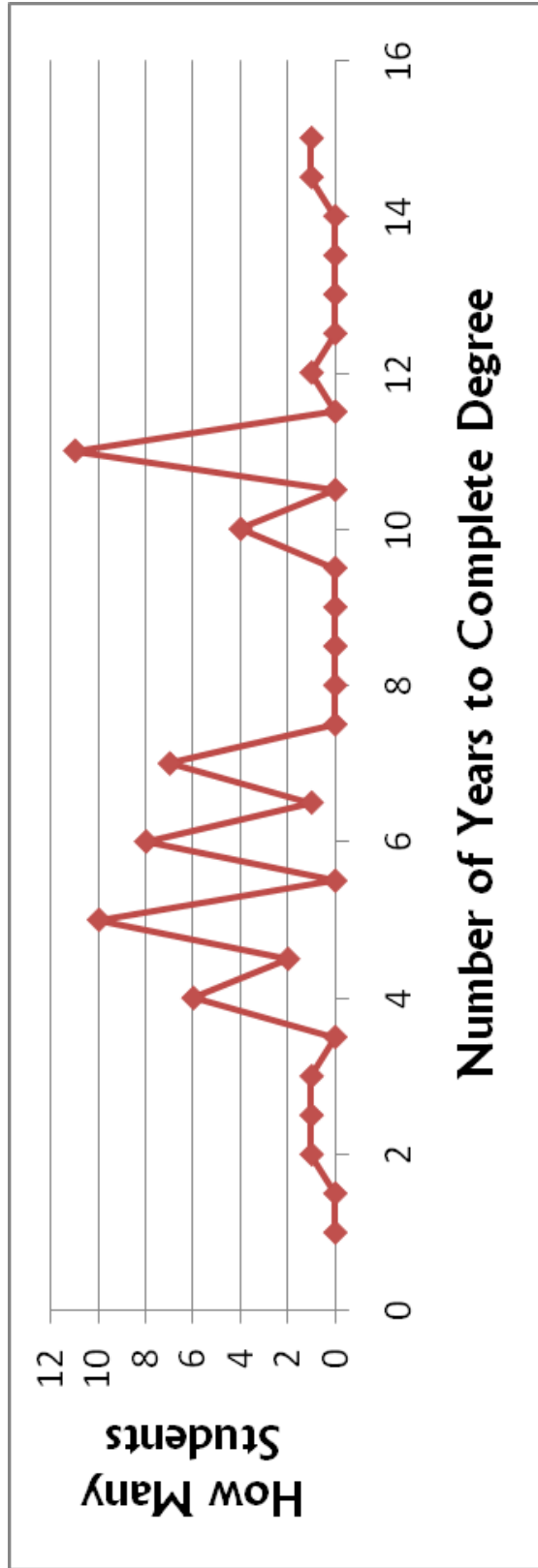
**33. Other comments you would like to add, including elaborations upon Questions 1-22?**

- I would just like to see a bit more classes available that teach the fundamentals of the law system and the government systems. I would also like to see more class [sic] that teach you how to change the system while working in it.
- I am going to put Conflict Resolution and criminal justice as programs to offer for masters degree because I found conflict management resolution, introduction to the criminal justice system and prisons and jails that I believe best fit questions 9 and for question 33 to be the most interesting classes I took in the justice studies department.
- I would love it if NEIU had a masters program in the area of law or criminal justice or justice.
- Seats in classes are to [sic] small.
- The only professor that should teach this course [JUST 350] is Professor Clarke
- More classes, hours, field trips...
- The program discriminates against older adults who are already employed in the justice field
- Great professor
- Question 10: Were not necessary for classes I was taking
- Question 19: I liked the elective courses more than the required courses
- Question 5: Would like to see less students
- Professor Dragan is a very critical professor and his classes are challenging but very useful and informative; he should teach more classes
- I have to say I find the Justice Studies staff very helpful.
- Great experience overall, glad to have been a part of this program!!!
- There needs to be better availability of classes.
- None at this time, very satisfied with Justice Studies Program
- More criminal justice classes should be offered for justice studies students.

**34. If our department were to offer a Masters degree, please indicate the programs in which you would *seriously* consider enrolling:**

- a) Conflict Resolution..... 8
- b) Non-profit Management ..... 4
- c) Criminal Justice..... 15
- d) Community Organizing and Advocacy ..... 5
- e) Child Advocacy ..... 3
- f) General Justice Studies ..... 8
- g) Any program the department were to create ..... 2
- h) Women’s Advocacy..... 4
- i) Other: Criminal Law & Procedure  
Something along the lines of studying better financial systems  
Mediation  
Pre-Law
- j) Other: Criminal Law & Procedure  
Something along the lines of studying better financial systems  
Mediation  
Pre-Law

# Number of Years to Complete Degree



# LATINO AND LATIN AMERICAN STUDIES

## **Annual Report 2010-2011**

### **Submitted by Victor Ortiz**

#### **Executive Summary**

This year LLAS's efforts were focused on getting University approval of the Latino and Latin American Studies major. Faculty members, students, administrators and members of the community worked collaboratively to assist in the development of the proposal and organization of activities to promote the major. Our efforts resulted in the Board of Trustees' approval at its November 18, 2010 meeting. A proposal is now under review for final approval by the Illinois Board of Higher Education (IBHE). Upon recommendation of Provost Frank and before the proposal was submitted to the IBHE, significant changes were made to highlight the employment opportunities associated with the major. The LLAS Writing Intensive course (LLAS 201, WIP: Culture & History of Latinos) was first offered Spring 2011. It is a core course requirement for the minor as well as for the proposed major. Many of the activities organized this year brought us together with agencies or constituencies from the community at large (i.e., Mexican and Venezuelan Consulates, Mexican Solidarity Network, Puerto Rican Cultural Center, Contratiempo, The Chicago Independent Film Festival and various artists) in order to strengthen the diffusion and functioning of the major.

In addition to the work on the major proposal, the program maintained its participation in university events.

#### **Summer 10**

- Participated in First Year Orientation to promote the LLAS program
- Co-Sponsorship of The Chicago Independent Film Festival
- Co-Sponsorship of Literature and the De-Colonization of the Americas lecture with Emilio del Valle Escalante (NEUI English Alumnus, Assistant Professor of Latin American Literatures and Cultures at UNC – Chapel Hill) presented by English Department

#### **Fall 10**

- Participation in 4th Annual Latina/o Open House (Que Ondee Sola)
- Organized "Celebrating the Bi-centennial of Latin American Struggles for Independence and Accomplishments" event (keynote presentation, poetry performance and round table discussion) - Hispanic Heritage Month.
- Co-Sponsorship of "American Sueño" (a bilingual play) - Hispanic Heritage Month.

## Spring 11

- Organized “Latino Youth and Poetry in Chicago: Words of Hope and Struggle” (discussion and poetry reading).
- Co-Organized with Women’s Studies and AFAM – Activist Student Panel.
- Organized “Latin American Realities: The Venezuelan Case” featuring Ana Gil Garcia, NEIU and Jacobo Myerston, University of Chicago.
- Participation in 6<sup>th</sup> Annual Plantando Semillas event.
- Co-Sponsorship of Juan Antonio Meza Compean Poetry – presented by World Languages and Cultures.
- Co-Sponsorship of “An Evening with Achy Obejas (Identity and Dislocation)” presented by English Department.
- Organized “Mexican Voices: A Woman’s Perspective” with Luz Rivera Martinez, Lead Organizer of Consejo Nacional Urbano Campesino – in collaboration with the Mexico Solidarity Network.
- Sponsorship of Activist Graduation Celebration – in collaboration with Women’s Studies and AFAM.

Internally, LLAS promoted the collaboration of faculty and students in all of its events and activities. The LLAS Advisory Board met eight times including a meeting that President Hahs requested to attend. At that meeting, the Board informed her about the program’s condition and plans. A request was presented for course release to enhance faculty members’ capacity for programmatic involvement with the program. President Hahs approved four such releases upon review of an official proposal. The later meetings concerned discussion on shared governance regarding the Provost’s decision to remove Victor Ortiz from the position as program coordinator.

## I. Assessment

Fluctuations are shown in terms of minors, graduates, and course enrollment. These fluctuations require careful monitoring given that this was the third year that the university requirement for a minor was no longer in existence. This year there were five LLAS minors who completed their studies at NEIU. Last year there were eight graduates and in the previous year there were six. Currently, there are twenty-three minors. Last year we had thirty-one minors and the previous year we had thirty-six.

This year enrollment in LLAS courses increased slightly with 188 students enrolled in eleven classes. Last year twelve LLAS classes were offered with an enrollment of 182 students. Enrollment in cross-listed courses declined in proportion to the fewer number of cross-listed offerings: forty-six classes with 1022 students enrolled (2010 – 2011) versus fifty-six classes with 1271 students enrolled (2009 – 2010).

There were several Faculty Awards:

**Bueno, Christina.** Honorable Mention, 2010 Robertson Prize for Best Article in the Hispanic American Historical Review awarded by the Conference on Latin American

History of the American Historical Society for “*Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico*,” 90, no. 2 (May 2010): 215-246.

**Bueno, Christina.** Ligia Parra Jahn Award, Best 2010 publication (book or article) written by a woman, awarded by the Rocky Mountain Council of Latin American Studies for “*Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico*,” 90, no. 2 (May 2010): 215-246.

**Meiners, Erica.** 2010 Critics Choice Award American Educational Studies Association, Flaunt It!

A total of 27 publications were authored by LLAS faculty. The faculty also presented at 34 conferences and 1 faculty member received a grant.

## **II. Program Plan**

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

Long term goals for LLAS will depend on the direction of a new coordinator with the collaboration of the advisory board members.

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

Twenty instructors with home departments in thirteen disciplines (Anthropology, Art, English, Educational Inquiry & Curriculum Studies, Geography & Environmental Studies, History, Justice Studies, Philosophy, Psychology, Social Work, Sociology, Teacher Education and World Languages & Cultures). This distribution reflects a substantial level of involvement of diverse units across the University.

The identified shortage of committed faculty is more serious in terms of the projected creation of the major. As it is, we already face some tension and potential problems regarding curricular priorities among units. These divergent priorities are more impactful regarding the offering of the minor’s core courses. The core courses until now have been offered in terms of a three year schedule periodically reviewed and updated with the faculty teaching the courses, the chairs of their departments, and the assistance of the Dean.

The contribution of faculty members to programs such as LLAS needs to be clarified appropriately so they can be recognized in terms of performance evaluation and compensation. Greater and more consistent involvement and support of faculty members in the program is urgent. The newly granted four course releases plan is a promising step to address this evident serious shortcoming of the program.

The institutional soundness of the program was seriously affected by the processes involved in the Provost’s decision to remove Victor Ortiz as coordinator. Various members of the advisory board expressed concerns about the role that the board should play in key decisions affecting the program and a meeting with the Dean and Chair of Sociology was called to address matters of shared governance. The proposal made by the board to the administration as the result of the meeting was rejected by the



administration with no explanation. In turn, the board was instructed to select a new coordinator. Repeated requests from Victor Ortiz for clear accountability for the decision and the processes involved have been met by the administration with reference to a vague memo that fails to address the concerns brought to bear on the disputed decision.

While statements about the autonomy of LLAS with regard to the other three units of the department (sociology, WS, AFAM) are often reinstated by all parties, in practice, such autonomy is disrupted by occasional interference by the current Chair of Sociology in internal matters of the program. Such interferences must be made to stop.

### **Equipment**

Currently, the Program's equipment needs are adequately met.

### **Other Resources**

The institutional standing of the Program, in spite of its great potential for the benefit of the University, is not adequately reflected in its administrative and physical infrastructure. The Program has a very limited budget.

## **III. Accomplishments**

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

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

**Gaskins, Suzanne.** Visiting Faculty Fellow, Cultural Policy Center, Harris School of Public Policy and National Opinion Research Council, University of Chicago, 2010-2011.

Ayers, B., Kumashiro, K., **Meiners Erica**, Quinn, T, and Stovall, D (2010). *Teaching toward democracy*. Activism toolkit series. Boulder, CO: Paradigm Publishers.

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

Göncü, A. and **Gaskins, Suzanne** (2011). Comparing and extending Piaget's and Vygotsky's understandings of play: Symbolic play as individual, sociocultural, and educational interpretation. In Pellegrini, A.D. (Ed.) *Oxford Handbook of the Development of Play*. Oxford: Oxford University Press.

Gaytan, Francisco (2011). Social-Emotional Challenges for Newcomer Latino Youth in Educational Setting. In *Latina and Latino Children's Mental Health, Volume 1*. Praeger.

Quinn, T., and **Meiners, Erica** (2010) Seeing Red: Teacher Educators, Social Justice and other "Lightning Rods" (2010). A. Ball & C. Tyson (Eds), *Studying Diversity in Teacher Education*. AERA (American Educational Research Association) commissioned volume, AERA book Publication.

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

**Gómez, Christina** (2011, April). Purged: Undocumented Students, Financial Aid Policies, and Access to Higher Education, (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners) *Journal of Hispanic Higher Education* 10 (2):107-119.

**Gómez, Christina** (2010, May-June). Undocumented youth and community colleges,” (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, L.Valentin) *Academe Magazine*, May-June 96 (3).

**Gómez, Christina** (2010, June). Organizing tensions: From the prison to the military industrial complex?,” (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, L.Valentin) *Social Justice* 36 (2): 73 – 84.

**Meiners, Erica** and Winn, Maisha (September, 2010). Incarceration and Education: Dismantle, Change, and Build. Special journal issue of *Race, Ethnicity and Education* 13 (3). (*Special Issue Journal Edited*)

Galaviz, B., Palafox, J., **Meiners, Erica** and Quinn, T. (2011). “The Militarization and the Privatization of Public Schools.” *The Berkeley Review of Education* 2 (1), 27-45.

Diaz, D., Gómez, C., Luna-Duarte, C., **Meiners, Erica** (2011). “Purged: Undocumented Students, Financial Aid Policies, and Access to Higher Education.” *Journal of Hispanic Higher Education* (10), 107-119.

**Meiners, Erica** (2011). “Fear and Loathing: The Challenge of Feelings in Anti-Prison Organizing.” *WSQ: Women’s Studies Quarterly* 39 (1 & 2): 268 – 288.

**Meiners, Erica** (2011). “A queer time and place: Educational analysis and intervention in the prison nation.” *Powerplay: A Journal of Educational Justice* 3 (1): 71 – 86.

Horn, S., **Meiners, Erica**, North, C., & Quinn, T. (Fall 2010). “Visibility matters: Policy work as activism in teacher education.” *Issues in Teacher Education* 19 (2): 65-80.

Jackson, J. and **Meiners, Erica** (2010). “Feeling like a failure: Teaching/learning abolition through *the good the bad and the innocent*.” *Radical Teacher (special issue on teaching the PIC)* 88: 20-30.

Diaz, D., Gómez, C., Luna-Duarte, C., **Meiners, Erica**, Valentin, L. (2010). “Organizing tensions: From the prison to the military industrial complex.” *Social Justice: A Journal of Crime Conflict and World Order*. Special Issue Policing, Detention, Deportation and Resistance 36 (2) 73-84.

Diaz, D., Gómez, C., Luna-Duarte, C., **Meiners, Erica**, Valentin, L. (May/June 2010). Dreams Deferred. *Academe*.

<http://www.aaup.org/AAUP/pubsres/academe/2010/MJ/feat/diaz.htm>

**Meiners, Erica** and Quinn, T. (2010). "Doing and Feeling Research in Public: Queer Organizing for Public Education and Justice." *International Journal of Qualitative Studies in Education* 23 (2) 147-164.

**Meiners, Erica** (public forum collaboratively organized). *Flaunt It! Queers Organizing for Public Education and Justice*. (November 4, 2010). Chicago, Jane Addams Hull-House Museum.

**Meiners, Erica**. *Chicago Communiversity: Engaging with the Prison Industrial Complex* (January – May 2010). Chicago Freedom School/Project NIA.

**Ortiz, Victor**. *El alcance analítico del concepto capital social aplicado a oriundo mexicanos en Estados Unidos. in Migración Internacional y Retorno*. Ed. William Mejia. Editorial. Red Alma Mater. Bogotá, Colombia, Pereira. September 2009. pp. 213-242.

**Stockdill, Brett**. "Living in the Borderlands." Four part series for The Bilerico Project: Daily Experiments in LGBTQ. [http://www.bilerico.com/2011/05/the\\_odyssey\\_of\\_the\\_utterly\\_fabulous\\_mario\\_sierra.php](http://www.bilerico.com/2011/05/the_odyssey_of_the_utterly_fabulous_mario_sierra.php). May 3-6, 2011.

**Stockdill, Brett**. Review of *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies* by Rafael de la Dehesa. *Mobilization: An International Journal*. Volume 16, Number 1, March 2011.

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

**Bueno, Christina**. "The Making of a Nationalist Archaeology in Porfirian Mexico," Katz Center for Mexican Studies, University of Chicago, March 1, 2010.

**Bueno, Christina**. "The Construction of the Mexican Past," Key Note Speaker for "Dreams of Mexico: Independence, Revolution, and Contemporary Social Issues," Loyola University, Chicago, November 2010.

**Bueno, Christina**. "El lugar de la antigüedad prehispánica en el centenario mexicano," XIII Conference of Mexican, United States and Canadian Historians of Mexico, Querétaro, Mexico, October 2010.

**Bueno, Christina**. "Porfirian Constructions of Indian Antiquity in Mexico's National Museum." Latin American Studies Association, Toronto, Canada, October 2010.

**Bueno, Christina**. Panel organizer, "The Construction of Indian Identity in Modern Mexico and Peru," Latin American Studies Association, Toronto, Canada, October 2010.

**Bueno, Christina**. "The Meaning of the Bicentennial Celebration Today," panelist for "The Bicentennial American Struggles for Independence," Northeastern Illinois University, Chicago, Illinois, September 2010.

**Fuller, Laurie** (November 2010). *Changes and Collaborations: Are Leadership Transitions Difficult Dialogs?*, National Women's Studies Association Annual Conference, Denver, Colorado.

**Fuller, Laurie** (March 2011). *Feminists Imagine Gender: Speculative Fiction and Social Change*, 30th Annual Gender Studies Symposium at Lewis & Clark College, Portland, Oregon.

**Fuller, Laurie** (April 2011). Moderator, *Gendering Theoretical Issues*, Illinois State University Sixteenth Annual Women's and Gender Studies Symposium, Normal, Illinois.

**Gaskins, Suzanne** (2010). Cultural differences in informal family learning at a children's museum. Workshop at the Cultural Policy Center, NORC and Harris School of Public Policy Studies, University of Chicago, October, Chicago, IL.

**Gaskins, Suzanne** (2010). Yucatec Maya children's development: a discussion of Gaskins' research. Invited guest lecturer for class in Cultural Developmental Psychology at UIUC, November, Champaign, IL.

**Gaskins, Suzanne** (2011). Paying open attention: Watching and listening in order to learn. Presented in a symposium at the bi-annual meetings of the Society for Research in Child Development, April, Montreal, Canada.

**Gaskins, Suzanne** (2011). The Puzzle of Attachment: Unscrambling Maturation and Cultural Contributions to the Development of Early Emotional Bonds. Presented at an invitation-only conference, "Rethinking Attachment and Separation Cross-Culturally," sponsored by the Society for Psychological Anthropology, May, Spokane, WA.

**Gaskins, Suzanne** (2011). Children's Pretend Play as Culturally Organized Activity. Invited speaker, Department of Developmental and Comparative Psychology, Max Planck Institute for Evolutionary Anthropology, June, Leipzig, Germany.

**Gaytan, Francisco** (April 2011). "Teaching Latino Social Work Practice to Students and Professionals: Reflections and Directions from 4 Current Instructors." Latino Social Work Organization Conference. Chicago, Illinois.

**Gaytan, Francisco** and Alvarez, Rene (October 2011). "A Lesson in Civic Engagement: Organizing for School Change and Social Justice in Chicago's Mexican Immigrant Community - Historical and Current Perspectives." Equity in Action Conference, NEIU, Chicago, Illinois.

**Gómez, Christina** (April 12, 2011). "Undocumented Latino Youth: Strategies for Accessing Higher Education." American Educational Research Association, New Orleans, Louisiana.

**Gómez, Christina** (April 2, 2011). “Consejos: How to Navigate Graduate School.” ILACHE, Northeastern Illinois University, Chicago, Illinois.

**Gómez, Christina** and Erica Meiners, Maria Luna-Duarte and Daysi Diaz-Strong (February 24, 2011). “Undocumented Latino Youth.” University of Chicago, Center for the Study of Race, Politics and Culture, Chicago, Illinois.

**Gómez, Christina** (February 15, 2011). “Bilingualism & Education in the Latina/o Community.” Dartmouth College, Latina/o Community Dinner, Hanover, New Hampshire.

**Gómez, Christina** (October 24, 2010). “Diversity in the Workplace.” University of Chicago Booth School of Business, Chicago, Illinois.

**Gómez, Christina** (October 18, 2010). “Preparing Minority Students for College” Spencer Foundation, Chicago, Illinois.

**Gómez, Christina** (October 16, 2010). “Ready to Lead: Charla with Parents.” Congressional Hispanic Caucus Institute, NEIU, Chicago, Illinois.

**Gómez, Christina** and Erica Meiners, Maria Luna-Duarte and Daysi Diaz-Strong (October 13, 2010). “Papers: Undocumented Students in Higher Education.” Equity in Action Conference, NEIU, Chicago, Illinois.

**Meiners, Erica.** University Diversity Annual Lecture Series. Oakland University. March 31, 2011.

**Meiners, Erica.** Peace and Justice Annual Lecture. Marian University. March 3, 2011

**Meiners, Erica.** Workshop. Reproduction of Race and Racial Ideologies, University of Chicago. February 24, 2011

**Meiners, Erica.** Keynote. Chicago History Museum, *Sexicon: Language and Identity*, January 27, 2011.

**Meiners, Erica.** Author meets Critic. Response to Lynne Haney’s *Offending Women* (University of Chicago Press, 2010). Social Science History Association, November 2010.

**Meiners, Erica.** Pre-Conference Session. Bergamo Conference. October 2010.

**Stockdill, Brett.** “Status of LGBTQ Immigrants & Immigrants with HIV/AIDS.” Experience the World in Albany Park—Globalization in Our Backyard Conference. NEIU. April 13<sup>th</sup>, 2011.

**Stockdill, Brett.** “HIV Positive, Immigrant Queers: Theorizing at the Intersections of Immigrant Status, Sexuality, Race, Class and HIV.” Midwest Sociology Society Annual Meeting. St. Louis, MO. March 26th, 2011.

**Stockdill, Brett.** Discussant, “Queer Futures Panel.” Women’s History Month Event. NEIU. March 17<sup>th</sup>, 2011.

**Stockdill, Brett.** “The Odyssey of the Utterly Fabulous Mario Sierra: Living in the Borderlands of Sexuality, Immigration, and HIV.” Equity in Action Conference. NEIU. October 12th, 2010.

## **5. Grants**

**Bueno, Christina.** National Endowment for the Humanities, Faculty Fellowship, 2011-2012.

## **6. Service**

### **Bueno, Christina**

- Manuscript reviewer for Oxford University Press

### **Gaskins, Suzanne**

- Founder and Director, Chicago Cultural Organizations Research Network

### **Gomez, Christina**

- Reviewer, *Social Forces*, 2011.
- Judge, Chicago Metro History Fair, March 2011.
- Volunteer, Hyde Park School of Dance, 2010-2011.
- Conducted a workshop for the Ancona School, *Dia de Español*, May 20, 2011
- Visiting Associate Professor of Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, New Hampshire, Summer 2010.
- Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, Summer 2010.

### **Victor Ortiz**

- Organized “Celebrating the Bi-centennial of Latin American Struggles for Independence and Accomplishments” event (keynote presentation, poetry performance and round table discussion) - Hispanic Heritage Month.
- Organized “Latino Youth and Poetry in Chicago: Words of Hope and Struggle” (discussion and poetry reading).
- Co-Organized with Women’s Studies and AFAM – Activist Student Panel.
- Organized “Latin American Realities: The Venezuelan Case” featuring Ana Gil Garcia, NEIU and Jacobo Myerston, University of Chicago.
- Participation in 6<sup>th</sup> Annual Plantando Semillas event.

- Co-Sponsorship of Juan Antonio Meza Compean Poetry – presented by World Languages and Cultures.
- Organized “Mexican Voices: A Woman’s Perspective” with Luz Rivera Martinez, Lead Organizer of Consejo Nacional Urbano Campesino – in collaboration with the Mexico Solidarity Network.

### **Stockdill, Brett**

- Panel Chairperson, Faculty Research Symposium. NEIU. November 12, 2010.
- Organizer, NEIU Department of Sociology Action for Social Justice Series: The Campaign Against Racist Chicago Police Torturer Jon Burge and the City of Chicago, featuring Joey Mogul and Darrell Cannon (co-sponsors African & African American Studies Program, Justice Studies Club, Justice Studies Department, Sociology Club, Women’s Studies Program). October 28th, 2010.
- Organizer, “Immigration and Social Justice Panel.” Equity and Action Conference. NEIU. October 12<sup>th</sup>, 2010.
- Interviewed by Northwestern University student Daniel Q. Tham for *Diva*, a documentary on HIV/AIDS educator Rae Lewis-Thornton. May 19, 2011.
- Conference Session Organizer, “Combating Gender(ed) Violence.” Midwest Sociology Society Annual Meeting. St. Louis, MO. March 25<sup>th</sup>, 2011.
- Reviewer for section of *Sexualities in Education: A Reader* (editors Erica Meiners and Therese Quinn). August 2010.

### **B. Student Achievements**

**Perez, Patricia** (March 7, 2011). “Caras Lindas.” Student Activist Panel, NEIU, Chicago, Illinois.

**Halpern-Givens, Ethan.** Hired as Research Analyst by the Federal Reserve Bank at Chicago

# LINGUISTICS

## **Annual Report 2010-2011**

### **Submitted by Richard W. Hallett**

#### **Executive Summary**

During the 2010-2011 academic year, the Linguistics Department continued to thrive. There were 142 active graduate students in the MA Program. There were also 82 undergraduates minoring in Linguistics. Having the second largest graduate program in the College of Arts and Sciences, the Linguistics Department was granted administrative autonomy from the former Department of Anthropology, Linguistics, Philosophy, and Teaching English as a Second/Foreign Language in the Spring 2011 semester. This autonomy is a result of the earlier division of the former Linguistics MA Program into two different MA Programs, i.e. the MA in Linguistics and the MA in TESL. Through the process of dividing graduate programs to the present, the Linguistics Department has remained committed to providing students with a solid foundation in the study of human language(s). Evidence of this strong commitment is evidenced throughout this report.

As noted in our last annual report, an MA in Linguistics and an undergraduate minor in Linguistics are seen as assets to employers in the areas of curriculum development, language teaching, publishing, product branding, speech pathology, natural language processing, translation, law, education, and other professions with the social and behavioral sciences, especially those concerned with language policies and practices in multilingual settings. The MA in Linguistics continues to serve as a bridge to various Ph.D. programs in Linguistics across the nation. In the 2010-2011 academic year, four NEIU alumni who had earned their MAs in Linguistics at NEIU successfully completed their Ph.D.s in Linguistics from Georgetown University (1), Northwestern University (1), and the University of Illinois at Urbana-Champaign (2). Many NEIU Linguistics alumni (both of the undergraduate minor and the MA Program) are employed as teachers not only throughout the State of Illinois and the Midwestern United States but also in other countries.

As aforementioned, the Linguistics Department maintains the second most-populated MA Program in the College of Arts and Sciences. Moreover, the department also has one of the highest graduation rates for MA Programs at NEIU. The Linguistics minor and MA provide coursework leading to elementary and secondary level endorsement in English as a Second Language, Early Childhood Education, Elementary Education, Secondary Education, the Master of Science in Instruction, and the MAs in Teaching and Reading. The minor also provides coursework to fulfill elective requirements in a number of other NEIU programs, e.g. Anthropology, Philosophy, English, World Languages and Literatures, the new Global Studies Program, etc. Linguistics offers 15



sections total of two General Education courses per semester (LING-110, Lexicology, and LING-120, Language and Human Behavior) as well as four sections of LING-109, First Year Experience: Language and Diversity in Chicago, per year. Our LING-120 class also satisfies the Illinois State Human Relations Requirement. Along with LING-110, LING-120 also serves as one of only six areas in the Humanities requirement of the General Education Program. The Linguistics Department is committed to scheduling at least one tenured/tenure-track professor to teach one section of LING-120 a semester. (N.B. Due to severe staffing shortages this commitment may become problematic in the very near future.)

## **I. Assessment**

In the 2010-2011 academic year, the Linguistics Department maintained its dedication to continuing program revision and implementation of a revised, current curriculum, excellence in teaching, involvement in research, mentoring of students, and participation in service. The Department has also reached an agreement (pending approval by other levels of shared governance) with the TESL faculty concerning where various classes for the State ESL endorsement should be housed.

## **II. Program Plan**

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

The Linguistics Department continues to strive for growth in both our undergraduate minor and our unique MA through the further development and offering of courses that exhibit currency and rigor while inspiring our students to think critically about language as a tool and a weapon. We expect our enrollment to continue to grow as linguistic issues and concepts become ever more important in this time-and-space-compressed world. Within a year the Linguistics Department hopes to house a new Center for the Study of Siouan Languages (CSSL) where Native American texts from this highly-endangered language family will be stored online. The department hopes that in the future linguists working on the documentation, preservation, and revitalization of languages such as Hidatsa, Mandan, Lakota, Crow, etc. will access the few existent texts through our resources. Moreover, the department plans to revive our departmental working papers online, thus giving our students a venue to publish their own work and practice the editing of linguistic texts. Of course, the Linguistics faculty continue to devote our time and energy to research and its application to our teaching.

### **B. Projected needs**

#### **1. Faculty**

With only four full-time tenured/tenure-track faculty members, the Linguistics Department remains woefully understaffed. We will not be able to grow our program much more, let alone be current in the field or make sure that our students are on a path to a timely graduation, without hiring at least two more full-time tenure-track professors. For the last three years we have only been able to run all of our required graduate classes by having a full-time instructor teach six of them a year. Without a doubt, we have demonstrated programmatic need for two new hires. Our first position requires (1) teaching expertise and currency in at least two of the core areas of formal linguistics (i.e. syntax, semantics, the syntax-semantics interface, morphology, the

morphology-syntax interface, and phonology) as evidenced by graduate coursework, research, and teaching experience and (2) teaching expertise and currency in at least one additional area of linguistics (e.g. historical linguistics, language acquisition, psycholinguistics, field methods). The second position requires (1) teaching expertise and currency in at least two of the core areas of formal linguistics (i.e. syntax, semantics, the syntax-semantics interface, morphology, the morphology-syntax interface, and phonology) as evidenced by graduate coursework, research, and teaching experience and (2) at least two additional area of linguistics (e.g. historical linguistics, language acquisition, psycholinguistics, field methods, language contact).

## **2. Equipment**

The Linguistics Department currently suffers from a lack of space. Due to office rearrangement in the summer of 2011, a total of nine instructors are to share one office during the 2011-2012 academic year. (How all nine will manage to share this small space and still meet with students during office hours remains to be seen.) In addition to requesting at least one more office near the tenured/tenure-track faculty members' current offices, the Linguistics Department also requests funding to develop a student academic lounge in which a computer and software as well as a library of linguistics texts and journals (perhaps even the aforementioned CSSL resources) will be housed. This lounge will serve as a community gathering and study space in which students can interact with one another and with faculty. It will also provide a permanent dedicated space for meetings of the Linguistics Research Group and the Linguistics Colloquia.

## **3. Other Resources**

To continue serving our students as well as to promote our program and recruit new students, the Linguistics Department requests funding for Graduate Assistantships and Merit Tuition Waivers. As the number of students in both our MA and undergraduate minor programs continues to increase and as more students undertake research for the purpose of presentation and publication, we require funding to help our students progress to timely graduation and prepare themselves for a variety of career opportunities. This funding will reward students on need-based and merit-based criteria.

# **III. Accomplishments**

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

### **1. Book Chapters**

**Hallett**, Richard W. (2010). 'Information they cannot find elsewhere': Ideology in the Voice of America's Special English. Discourses, communities and global Englishes, ed. by Roberto Cagliero and Jennifer Jenkins. Frankfurt: Peter Lang, 83-97.

### **2. Articles and Abstracts**

#### 2.1. Articles

**Del Torto**, Lisa M. (2010). 'It's so cute how they talk': Stylized Italian English as sociolinguistic maintenance. *English Today* 26 (3).

**Del Torto**, Lisa M. 2010. Child language brokers all grown up: Interpreting in multigenerational Italian-Canadian family interaction. *MediAzioni*.

**Gebhardt**, Lewis (2011). Classifiers are functional. *Linguistic Inquiry* 42:1, 125-130.

## 2.2. Book Contributions

**Duchaj**, Karen (2011). *The Structure of English Words*, 5<sup>th</sup> ed. Sloat, C. and Taylor, S., eds. Dubuque: Kendall Hunt.

**Sreenan**, Nancy (2011). *The Structure of English Words*, 5<sup>th</sup> ed. Sloat, C. and Taylor, S., eds. Dubuque: Kendall Hunt.

## 2.3. Book Reviews

**Boyle**, John P. (2011). 550 Dakota verbs (LaFontaine & McKay, eds.). *International Journal of American Linguistics* 77:1, 156-157.

## 2.4. Book Notices

**Hallett**, Richard W. (2011). Talk in action: Interactions, identities, and institutions (Heritage & Clayman) *eLanguage* (<http://elanguage.net/blogs/booknotices/?cat=155>, posted 6/3/11).

**Hallett**, Richard W. (2010). Cultures, contexts, and world Englishes (Y. Kachru & Smith) *eLanguage* (<http://www.elanguage.net/blogs/booknotices/?p=1100>, posted 11/24/10).

**Hallett**, Richard W. (2010). Postcolonial English: Varieties around the world (Schneider) *eLanguage* (<http://elanguage.net/blogs/booknotices/?p=867>, posted 9/16/10).

**Hallett**, Richard W. (2010). Varieties of modern English: An introduction (Davies) *eLanguage* (<http://elanguage.net/blogs/booknotices/?cat=5>, posted 9/15/10).

**Hallett**, Richard W. (2010). English in the world: Global rules, global roles (Rubdy & Saraceni, eds.) *eLanguage* (<http://elanguage.net/blogs/booknotices/?cat=186>, posted 7/22/10).

## 3. Conference Presentations

### 3.1. Refereed International Conference Presentations

**Boyle**, John P. (2011). Hidatsa sentence connectives: Form and function. Annual Siouan and Caddoan Language Conference, White Cloud, KS (June 16-18).

**Boyle, John P.** (2010). Incorporation in Mandan: A preliminary investigation. Annual Siouan and Caddoan Language Conference, Chicago, IL (June 2-5).

Church, Ruth B., **Mahootian, Shahrzad**, and Burgo, Ivelisse. (2011). Of two minds: Speech and gesture as an index of the simultaneous activation of two language systems. Forty-first Annual Meeting of the Jean Piaget Society. Berkeley, CA (June 2-4).

**Duchaj, Karen** and Ntahirageza, Jeanine (2010). Identity construction and destruction as a function of face threats on Facebook. The Face and Identity On and Off-line Panel at the Fifth International Symposium on Politeness. Basel, Switzerland (June 30 – July 2).

**Gebhardt, Lewis** (2010). Hidatsa (in)definiteness markers. Annual Siouan and Caddoan Language Conference, Chicago, IL (June 2-5).

**Hallett, Richard W.** (2011). Constructing ‘Incredible India’: A multimodal discourse analysis. International Society for Language Studies (ISLS) Conference. Oranjestad, Aruba. (June 23-25).

**Hallett, Richard W.** (2010). ‘What does a monkey know of the taste of ginger?’ Phrasebooks and identity construction. Lexis: The Study of Lexicon across Cultural Identities and Textual Genres International Conference. Verona, Italy. (November 11-13).

**Hallett, Richard W.** (2010). The role of English in inner circle island tourism. International Association for World Englishes (IAWE) Conference. Vancouver, Canada. (July 25-27).

**Kaplan-Weinger, Judith.** (2011). The wounded storyteller meets the comic strip reader: The social construction of a mourner’s identity. International Society for the Study of Narrative. St. Louis, MO. (April 7-10).

**Kaplan-Weinger, Judith** and Hoffman, Yonit. (2010). The testimonies of Jewish Holocaust partisans: Characterizing the narrative of resistance and resilience by Self and Other. Thirtieth Annual Conference on the Holocaust and Genocide. Millersville, PA. (April 14-16).

**Mahootian, Shahrzad** (2010). Choosing languages, maintaining languages. Third Middle East Studies Conference. Fresno, CA (October 7-9).

### 3.2. Refereed National Conference Presentations

**Boyle, John P.** (2011). Incorporation in Mandan. Society for the Studies of Indigenous Languages of the Americas at the Linguistic Society of America annual meeting. Pittsburgh, PA. (January 6-9).

**Duchaj**, Karen and Ntahirageza, Jeanine (2011). The structure and function of direct address by name in two-party conversation, as exemplified in political interviews. American Name Society Meeting at the Linguistic Society of America annual meeting. Pittsburgh, PA. (January 6-9).

**Hallett**, Richard W. (2011). Tourist phrasebooks and the construction of an exotic Other. American Association for Applied Linguistics (AAAL) Conference. Chicago, IL. (March 26-29).

### 3.3. Refereed State Conference Presentations

**Hallett**, Richard W. (2011). Effective ESL vocabulary instruction: An overview. Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (TESOL-BE) Convention. Lisle, IL. (February 11-12).

**Kaplan-Weinger**, Judith, Leddon, Erin, and **Del Torto**, Lisa (2010). Addressing composition with minority language students: A sociolinguistic and psycholinguistic approach. Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (TESOL-BE) Convention. Lisle, IL. (February 11-12).

### 3.4. Refereed Local Conference Presentations

**Del Torto**, Lisa M., Leddon, Erin, and **Kaplan-Weinger**, Judith (2011). Sociolinguistic theory and practice in the teaching of business English. Council on Language Instruction Symposium. Northwestern University, Evanston, IL. (April).

**Boyle**, John P. (2010). Morpho-discourse in Hidatsa and the Siouan language family. First Annual NEIU Faculty Research Symposium. Chicago, IL. (November 12)

**Kaplan-Weinger**, Judith and **Boyle**, John P. (2010). Linguistics and composition: Current approaches to minority language education. First Annual NEIU Faculty Research Symposium. Chicago, IL. (November 12)

### 3.5. Invited Presentations

**Boyle**, John P. (2010). Professional linguistics and the university. University of Chicago Graduate Seminar on Professional Development. University of Chicago, Chicago, IL. (February 2).

Hallett, Jill and **Hallett**, Richard W. (2011). Metaphors of H1N1 (Swine Flu) political cartoons in the Indian and American press. Sixteenth Annual Asian American Heritage Conference. Northeastern Illinois University, Chicago, IL. (April 7).

**Hallett**, Richard W. (2011). Constructing Incredible India. Sixteenth Annual Asian American Heritage Conference. Northeastern Illinois University, Chicago, IL. (April 6).

#### **4. Service**

International Service

**Boyle, John P.** (2010). Reviewed for the *International Journal of American Linguistics*.

**Boyle, John P.** (2010). Reviewed for Waveland Press, Wiley-Blackwell Press.

**Hallett, Richard W.** (2011). Reviewed a manuscript, “My grain of sand for society’: Neoliberal ‘freedom’, language learning, and the circulation of ideologies of national belonging,” for the *International Journal of Qualitative Studies in Education*.

**Hallett, Richard W.** (2011). Reviewed a manuscript, “American English vs. British English: Their popularity in the context of official government websites,” for the journal *World Englishes*.

**Mahootian, Shahrzad** (2011). Reviewed a manuscript, “‘I am not a qualified dialect rapper’: Genre innovation as authenticity,” for the journal *Sociolinguistic Studies*.

**Mahootian, Shahrzad** (2011). Reviewed a manuscript, “A study of the Persian discourse marker *chiz*: Interplay between form and function,” for the journal *Studies in Language*.

National Service

**Kaplan-Weinger, Judith** (2010-2011). Georgetown University Alumni Admissions Interviewer.

Local Service

**Hallett, Richard W.** (2011). Presentation on college admissions and applications. St. Francis de Sales High School. Chicago, IL. (March 15).

**Mahootian, Shahrzad** (2011). Presentation on first language acquisition. Taft High School, Chicago, IL. (March 9).

**Mahootian, Shahrzad** (2011). Presentation on languages and cultures of Iran. Aspira High School. Chicago, IL. (February 11).

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

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

**Alley, Philip C.** (2011). (John P. Boyle, Faculty Mentor) Identification and position of modal suffixes in Mandan. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Beyer, Ashley E.** (2011). (John P. Boyle, Faculty Mentor) A grammatical and sociolinguistic analysis of the f-word. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Carter, Ashley B.** (2011). (John P. Boyle, Faculty Mentor) Positionals as nominal modifiers. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Clarkson, John** (2011). NP coordination in Mandan. Annual Siouan and Caddoan Language Conference, White Cloud, KS (June 16-18).

**Danis, Alexandrina G.** (2011). The semantics of háki and hakték as sentence connectives in Mandan. Annual Siouan and Caddoan Language Conference, White Cloud, KS (June 16-18).

**Danis, Alexandrina G.** (2011). (John P. Boyle, Faculty Mentor) The semantics of connectives in Mandan morpho-discourse. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Forster, Abby Lee** (2011). (Richard W. Hallett, Faculty Mentor) Identity construction in college writing and Facebook: A comparative case study of literacy and identity. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Georgopoulos, Nicholas** (2011). (Judith Kaplan-Weinger, Faculty Mentor) Zero tolerance and identities of gang affiliation through adolescent narratives. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Gkartzonika, Galini V.** (2011). (Judith Kaplan-Weinger, Faculty Mentor) An ethnographic analysis of Kaliarda: The Greek gay variety. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Gordon, Zachary N.** (2011). (John P. Boyle, Faculty Mentor) Evidentials, illocutionary force, and the complementizer phrase in Mandan. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Gordon, Zachary N.** (2011). The Mandan right periphery: A syntactic examination of evidential and force markers. Annual Siouan and Caddoan Language Conference, White Cloud, KS (June 16-18).

**Gordon, Zachary N. and Sosa, Erica** (2011). (Judith Kaplan-Weinger, Faculty Mentor) Pray what you mean: Balancing integrity of belief and continuity of tradition in a secular humanistic Jewish congregation. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Gordon, Zachary N. and Sosa, Erica** (2010). Pray what you believe: Continuity and integrity in a secular humanistic Jewish congregation. Religion & Language / Religion &

Sprache Workshop at the Österreichische Linguistiktagung/Austrian Linguistics Conference. Graz, Austria. (October 24-26).

**Gunter**, Mark C. (2011). (John P. Boyle, Faculty Mentor) The semantics of SR bearing morphemes in Mandan sentence connectives. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Herman**, Luke (2011). (Judith Kaplan-Weinger, Faculty Mentor) Fear of unraveling: The sweater curse of modern folklore. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Kasak**, Ryan M. (2011). Perceptions and practices of teachers in the modern metropolitan multilingual classroom. Illinois Language and Linguistics Society Third (ILLS3) Conference. Urbana, IL. (April 22-24).

**Kasak**, Ryan M. (2011). Chicago high school teachers' attitudes toward English language learners in the mainstream classroom. University of Illinois at Chicago Bilingualism Forum. Chicago, IL. (April 14-15).

**Kasak**, Ryan M. (2011). (John P. Boyle, Faculty Mentor) The key to *-ki-*: Vertivity in Mandan verbs. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Kasak**, Ryan M. (2011). (Shahzad Mahootian, Faculty Mentor) Teachers' attitudes towards multilingualism in the classroom. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Konet**, Sarah A. (2011). (Richard W. Hallett and Shahzad Mahootian, Faculty Mentors) Bilingual linguistic identity: The connection between fluency, language choice and identity performance. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Kreuger**, Stacey L. (2011). Addressing loss and trauma in the urban classroom through student narratives. International Society for Language Studies (ISLS) Conference. Oranjestad, Aruba. (June 23-25).

**Kreuger**, Stacey L. (2011). (Judith Kaplan-Weinger, Faculty Mentor) Addressing loss in the urban classroom through student narratives. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Lee**, Emily J. (2011). (John P. Boyle, Faculty Mentor) Negation in Mandan. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Moaton**, Tania D. (2011). Mandan narrative discourse and evaluative identity in Old Man Coyote. Annual Siouan and Caddoan Language Conference, White Cloud, KS (June 16-18).



**Moaton**, Tania D. (2011). (John P. Boyle, Faculty Mentor) Mandan narrative structure and the Labovian model. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Mocon**, Tomas (2011). (Richard W. Hallett, Faculty Mentor) Polish in a Western world: The effect of English on the Polish language. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Mohamed**, Osama A. (2011). (John P. Boyle, Faculty Mentor) Relative markers: The distribution of *ko-*, *ka-*, and nominalizing *o-*. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Preedee**, Charamphron (2011). (John P. Boyle, Faculty Mentor) The distribution of future tense in Mandan. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Papanastasopoulous**, Elizabeth (2011). (John P. Boyle, Faculty Mentor) Differentiated usage of the narrative past morpheme in Mandan. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Ricker**, Julienne M. (2011). (Judith Kaplan-Weinger, Faculty Mentor) Social and pragmatic functions of codeswitching in a wine tasting community. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Tello**, Liz (2011). (Judith Kaplan-Weinger, Faculty Mentor) Embedded software engineers speech community's use of proverbs. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Torres**, Silvana K. (2011). (John P. Boyle, Faculty Mentor) Three puzzling Mandan suffixes. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Walz**, Amanda (2011). (John P. Boyle, Faculty Mentor) Sentence connectives from Kennard's Mandan texts. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Warren**, Christina A. (2011). (John P. Boyle, Faculty Mentor) Alternate noun incorporation in Mandan. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Wilmes**, George (2011). (John P. Boyle, Faculty Mentor) The syntax of pronominal prefixes in Mandan. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

**Wuellner**, Claire T. (2011). (Judith Kaplan-Weinger, Faculty Mentor) How to play: Taboo and euphemism in a community of gamers. Nineteenth Annual NEIU Student Research and Creative Activities Symposium (April 15).

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

**Karim**, Tracy spent ten months in Morocco teaching English on a Fulbright English Teaching Assistant grant and doing research on Moroccan language policy, language use and attitudes (2010-2011).

### **C. Alumni News**

**Brown**, Eric (MA, Linguistics 2011) teaches grades 6-8 English as a Second Language (ESL) at Joyce Kilmer School in Chicago.

**Dean**, Don (MA, Linguistics 2006) is currently teaching English at Seishu Junior and Senior High School in Tokyo, Japan.

**DeFelice**, Dustin (MA, Linguistics 2005) is a doctoral candidate in the Second Language Acquisition and Instructional Technology (SLA/IT) Program at the University of South Florida and a visiting instructor in the Foreign Language Education/English to Speakers of Other Languages (ESOL) program in Secondary Education.

**DiBianca**, Paisly (MA, Linguistics 2002) is currently a Graduate Technical Assistant and MA Candidate in Department of Geography and Environmental Studies at Northeastern Illinois University.

**Gabel**, Steve (MA, Linguistics 2009) is an assistant professor at the student learning center at Defense Language Institute Foreign Language School and Presidio of Monterey, CA.

**Hallett**, Jill (MA, Linguistics 2006) is a Ph.D. candidate in Linguistics at the University of Illinois at Urbana-Champaign. In the 2010-2011 academic year, she gave two presentations at international conferences, one presentation at a national conference, and two invited talks. She also published a single-authored article in the *Southern Journal of Linguistics*, a co-authored article in *Studies in the Linguistic Sciences*, and a co-authored article in the text *Languages of Global Hip Hop* (Marina Terkourafi, ed.), as well as a book review in *Studies in the Linguistic Sciences* and two book notices in *eLanguage*.

**Konopka**, Ken (MA, Linguistics 2002) completed his Ph.D. in Linguistics at Northwestern University in 2011. His dissertation, "The Vowels of Mexican Heritage English in a Chicago Community," included participants from the Albany Park neighborhood, El Centro, and NEIU. He is currently working on several projects, e.g. "An introduction to Chinese characters via the Jabberwocky," and a sociophonetics workbook.

**Madsen**, Jessica (MA, Linguistics 2006) teaches full-time in the English Language Program at Purdue University Calumet.

**McCabe**, Catherine (MA, Linguistics 2010) is currently teaching at the College of DuPage in the Adult ESL Program and at Harper College in the Academic Intensive English Program. She is also currently serving as the Adult Education Special Interest Group Chair for ITBE (Illinois Teachers of English to Speakers of Other Languages-Bilingual Education).

**McElmurry**, Sara (MA, Linguistics 2007) is a communications manager at the Latino Policy Forum in Chicago.

**McLaughlin**, Sarah (MA, Linguistics 2010) is currently teaching ESL in an Adult Education Program at the Albany Park Community Center. She is also an adjunct faculty member teaching ESL in the Communications Department at Truman College.

**Saadah**, Eman (MA, Linguistics 2002) completed her Ph.D. in Linguistics at the University of Illinois Champaign-Urbana in 2011. The title of her dissertation is “The Production of Arabic Vowels by English L2 Learners and Heritage Speakers of Arabic.”

**Sabin**, Marni (MA, Linguistics 2006) is working as a Managing Editor for the American English Language Teaching division at Oxford University Press.

**Shappeck**, Marco (MA, Linguistics 2003) completed his Ph.D. in Linguistics at the University of Illinois Champaign-Urbana in 2010. His dissertation is titled “Quichua-Spanish language contact in Salcedo, Ecuador: Revisiting media lengua syncretic language practices.” He is currently an assistant professor of teacher education at the University of North Texas at Dallas.

**Stockburger**, Ingrid Z. (MA, Linguistics 2003) completed her Ph.D. in Linguistics at Georgetown University in May 2011. Her dissertation is titled “Making Zines, Making Selves: Identity Construction in DIY Autobiography.”

**Strid**, John Evar (MA, Linguistics 1998) is an instructor in the Linguistics Department at Northeastern Illinois University. He has recently completed three graduate classes in Spanish: Cuento Modernista, Gabriel García Márquez, and Visión de América.

**Vastalo**, Victoria (MA, Linguistics 2008) is a full-time small business financial consultant and has been a part-time faculty member in the English Department at St. Augustine College since Fall 2009.

**Whelan**, Winifred O. (MA, Linguistics 2009) has translated a book from Spanish to English: *The History of a Church that Lived its Commitment to the Poor*, by Mary García, OSF. She has also published two articles in the *Encyclopedia of Environmental Issues* (Craig W. Allin, ed.) and one in *Great Lives from History: The Incredibly Wealthy* (Howard Bromberg, ed.).

# MATHEMATICS

## Annual Report 2010-2011

### Submitted by Paul O'Hara

#### Executive Summary

During the academic year 2010-11, the department of mathematics has accomplished the following:

- Distinguished recognition in research especially with Brommel Award to Professor Marian Gidea.
- Excellence in Teaching and Service.
- Successfully conducted search and screen with the appointment of a new tenure line faculty.
- Program review.

**Research:** Professor Marian Gidea was the recipient of the 2011 Brommel Award and has also been elected a member of The Institute for Advanced Studies in Princeton in recognition of his outstanding work on dynamical systems. Indeed, he will spend the 2011-2012 academic year at Princeton doing collaborative research.

In total this year the faculty have published or have had accepted for publication 1 book chapter (Zeng), 12 journal articles (Cofer 1, Filus 6, O'Hara 1, Gidea 3, Zeng 1), and one honorable mention for solving a problem (Gwanyama). Professor Wrinkle was project director for a university research group funded by the US Dept. of Agriculture. There are two books in preparation (Cofer, O'Hara). Also, five faculty members were invited and/or contributed presentations to a total of 24 national and international conferences (Cofer 2, Cordell 2, Filus 5, Gidea 10, Zeng 5), and organized four conferences and/or workshops (Filus 2, Gidea 1, O'Hara 1). Professor Sarah Cordell applied for the American Association of Hispanics in Higher Education (AAHHE) and Educational Testing Service (ETS) Outstanding Dissertations Competition 2011 and was selected as a semifinalist.

**Teaching and Service:** Dr. Sharda Gudehithlu designed an online eight week course for the College of Education that prepares students for the Illinois Basic Skills Test (math portion). She was also selected to attend Merit Based Teaching at the University of Illinois, which will take place from July 27-29, 2011.

Professor Tanya Cofer has an ongoing collaboration with the College of Education and is in the process of redesigning Math 141 and Math 143 accordingly. In addition, she is revising the MA program in mathematics together with Professor Sarah Cordell

This year (Summer excluded) the Dept. provided 88 courses at the 100 level (2594 students), 22 sections at the 200 level (417 students), 27 sections at 300 level (447 students, majors and minors) and 10 sections at 400 (graduate) level (81 students), for a grand total of 147 sections serving 3539 students. We are also happy with the online course that we have developed. In addition to Math 185 (Pre-calculus) and Math 187 (Calculus I) which have been online for the past few years, we now offer a section of Math 113 (Quantitative Reasoning), Math 165 (Finite Math for Business) and Business Calculus (Math 167) online, and they are going very well. We also have a thriving PLTL program of which we are very proud, and continue to serve the MSTQE program.

**Search and Screen:** Dr. Anuj Mubayi will join the faculty in the new academic year. He is currently at the Cleveland Clinic and has a strong publication record in the area of mathematical modeling and bio-mathematics. We are very confident that he will be a great asset not only to the department but also to the entire college. He is very much engaged in interdisciplinary research. A special thank you should go Professor Marina Polyashuk for chairing this committee and to Professors Rakesh Rustagi and Nancy Wrinkle for all their work on the committee.

**Program Review and Retreat:** This year the department undertook a seven year program review and concluded with a successful faculty retreat. In the light of this retreat, three committees were established to address what the faculty members identified as the most important issues. They are as follows:

- (i) Quality of life and friendliness, need to be a more respectful and collaborative department.
- (ii) Coherence/connectedness in programs including content for future teachers and actuaries and other applied areas.
- (iii) Focusing on improving student support (success and equity).

In terms of the review, we are pleased with the increase in undergraduate enrollment (p. 23), although our graduation rate has remained fairly constant at a very low 20 or so per year. We need to analyze possible bottlenecks in our undergraduate program. We are also pleased with the high percentage of under-represented minorities in mathematics. Over the past five years, it has ranged from 23% to 29% for Hispanics or an average of 25.6% over five years, and corresponds with the mean percentage enrollment of 26.6% for Hispanics at NEIU for the same period. For African-Americans the percentage enrollment in the department ranges from 6% to 8% and is on average 3.2% below the percentage enrollment at NEIU. Also, we note that while the number of women in mathematics is slightly less than the number of males, in 2009 there were more women graduates than men in mathematics (p. 26), although in 2010 there was a slight drop. It will be interesting to see how the trend will continue in the future

Finally, I would like to thank Professor Anna Mitina for her work on the class schedule, Professor Wagala Gwanyama for his excellent work on assessment, and Professor Nancy Wrinkle for her help in writing the review. In addition, I would like to thank all the instructors for being dedicated teachers and extend my heartfelt congratulations to our graduate students, Scott Rice on being accepted into the Ph.D. program in Mathematics

at Michigan State University and to William Byrd and Ievgenelia Gutenko on their publications.

And last but not least, I would like to thank Penny Sawczak and Ann Sleeva for all their work in maintaining the smooth running of the department each day. Without them it would not be possible to function.

## **I. Assessment**

In terms of assessment, the ICTS standardized test gives a direct measure of the Secondary Education Math Major. It is a required test for all these majors. The low passing rates in this test is troublesome, and needs further analysis. The MS comprehensive exams and the final student project serve as a reliable measure of the MS program. At the same time, we still have not found a satisfactory way of assessing learning outcomes in the Applied Mathematics Major. One possibility would be to devise an independent exit test for the major which mirrors the ICTS content exam for those majoring in secondary education mathematics, a mandatory test before graduation for all applied majors, perhaps administered by the Student Center for Science Engagement (Program Review (PR), 32).

## **II. Program Plan**

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

In terms of future departmental plans and direction, the first thing would be to foster a department atmosphere where the three committees, established during the retreat, meet regularly and help bring ahead the proposals in the program review. This would include making sure that the revised MA program progresses according to schedule, that a proper assessment plan for the applied major be put in place (PR 13-14), that the causes of the low success rates in certain courses like Math 338 be identified, that the recommendations of the MS Advisory board be implemented (PR Appendix C), and that the issue of declining enrollments in Peer Lead Team Learning (PLTL) be addressed. Indeed, given that grade point averages are significantly higher for students who participate in the PLTL program (Appendix B) we should probably invest more resources in this program. Secondly, the Department of Mathematics should continue its close collaboration with other departments and programs such as the College of Education and MSTQE and take new initiatives to foster student learning. Thirdly, we believe it is important to maintain a vibrant research program, to help us attract outstanding faculty members and more students to the mathematics program at NEIU.

### **B. Projected needs**

1. Faculty: More tenure line faculty as recommended by the external examiner of the PR.
2. Equipment: More up to date computer equipment for instructors
3. Other Resources: Bigger travel fund.

## **III. Accomplishments**

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

## 1. Published Articles:

**Filus**, Lidia, and J. Filus: *Pseudoexponential multivariate probability distributions for bio-medical modeling*. Biometrie und Medizinische Informatik Greifswalder Seminarberichte, Heft 18, 17-25, 2011.

\_\_\_\_\_, I. Gutenko and J. Filus: *Bivariate Lognormal distribution model of risk factors of heart diseases*. Biometrie und Medizinische Informatik Greifswalder Seminarberichte, Heft 18, 41-58, 2011

\_\_\_\_\_, J. Filus and M. Stehlik: *Pseudoexponential models in medical trials: design, estimation and testing*. Proceedings of the International Conference on Risk Analysis – ICRA4, Limassol, Cyprus, ISBN 978-9963-9965-0-6, 75-83, 2011

\_\_\_\_\_, and J. Filus: *Weak Stochastic Dependence in Biomedical Applications*. American Institute of Physics Conference Proceedings 1281, Numerical Analysis and Applied Mathematics, Vol. III, 1873-1876, 2010

\_\_\_\_\_, and J. Filus: *Pseudoexponential and Semi-Pseudoexponential Models in Medical Prognostics*. American Institute of Physics Conference Proceedings 1281, Numerical Analysis and Applied Mathematics, Vol. III, 1877-1880, 2010.

\_\_\_\_\_, and J. Filus: *Conditionally Specified Multivariate Distributions in Biomedical Applications*. Proceedings of the 1<sup>st</sup> Conference on Applied Probability and Statistical Methods and the 7<sup>th</sup> Conference on Multivariate Distributions with Applications, Maresias, Brazil, August 8-13, 2010

**Gidea**, Marian, C. Gidea and W. Byrd: *Deterministic models for simulating electrocardiographic signals*. Communications in Nonlinear Science and Numerical Simulation, doi:10.1016/j.cnsns.2011.01.022.

\_\_\_\_\_, J.D. Meiss, I. Ugarcovici, H. Weiss: *Applications of KAM Theory to Population Dynamics*." Journal of Biological Dynamics, Vol. 5. 2011.

\_\_\_\_\_, E. Belbruno, F. Topputo: *Weak Stability Boundary and Invariant Manifolds*, SIAM Journal on Applied Dynamical Systems, Vol. 9, 2010.

**Gwanyama**, Wagala: *A constrained inequality Problem*. Proposed as Problem 929 in The College Mathematics Journal; ( Acknowledgement is published at The College Mathematics Journal vol. 42, no. 3; May 2011, p. 238-239)

**Zeng**, Zhonggang, Barry Dayton, Tien-Yien Li: *Multiple zeros of nonlinear systems*. Mathematics of Computation **80** (2011), 2143-2168.

## 2. Conference Presentations

**Cofer**, Tanya: *Connections and Relevance*. Keynote address iMATHination Teacher Professional Development Conference (1-21-2011)

\_\_\_\_\_, and Isidor Ruderfer. *Ethno-Math/Science Passionate Research Working Seminar*. iMATHination Teacher Professional Development Conference (1-22-2011).

**Cordell**, Sarah: Presented original mathematics education research at Chicago Symposium Series, May 2011, University of Illinois, Chicago, IL

\_\_\_\_\_ Presented original mathematics education research at Faculty Research Symposium,

**Filus**, Lidia : *Conditionally Specified Multivariate Distributions in Biomedical Applications*, The 1<sup>st</sup> Conference on Applied Probability and Statistical Methods, The 7<sup>th</sup> Conference on Multivariate Distributions with Applications, Maresias, Brazil, August 8-13, 2010

\_\_\_\_\_, *Pseudoexponential and Semi-Pseudoexponential Models in Medical Prognostics*, 8th International Conference of Numerical Analysis and Applied Mathematics (ICNAAM 2010), Rhodes, Greece, Sept. 19-25, 2010 (invited session Statistics and Modeling)

\_\_\_\_\_, *Pseudoexponential multivariate probability distributions for bio-medical modeling*, International Conference on Risk Analysis – ICRA4; Biomedicine, Environmetrics, Economics, Finance & Reliability, International Conference on Risk Analysis – ICRA4; Biomedicine, Environmetrics, Economics, Finance & Reliability, invited talk

\_\_\_\_\_, *Bivariate Lognormal distribution model of risk factors of heart diseases*, International Conference on Risk Analysis – ICRA4; Biomedicine, Environmetrics, Economics, Finance & Reliability, Limassol, Cyprus, May 26-29, 2011, invited talk

\_\_\_\_\_, *Construction of bivariate survival probability functions related to 'micro-shocks' – 'micro-damages' paradigm*, 9th Tartu Conference on Multivariate Statistics & 20th International Workshop on Matrices and Statistics, Tartu, Estonia, June 26-30, 2011

**Gidea**, Marian: *Instability and Diffusion in Hamiltonian Systems*. The Seventh Congress of Romanian Mathematicians, Brasov, Romania. June 2011, invited talk.

\_\_\_\_\_ : *Zero-Cost Procedure to Change the Inclination of the Orbit of a Satellite near a Libration Point*, New Trends in Astrodynamics and Applications VI - An International Conference, New York City, June 2011 (invited talk).

\_\_\_\_\_ : *Weak Stability Boundaries and Invariant Manifolds*. New Trends in Astrodynamics and Applications VI - An International Conference, New York City, June 2011 (invited talk).



\_\_\_\_\_: *Weak stability boundary and invariant manifolds*. Hamiltonian Dynamics and Celestial Mechanics, Castro Urdiales, Spain, May-June 2011 (invited talk).

\_\_\_\_\_: *Instability mechanisms based on Aubry-Mather sets*. VI International Symposium HAMSYS-2010, Mexico City, Mexico, November 2010 (invited talk).

\_\_\_\_\_: *Transport along Aubry-Mather sets*, Workshop in Dynamical Systems and Related Topics, Penn State University, Pennsylvania, October 2010 (invited talk).

\_\_\_\_\_: *Weak Stability Boundary and Invariant Manifolds*, 3rd Conference on Nonlinear Science and Complexity, Ankara, Turkey, July 2010, symposium lecture.

\_\_\_\_\_: *Instability and Chaos in Hamiltonian Systems*, 3rd Conference on Nonlinear Science and Complexity, Ankara, Turkey, July 2010, plenary talk.

\_\_\_\_\_ Stability and chaos in population dynamics. Computational Science Seminar, NEIU, Jan 28, 2011.

\_\_\_\_\_ Critical transitions in the climate and in financial markets. Computational Science Seminar, NEIU, March 16, 2011.

**Zeng**, Zhonggang: Guilin University of Electronic Technology, China. Invited Talk, May 26, 2011.

\_\_\_\_\_: Curriculum talk at Department of Applied and Computational Mathematics and Statistics, University of Notre Dame, Curriculum Talk, Apr. 22, 2011.

\_\_\_\_\_: MAA, Pensacola, FL. Invited talk, Nov. 20, 2010.

\_\_\_\_\_: AMS Sectional Meeting, Special Session on Numerical Algebraic Geometry, Notre Dame, Indiana. Invited talk. Nov. 6, 2010.

\_\_\_\_\_: Workshop on New Geometric and Numeric Tools for the Analysis of Differential Equations, Banff International Research Station (BIRS), Aug. 15, 2010.

### **3. Funded grants**

**Wrinkle**, Nancy (Project Director), Ana Fraiman, Pam Geddes, Jean Hemzacek, and Laura Sanders. *CREAR: Collaboration and Retention through Environmental and Agricultural Science*. Joint project involving departments of Biology, Chemistry, Earth Science and Mathematics. Funded by USDA (US Department of Agriculture) for \$290,000 (September 2010).

### **4. Service**

**Cofer**, Tanya: NEIU co-coordinator, Chicago Teacher Partnership Program

\_\_\_\_\_ NSF panelist for the Division of Research on Learning in Formal and Informal Settings CAREER program.

**Cordell, Sarah:** Attended Summit V – Facing Tough Decisions: The Practice of Disposition Assessment, Chicago, IL, 2011

\_\_\_\_\_ Attended SACNAS Midwest Regional Meeting, Chicago, IL, 2011

**Filus, Lidia:** Served on Scientific Committee of the International Conference on Risk Analysis – ICRA4; Biomedicine, Environmetrics, Economics, Finance & Reliability that took place in Limassol, Cyprus, May 26-29, 2011

\_\_\_\_\_ Served on Scientific Committee of the International Conference: People and the Value of an Organization-Social, Human and Intellectual Capital, Czestchowa University of Technology, Czestochowa, Poland, June 16-17, 2011

\_\_\_\_\_ President of the Chicago Chapter of Kosciuszco Foundation and member of its National Advisory Council

\_\_\_\_\_ President of the Council of Educators in Polonia.

**Gidea, Marian:** Member of the International Program Committee, and organizer of a symposium *Celestial mechanics and Dynamical Astronomy: Methods and Applications*. 3rd Conference on Nonlinear Science and Complexity, Ankara, Turkey, July 28-31, 2010.

**Maglio, Rudy:** Reviewed an Intermediate Algebra book by Miller, O'Neill & Hyde's for McGrawHill.

**O'Hara, Paul:** New Horizons in Mathematical Discoveries – A Seminar, Sophia Institute, Incisa Valdarno, Italy. Member of organizing committee. May 20-22.

## **B. Student Achievements**

### **1. Papers and publications**

**Byrd, W.** (graduate student) co-authored with Professor Marian Gidea: *Deterministic models for simulating electrocardiographic signals*. Communications in Nonlinear Science and Numerical Simulation, doi:10.1016/j.cnsns.2011.01.022.

**Dudzik, Monica** (student) supervised by Professor Wagala Gwanyama : solved and submitted the solution to Problem 944 suggested in MAA-The College Mathematics Journal, vol.42, no. 1; January 2011.

**Gutenko, Ievgenelia** co-authored the paper with Professor Lidia Filus: "Bivariate Lognormal distribution model of risk factors of heart diseases" which was published in *Biometrie und Medizinische Informatik Greifswalder Seminarberichte*, Heft 18, 41-

58, 2011 and presented at the International Conference on Risk Analysis – ICRA4; Biomedicine, Environmetrics, Economics, Finance & Reliability, Limassol, Cyprus, May 26-29, 2011,

## **2. Acceptance to Graduate or Professional School**

**Rice, Scott:** Was accepted into a Ph.D. program in Applied Mathematics at Michigan State University.

# MUSIC AND DANCE

## **Annual Report 2010-2011**

**Submitted by R. Shayne Cofer**

### **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 Espanol Spanish Dance Theater, Ruth Page Dance Series, Chicago Clarinet Ensemble and the North American Saxophone Alliance also presented concerts on campus, bringing quality performances and positive media attention to Northeastern Illinois University.

With recruitment as a primary goal, the department continued student recruitment activities by distributing materials to local high schools which included the annual concert calendar, flyers, and an audition poster. The department participated in exhibitions at the Illinois Music Education Association Conference (IMEA) in Peoria, IL, the NEIU Open Houses, and faculty conducted clinics at several local high schools.

Department faculty continued to be highly visible at international, national, and local levels. Major artistic performances included: Mr. Collin Anderson's performances as bassoonist in the Attacca Woodwind Quintet; Mr. Joseph Glymph's performances as conductor with the Classical Symphony Orchestra and Protégé Phiharmonic; Dr. Inna Falik's numerous national and international solo piano performances; Dame Libby Komaiko's productions with the Ensemble Espanol Spanish Dance Theater throughout the Chicagoland area; Mr. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago, and the Chicago Opera Theater; Dr. Rose Sperrazza's performances as artistic director and clarinetist with the Chicago Clarinet Ensemble; and Dr. Venetia Stifler's choreography for Concert Dance, Inc., with performances at NEIU and The Ravinia Festival.

Elyse Mach was awarded the Silver Medal, the highest honor that can be bestowed by The American Liszt Society. Sixteen Medals have been awarded by this international Society since its inception in 1967. Among other honoraries are Claudio Arrau, Alfred Brendel, Harold Schonberg, and Alan Walker. Presented at the Great Romantics Festival, Hamilton Concert Centre, Hamilton, Ontario, October 7, 2010.

The Chicago Brass Festival in March 2011, under the direction of Dr. Travis Heath, was a particular highlight for the department. There were many outstanding performances including: nationally renowned trumpeter Don Rader with Mayo Tiana and the NEIU Varsity Big Band; the Burning River Brass; Chicago Symphony artists Charles Vernon, John Hageman, and Christopher Martin; and the NEIU Wind Ensemble with featured

soloists Travis Heath, Jared Bulmer, Mayo Tiana and the world premiere of *Northeasterly Winds* by NEIU faculty member Shelley Foster Gurin. Excellent performances by the Chicago Clarinet Ensemble, under the direction of Dr. Sperrazza, also provided regional, national, and international recognition for NEIU.

The department hosted the North American Saxophone Alliance (NASA) Regional Conference for the first time in February 2011. This important event brought over 300 saxophonists to the NEIU campus from high schools and universities from across the country. One highlight was a two hour master class presented by world renowned saxophonist Frederick Hemke.

Large and small music ensembles continued to grow in size and quality over the past year. The NEIU Wind Ensemble, jazz bands, string orchestra, guitar ensembles, chorus, chamber singers, opera workshop, percussion ensemble, and Repertory Dance Ensemble gave fine performances in and around the NEIU campus. The Musical Theater production of *The Secret Garden* in April 2011 was a success and the University Chorus/Chamber Singers collaboration with Northside College Prep High School was a highlight. The Brass Ensemble, Jazz combos, guitar ensembles and other ensembles continued to provide music for important NEIU events such as the NEIU Civil Service awards, the College of Business and Management Senior Dinner, and the NEIU Faculty Authors Event, among others.

The department was pleased to successfully search for and hire Dr. Susan Tang as our new Assistant Professor of Piano beginning in fall 2011. Another successful search for a piano staff accompanist resulted in the hire of Dr. Kay Kim. The department also bid farewell to retirees dance instructor Libby Komaiko, staff accompanist Jane Kenas-Heller, and orchestra instructor Joseph Glymph.

## **I. Assessment**

All 6 music programs were revised to meet NASM accreditation standards in 2009. The department continues to assess the effectiveness of these curricular changes in anticipation of our upcoming review by the National Association of Schools of Music in 2014-2015.

## **II. Program Plan**

### **A. Short Term Goals:**

- Recruit new and more advanced students.
- Begin exploring a summer music program
- Strengthen the string program
- Develop new methods of advertising concerts in the Chicago area
- Establish a working relationship with Marketing and Public Relations to enhance the visibility of NEIU arts programs in the Chicago area

## **B. Long Term Goals:**

1. Hire one full-time tenure-track faculty member in choral music education, strings, percussion, and guitar.
2. Develop a Junior Standing Examination for all music education majors, which will serve as an assessment tool for entry into 300 level courses.
3. Continue to recruit advanced level student musicians.

## **III. Accomplishments**

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

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

##### **Faliks, Inna**

- Numerous Local, National, and International solo piano concerts

##### **Heath, Travis**

- Director, Founder. (2010). Chicago Brass Festival, March 19-21, World renowned International, National, and Local Performers, Solo Competition, Vendors, Exhibits. Northeastern Illinois University, Chicago, Illinois

##### **Heitzinger, Robert**

- Vocalist and Master Clinician, (2010) Recitals and Vocal Master Classes in Guangzhou, Jiangmen, and Liu Shi Kun Music Center, China.

##### **Kowalkowski, Jeffrey**

- **Chicago Clarinet Ensemble** premiered new composition for clarinets and synthesizer, “ruth-rubric; rational-realisms” Kowalkowski played synth, and the CCE also performed Kowalkowski’s transcription of **Mendelssohn Op. 114**.
- Performed on piano at the **Percussive Arts Society International Conference: A Tribute to Red Norvo**, Indianapolis, November 11, 2010
- Performed both Keyboard I and Keyboard II parts with the **Ringling Brothers and Barnum and Bailey Circus (Zing, Zang, Zoom)** in Chicago, Columbus, Pittsburg, Moline, Wichita, and Tulsa, Summer and Fall 2010.
- Delivered the NEIU Department of Music Fall Convocation: “A Brief Reflection On My Own Compositional Techniques” a performance/lecture, October 5, 2010
- As pianist, recorded “*Stars Have Shapes*” with the **Exploding Star Orchestra** for the legendary Chicago label **Delmark**, September 2010.

##### **Leifer, Lyon**

- Madison Wisconsin, October 15 recital. Conference Performer, U of Wisconsin annual conference on S. Asia

##### **Marchi, Lucia**

- (2010) Bibliographical entries in *Medioevo Musicale, Bibliographical Bulletin of Medieval Music*, XI 2009

### **Myintoo, Sylvia**

- Violinist, (2010). Performance with the Ken Arlen Orchestra New Years Eve, Bellagio, Las Vegas, NV .
- Violinist, (2010). Appeared on Oprah show with Jackie Evancho.
- Violinist, (2011). Appeared on Oprah show with Patti Labelle, and Kristin Chenoweth for her final show.
- Violinist, (2011). Performance with the Ken Arlen Orchestra, Kentucky Derby, Louisville, KY.
- Violinist, (2011). Performance with the Ken Arlen Orchestra, Inaugural Governor's Ball, Des Moines, IO.
- Violinist, (2010). Concerts with Mannheim Steamroller, Merrillville, IN, and Aurora, IL.

### **Sperrazza, Rose**

- Guest artist (2009), Clarinet Day, Iowa State University, Ames, IA. ”
- Artist/Organizer (2009), Chicago Clarinet Collaborations, Northeastern Illinois University. A collaboration of 71 students from NEIU, DePaul, Northwestern, Wheaton Conservatory, Elmhurst College, Roosevelt, and Northern Illinois University. This event was broadcast live at [www.banddirector.com](http://www.banddirector.com)
- Orchestral and Chamber Artist (2009), Southern Illinois Music Festival, Southern Illinois University, Carbondale, IL

### **Torosian, Brian**

- Performed a full solo classical guitar recital for the Second Sunday Concert Series at McHenry County College on September 12, 2011. A brief article in the “Northwest Herald” preceded the concert.
- Featured Performer at Harp Guitar Gathering 8 in Indianapolis November 12-14, 2010. In addition to performing in two concerts, presented a lecture entitled “Historical Ten-String Guitar” and participated in a round-table workshop.
- Recorded six duos for guitar and piano with keyboardist David Schrader at Chicago Recording Company in June 2010. The duos feature replicas of 19th-century guitars.
- Performed at Park Ridge Community Church on December 12, 2010.
- Performed in the NEIU Music Department Faculty Recital Convocation on November 9, 2010.
- Awarded Certificate of Nomination in recognition of achievement in profession and community by Harper College in August 2010.
- Rehearsed and planned a full solo classical guitar recital at NEIU February 2, 2011 which was an NEIU snow day.
- Performed with Ensemble Español in their Duende Flamenco concert at NEIU June 2011 and in their American Spanish Dance Festival concerts June 25-27, 2011. Included on the latter programs was Torosian's arrangement of Manuel de Falla's *Danza* from *La Vida Breve* for guitar, flute, and violin, which is dedicated to Ensemble Español.
- Performed as mandolinist in a trio with the Waller and Maxwell Guitar Duo at Northwestern University, April 23, 2011.

## 2. Book Chapters, Regional Exhibitions or Performances

### Gurin, Shelley

- Guest Conductor/Master Class. (2011). Rehearsal Technique Master Class at Old Orchard Junior High School, Skokie, Illinois in May 2011.
- Guest Conductor/Master Class. (2011). Rehearsal Technique Master Class at West Oak Middle School, Mundelein, Illinois in May 2011.
- Composer. (2011). Premiere performance of composition Northeasterly Winds, with a High of 8 on March 3, 2011 by the Northeastern Illinois University Wind Ensemble, Shayne Cofer, conductor; Travis Heath, piccolo trumpet soloist. Second performance at the Chicago Brass Festival on March 12, 2011. Both performances at Northeastern Illinois University, Chicago, Illinois.
- Guest Conductor. (2011). High School Honors Ensemble named the Festival Brass Ensemble at the Chicago Brass Festival in March 2011.
- Guest Conductor. (2010). Guest conductor with the Chicago Clarinet Ensemble in May 2010 performing Ruslan and Ludmilla by Mikhail Glinka at Northeastern Illinois University, Chicago Illinois.
- Guest Conductor/Master Class. (2010). Rehearsal Technique Master Class at Old Orchard Junior High School, Skokie, Illinois in May 2010.
- Composer. (2009, 2010). Premiere performance of composition Phenomenal Woman in November 2009 by faculty members Kathy Cowan, soprano; and Brian Torosian, guitar at the Music Faculty Convocation. Second performance at the Women Composers Concert in March 2010. Both performances at Northeastern Illinois University, Chicago, Illinois.
- Composer. (2009). Performance of composition Artistry in Viola in March 2009 by Loretta Gillespie, viola at the Women Composers Concert at Northeastern Illinois University, Chicago, Illinois.
- Composer. (2008, 2009). Premiere performance of composition Murky in March 2008 by the Northeastern Illinois University Clarinet Studio at the Women Composers Concert. Second performance in October 2008 by the Chicago Clarinet Ensemble at the Vandoren Clarinet Ensemble Festival. Performed once again in November 2009 at the Chicago Clarinet Collaborations. All performances at Northeastern Illinois University, Chicago, Illinois.

### Mach, Elyse

- The Instructors Companion. An Online Teaching Guide that offers 45 suggested lesson plans, teaching tips and suggestions for setting curriculum goals [revised]. Contemporary Class Piano, Seventh Edition. New York: Oxford University Press 2011.

### Torosian, Brian

- Author and editor of a series of books comprising the first modern edition of the complete *Opfern-Revue, Op. 8* by J. K. Mertz (1806-1856). Each volume consists of nearly 100 pages of music and approximately 20 pages of text and commentary. The books are published by Digital Guitar Archive, Inc., San



Antonio. Volume III was published in June 2010 and was presented at the Recent Northeastern Faculty Authors Reception, Alumni Hall, February 16, 2011.

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

#### **Chang, Peter**

- “Zou Zhongxi Jiaorong Zhilu: Sheng Zongliang de Yinyue Fengge He Zuopin Jieshao” [A Path to East-West Musical Synthesis: Bright Sheng’s Composition Style and Works], *Renmin Yinyue* [People’s Music], Vol. I (2009), 31-37.

#### **Cofer, R. Shayne.**

- Conductor. (October, 2010). NEIU Wind Ensemble Concert, Northeastern Illinois University, Chicago, IL
- Conductor. (December, 2010). NEIU Wind Ensemble Concert, Northeastern Illinois University, Chicago, IL
- Conductor. (March, 2011). NEIU Wind Ensemble Concert with soloists Dr. Travis Heath, Mayo Tiana, and Jared Bulmer. Premiere of *Northeasterly Winds – With a High of Eight* by faculty composer Dr. Shelley Foster Gurin, Northeastern Illinois University, Chicago, IL
- Conductor. (March, 2011). Chicago Brass Festival. NEIU Wind Ensemble Concert with soloists Dr. Travis Heath, Mayo Tiana, and Jared Bulmer. Premiere of *Northeasterly Winds – With a High of Eight* by faculty composer Dr. Shelley Foster Gurin, Northeastern Illinois University, Chicago, IL
- Conductor. (April, 2011). NEIU Wind Ensemble Concert. Northeastern Illinois University, Chicago, IL
- Conductor (April, 2010). Music theater production of *The Secret Garden*, NEIU Auditorium , April 15, 16, 17, 18, 2011.

#### **Glymph, Joseph**

- Conducted membership auditions for the 2010-2011 Season of The Classical Symphony Orchestra and The Protégé Philharmonic at Classical Symphony Hall, September, 2011.
- Conducted The Classical Symphony Orchestra and The Protégé Philharmonic in their Fall Showcase Joint Concert in a concert in the Auditorium at Northeastern Illinois University, November, 2010.
- Conducted The Protégé Philharmonic in its Holiday Concert in Preston Bradley Hall at The Chicago Cultural Center, December, 2010.
- Conducted The Classical Symphony Orchestra in a “Sunday Salon Series” concert in Preston Bradley Hall at The Chicago Cultural Center, February, 2011.
- Conducted The Protégé Philharmonic in a “Sunday Salon Series” concert in Preston Bradley Hall at The Chicago Cultural Center, March, 2011.
- Conducted The Classical Symphony Orchestra in a “Sunday Salon Series” concert in Preston Bradley Hall at The Chicago Cultural Center, March, 2011

- Conducted The Classical Symphony Orchestra and The Protégé Philharmonic in their Spring Showcase Joint Concert in the Grand Ballroom at Navy Pier, May, 2011.
- Will be conducting The Classical Symphony Orchestra in a “NEIU Music Department Presents” concert in the Auditorium at Northeastern Illinois University, July, 2011.
- Will be conducting The Protégé Philharmonic in a “NEIU Music Department Presents” concert in the Auditorium at Northeastern Illinois University, July, 2011.
- Will be conducting membership auditions for the 2011 Summer Season and the 2011-2012 Season of The Classical Symphony Orchestra and The Protégé Philharmonic at Classical Symphony Hall, May and June, 2011.
- Northeastern Illinois University String Orchestra 1<sup>st</sup> Fall Semester Concert, October, 2010.
- Northeastern Illinois University String Orchestra 2<sup>nd</sup> Fall Semester Concert, December, 2010.
- Northeastern Illinois University String Orchestra 1<sup>st</sup> Spring Semester Concert, February, 2011.
- Northeastern Illinois University Concerto Competition Orchestra 2<sup>nd</sup> Spring Semester Concert, April, 2011.

### **Heitzinger, Robert**

- Grant Park Music Festival, (2010) “Chorus A Cappella: French Sensuality” conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2010) “A Child of Our Time” by Sir Michael Tippett, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2010) “Requiem” by Antonin Dvořák, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (2010) “Symphony Number 2-The Resurrection” by Gustav Mahler, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Vocalist. (2010). Baritone/bass soloist for “The Music of Franz Peter Schubert with Commentaries on the Life and Works of the Composer”; Sandra Van Valtier and William Proskow, producers. Waucona, IL.
- Vocalist. (2010). Baritone soloist and ensemble member for “Bright the Holly Berries”; The Lakeside Singers, conducted by Robert Bowker. Evanston, Crystal Lake, Arlington Heights, Naperville, and Chicago, IL.
- Vocalist. (2011). Baritone/bass soloist for “The Vocal, Cello, and Piano Music of Ludwig van Beethoven with Poetry by Johann Wolfgang Goethe”; Sandra Van Valtier and William Proskow, producers. Waucona, IL.
- Vocalist. (2011). Baritone soloist for “A Celebration of Lerner and Loewe”; Southwest Symphony Orchestra, conducted by David Crane. Palos Heights, IL.
- Vocalist. (2011). Baritone soloist and ensemble member for “I’ll Know It When I Hear It”; The Lakeside Singers, conducted by Robert Bowker. Evanston, Arlington Heights, and Chicago, IL.
- Master of Ceremonies. (2010). Passavant Cotillion, Northwestern Memorial Hospital

Women's Board. Chicago, IL.

- Vocalist. (2010). Soloist on Faculty Recital of Kathy Cowan. Northeastern Illinois University. Chicago, IL.
- Vocalist. (2011). Soloist on Faculty Emeritus Recital of Ronald Combs. Northeastern Illinois University. Chicago, IL.
- Vocalist. (2011). Featured soloist: Annual New Year's Luncheon; The Chicago Club. Chicago, IL.
- Vocalist. (2011). Faculty Recital: *Le Bestiaire ou La Cortège d'Orphée*. Northeastern Illinois University. Chicago, IL.
- Vocal judge. (2011) Judge for the Society of American Musicians annual competition. Winnetka, IL.
- Clinician. (2011). Master teacher at a master class presented at Jones Commercial High School, Gaye Klopock, music director. Chicago, IL.

### **Leifer, Lyon**

- Chicago World Music Festival, September 22, 2010 recital of north Indian classical music on bamboo flute (*bansuri*).
- Ars Viva Orchestra, October, 2010-May, 2011. Principal Flutist
- City of Chicago Cultural Center, November 8; Moody Bible Institute, February 24: Flute/Piano recital with Brian Lee.
- Art Institute of Chicago, October 28, May 7, with Bharat Natyam dancer, Pranita Jain, and Associate Curator of Asian Art, Madhuvanti Ghose. Presentations explain interconnections among visual and performing arts of India.
- Northeastern Illinois University, November 9 faculty concert; June 2 all-Muczynski concert; orchestra for student musical from April 13-16; December 9 and April 28, assisting flute section of the NEIU Wind Ensemble,.

### **Marchi, Lucia**

- "Music, devotion and civic life in early Quattrocento Orvieto. A paired Gloria – Credo for the cathedral of Santa Maria della Stella" in K. Kügle/ L.Welker (eds.) *Borderline Areas in Fourteenth and Fifteenth-Century Music*, American Institute of Musicology 2010: 157-93

### **Melton, Michael**

- Tenor and Pianist on a faculty recital presented by Kathy Cowan, mezzo soprano (October 2010).
- Choral master classes at Lincoln Park High School and Gallery 37, Chicago (December 2010)
- Ravinia Festival (Summer 2010). Score reader for the complete Chicago Symphony Orchestra season – Video live to audience screens.

### **Myintoo, Sylvia**

- Violinist, (2011). Chicago Chamber Orchestra, Chicago, IL
- Violinist, (2010). NEIU Convocation, performance of Jeff Kowalkowski's *Pajak, the Spider*.
- Violinist, (2010-11). NEIU Orchestra, 3 concerts, October, December, February.

**Sarchet, Greg**

- September 2009-March 2010 Lyric Opera of Chicago orchestra member
- June 2010-May 2011 Chicago Philharmonic orchestra member (Co-Principal)
- July-August 2010 Grant Park Music Festival substitute member
- April 2011 Chicago Symphony Orchestra, substitute
- April 2010 Chicago Opera Theater orchestra member (Principal)
- August 2010-May 2011 Vienna Waltz Ensemble historical informances, founding member

**Sperrazza, Rose**

- Artist and Organizer (2010) Chicago Clarinet Ensemble featuring Anthony McGill. Performance and master class with renowned clarinetist, Anthony McGill of the Metropolitan Opera Orchestra.
- Interview and Performance (2010), Anthony McGill and the Chicago Clarinet Ensemble, WFMT Presents: Impromptu.

**Stifler, Venetia**

- Dance Chance Redux, October 30 and 31, 2010
- Concert Dance, Inc. performance at Ravinia, June 2011

**4. Conference Presentations, Group Shows****Mach, Elyse**

- Speaker, "Inside the World of the Concert Pianist," Brommel Distinguished Research Professor Lecture, Recital Hall, Northeastern Illinois University, March 10, 2011.
- Speaker, Acceptance Speech at Silver Medal Award Ceremonies of The American Liszt Society at the Great Romantics Festival, Hamilton Concert Centre, Hamilton, Ontario, October 7, 2010.

**Marchi, Lucia**

- Rossini's *Stabat Mater* and the aesthetics of 19<sup>th</sup>-century sacred music." American Musicological Society Midwest Chapter, Chicago, October 2010
- "Chasing voices, hunting love. Sounds, images and words in the Italian *caccia*." Illinois Medieval Association Conference, De Paul University, Chicago, February 2011.
- "Tasso, Monteverdi and the beginning of musical theater." Invited talk, DePaul University, Department of Modern Languages, Chicago, March 2011

**Sperrazza, Rose**

- Clinician (2009), York High School , Annual Band Solo and Ensemble Competition, Elmhurst, IL.
- Clinician (2009), Improving Musicianship in Solo and Ensemble Playing, Wyoming Area High School, Exeter, PA.

## **5. Funded Grants**

### **Stifler, Venetia**

- The Ruth Page Foundation (\$25, 000)
- Illinois Arts Council (\$4,780)
- Venetia Stifler and Concert Dance, Inc. (\$5,000)
- John D. and Catherine T. MacArthur Foundation, ( \$15,000.)

## **6. Service to Academic Organizations and Editorial Boards**

### **Chang, Peter**

- Editor, Prof. Yaxiong Du's book The Musical Heritage of the Fifty-six Nationalities of China, English edition, Shanghai: Shanghai Music Press, 2009.

### **Heitzinger, Robert**

- President, Chicago Singing Teachers Guild

### **Leifer, Lyon**

- Volunteer Flute Instructor for the YOURS and REACH orchestra projects of the People's School of Music, based on principles of el sistema, the method of instruction developed in Venezuela and other S. American countries, wherein classical music instruction is given to poor children as part of community rebuilding efforts.

### **Mandrell, Nelson**

- Co-Director Bluegrass Ensemble 1, Old Town School of Folk Music

### **Mach, Elyse**

- Board of Directors, American Liszt Society.
- Consulting Editor, Clavier Companion Magazine, Kingston, New Jersey.
- Chair, Berlinger Music Scholarship Committee
- Chair, Sachs Music Scholarship Committee

### **Sarchet, Greg**

- June 2010- present AST (American String Teacher), journal of the American String Teachers' Association, editorial committee

### **Stifler, Venetia**

- Director, The Ruth Page Foundation

## **B. Student Achievements**

- **Eisenbraun**, Justin performed selected duos for violin and guitar by Mauro Giuliani in the NEIU String Showcase November 18, 2010.

- **Eisenbraun**, Justin released a CD on EMI Records with his group Scattered Trees April 5, 2011.
- **Eisenbraun**, Justin The CD was featured on AOL.com's new-music page, USA Today, and E! Entertainment Online. Justin performed in New York City at the CMJ Music Marathon and Film Festival October 21-23, 2010.
- **Foerster**, Beth performed in a master class with prize-winning guitarist Marcin Dylla at Northwestern University February 6, 2010
- **Foerster**, Beth performed at an event in the Ronald Williams Library June 22, 2010.
- **Fujiwara**, Nanae performed her Senior Recital November 24, 2010. Nanae graduated with academic honors in December 2011 and is now teaching at David Adler Music and Arts Center in Libertyville.
- **Guy**, Michelle. (2011) Junior Recital: "What Can We Poor Females Do?". Northeastern Illinois University, Chicago, IL.
- **Hernandez**, Miguel (2010). Performed for Anthony McGill during a master class held at Northeastern Illinois University
- **Hernandez**, Miguel and Pawelek, (2010). Performed with the Chicago Clarinet Ensemble for "Sounds and Steps of Latin America" program held at Merit School of Music.
- **Hollingsworth**, Conner won Principal Bass with Skokie Valley Symphony Orchestra
- **Manifold**, Lorraine. (2011) Masters Recital: "The Pedagogical Value of Art Songs by French-Canadian Composers". Northeastern Illinois University, Chicago, IL.
- **Makkawy**, Alex. (2011) Scholarship winner to Orvieto Musica. Orvieto, Italy
- Thomson, Jason (2010). Winner of the NEIU Solo Competition.
- **Verduzco**, Jose performed his Senior Recital, December 1, 2010. Jose graduated in December 2011 and performed at the Recent Northeastern Faculty Authors Reception in Alumni Hall February 16, 2011.

### C. Alumni News

- **Conway**, Brad, has recently begun teaching at Music Institute Of Chicago.
- **Cornolo**, James is musical director at Esperanza Community Services and teaches at St. Patrick High School and Roberto Clemente High School.
- **Miles**, Michael recorded and co-produced a CD entitled "Collage."

# OFFICE OF CULTURAL EVENTS

## **Annual Report 2010-2011**

### **Submitted by Christie Miller**

#### **Executive Summary**

The Office of Cultural Events produced over twenty-five concerts, lectures, or master classes in 2010-2011. Eight Jewel Box Series concerts were broadcast live over WFMT 98.7 FM radio giving Northeastern a strong presence in the Chicago arts community.

The Office of Cultural Events produced its third annual brochure featuring the calendar of events for the Office of Cultural Events, the Music Department, Stage Center Theatre, the Art Gallery and Dance programs at NEIU.

#### **I. Assessment**

Special emphasis in 2010-2011 was placed on collaborating with the surrounding community to increase awareness of all cultural events taking place at Northeastern Illinois University.

#### **II. Program Plan**

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

1. Continued collaboration with faculty and students and to reach more audience members in the surrounding community.
2. Enrich the educational experience of music department students by providing interaction with professional guest artists.
3. Work with all of the Colleges at NEIU to organize a successful university/community book club and lecture series.
4. Continued collaboration with community groups such as the North River Commission and the Albany Park Chamber of Commerce.

##### **B. Projected needs**

1. Printing/Graphic Design Budget for Season Brochure
2. Continued Marketing Support

3. Flat screen monitor near the box office for upcoming events (like the College of Business has)

## OFFICE OF CULTURAL EVENTS

### Assessment Report 2010-2011

Submitted by Christie Miller

The Office of Cultural Events has two employees: Director Christie Miller (full-time) and Publicity & Promotions Specialist Jade Maze (part-time, civil service).

The Department produces the annual talent show for NEIU students, faculty and staff and programs the Jewel Box Series, the Presidential Lecture Series, special concerts, master classes and new for 2011, the Golden Eagles Book Club.

In 2010-11 the Office of Cultural Events collaborated with NEIU's NETT Day organizers and the College of Business to bring in author and keynote speaker Ken Auletta. *National Geographic* photographer Reza Deghati was also brought to NEIU as part of the Presidential Lecture Series and was a guest speaker for NEIU's Non-violence Peace Conference.

The Office of Cultural Events collaborated with music faculty members Rose Sperrazza and Travis Heath in 2010-11 to produce the Chicago Brass Festival and concerts and master classes with the Chicago Clarinet Ensemble. For 2011-12 our office has initiated an online (YouTube) international brass ensemble competition to generate more publicity for the Chicago Brass Festival at NEIU. We have also engaged a renowned clarinet soloist (Jon Manasse) to help publicize the Chicago Clarinet Ensemble and its activities.

The Office of Cultural Events worked to build partnerships with the North River Commission and the Albany Park Chamber of Commerce. We secured funding from NEIU's marketing department to become a community sponsor of those two organizations, which gives us the benefit of having more exposure in the community. We have also been active with the Hollywood/North Park Association.

The Office of Cultural Events worked in 2011 to put all of the pieces in place for a new university/community book club to be launched in the Fall of 2011. Books were chosen to represent the three colleges and Student Life. Where possible, the book club and the Presidential Lecture Series will complement each other.



# PHILOSOPHY

## **Annual Report 2010-2011**

### **Submitted by Daniel Milsky**

#### **Executive Summary**

The Philosophy department is proud of the accomplishments of its faculty and students over the last year. We have continued to foster an extremely student friendly culture in our department by encouraging discourse beyond the classroom and by ensuring that all of our faculty are accessible both inside and outside of the classroom. We believe that the environment of intellectual engagement accounts, at least partially, for our tremendous growth as a department. Over the last nine years, our growth is estimated at 483%. We have gone from 12 to 70 majors and the most recent university report indicates that we now have over 25 minors and we are sure the number will climb even higher. Over the summer, fall, and spring semesters 20 majors graduated from our department.

Dr. 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. This past year he developed an ethics education program that he introduced at North Park Elementary School. The program was a voluntary program that ran during the elementary school's after school program. He modeled the curriculum after the National Ethics Bowl. Kids debated cases culled from current events and also acted out cases through role playing and developed multiple ethical positions on each case. Dr. Milsky plans to continue developing this program as well as his locavorism research during his sabbatical scheduled for spring 2012.

Dr. Casey continues to strengthen the philosophy core by teaching our newly developed WIP course, *Arguing Philosophically*, as well as our upper level logic course, our senior level seminar on God, and some GenEd critical thinking courses. Dr. Casey's research over the last year focuses on the analysis of fallacies in informal reasoning. His recent work offers a more detailed analysis of the family of straw man arguments. His work on the hollow man fallacy is starting to garner national attention as evidenced by his recent publication in *Argumentation*.

Dr. Hoagland has continued her strong research as a Bernard Brommel Distinguished Research Faculty member. She has been actively presenting her most recent research on the coloniality of knowledge. Dr. Hoagland is responsible for teaching many of our 300 level courses and she will be deeply missed as she heads into retirement at the end of the 2011-2012 AY.

We continued into the sixth year of Ethics Bowl competition by attending and co-chairing the 5<sup>th</sup> Annual APPE Upper Midwest Ethics Bowl at Harper College. Sixteen teams from across the upper Midwest competed and NEIU was well represented by the competition as the bowl went off without a hitch. Our team this year put enormous effort into preparing for the competition but came up only 2 points short of qualifying for the Nationals. We are proud of our student's efforts and we had a wonderful showing and continue our team's tradition of offering novel and critical approaches to case based ethical assessment. The competition continues to be a great social and pedagogical exercise for the department and the students. Although only five members are selected to compete in the actual bowl, 12 students participated and most attended the twice weekly practices.

The department is experimenting with web based course enhancement. John Casey, for example, runs a blog "thenonsequitur.com" which analyzes the logic of arguments from the news, op-ed pieces and television. He then utilizes the site in his critical thinking and logic courses. Many of our students participate in these on-line conversations. Finally, Dr. Mohaghegh left the program for a job elsewhere and this, combined with Dr. Hoagland's retirement next year, leaves the future of the philosophy program in question. We hope to replace these two faculty members with new hires over the next two years.

## **Mission Statement**

Philosophy, broadly defined, is the systematic inquiry into some of the problems of human existence. These problems are ones which cannot be dealt with by the methods of the sciences, and ones whose structures are based strictly on rational argument. In this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential, perhaps the most essential, ingredient of a liberal education.

Development of the abilities to reflect, analyze and think critically, which result from the study of philosophy, enables the student to understand and correlate all the insights garnered from other disciplines. The varied perspectives that philosophy provides, from the fields of religion, ethics, politics and art, guide the student in her or his search for a sound sense of values. At the same time, philosophy adds a distinctive emphasis on questions of meaning, from linguistic expressions to life itself, and calls for justification of claims to knowledge from any source.

The primary goals of the program are to contribute significantly to the liberal education of university students, to prepare majors for advanced studies in their chosen field, and to help students in their various future professional activities by acquainting them with applied philosophy.

## **I. Assessment**

The results of our teaching evaluations were spectacular across the board. Our grade norming exercises continue to show that we have similar responses to student work and that our standards are quite similar. Alumni reviews of the program are positive and

draw special attention to our teaching skill. We have begun using critical thinking and argumentative writing rubrics in our courses to further norm our departmental standards. Faculty continues using entrance and exit essays to assess the ability of students to integrate the methods of philosophy into their writing. This has been a useful way to both assess student development and to help the student's self-assessment. We are working closely with Angeles Eames to develop a more robust assessment plan as we prepare for our upcoming IBHE review.

## **II. Program Plan**

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

We would like to reshape our curriculum -- and the research and teaching of most of our faculty -in two complementary ways in order to more effectively contribute to fulfilling the university mission of creating citizens well-prepared for life in a multicultural society and a cosmopolitan world.

The two-pronged curricular focus we propose for our teaching and research for the sake of student learning is:

- a) Applied Ethics and Critical Social Analysis
- b) Comparative Philosophy and Religion.

Each of these tracks of study would have the larger goal of discovering how to honor both similarities and differences among people(s) in the ways they think and feel, the ways they value things and express themselves.

This general purpose and strategic focus, along with additional personnel, would not only enable us to recruit and retain a greater diversity of philosophy majors and minors. It would also allow us to contribute to the education of non-philosophy majors and minors in two ways, by offering

- a) Applied ethics, critical controversies, reflective methodologies, and cross cultural studies for upper-division majors in other disciplines
- b) Critical and creative thinking skills, as well as basic philosophical concepts, issues, and perspectives for lower-division students in the general education program

The creative appreciation abilities and critical evaluation skills developed at both of these levels of philosophical study are useful to students throughout the University: they widen perspective and deepen understandings of a range of practices and ideas.

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

Due to the departure of one and the impending retirement of another we hope to make two hires in the areas of feminism, post colonialism, continental philosophy, the philosophy of language, and the history of analytic philosophy. These are core

requirements of a philosophy curriculum and are thus necessary to meet our commitment to address the ever evolving needs of our student body and to serve the mission of NEIU.

### **III. Accomplishments**

#### **A. Faculty Research**

##### **1. Book Chapters and Articles**

**Hoagland**, Sarah Lucia. "Oaths" in *Handbook of Public Pedagogy: Education and Learning Beyond Schooling*, edited by Jennifer Sandlin, Brian D. Schultz and Jake Burdick. Routledge.

"Colonial Practices/Colonial Identities: All the Women Are Still White," *The Center must Not Hold: White Women on the Whiteness of Philosophy*, edited by George Yancy. Rowman and Littlefield.

"Epistemic Shifts: Feminist Advocacy Research and the Coloniality of Knowledge," in *Feminist Epistemology and Philosophy of Science: Power in Knowledge*, part of a 5 volume series on Feminist Philosophy. Springer.

"Giving Testimony and the Coloniality of Knowledge," forthcoming in *Conversations in Philosophy, Volume 2: Crossing the Boundaries*, ed. Ochieng'-Odhiambo, F.

**Casey**, John. Co-Author. "Straw Men, Weak Men and Hollow Men," in *Argumentation*. 25:1, pp. 87-105.

**Milsky**, Daniel Jay. "The Narrative Disruptions of Model Eight," in *Battlestar Galactica and Philosophy*, Ed. Josef Steiff and Tristan D. Tamplin. Chicago: Open Court Press.

"Taking the Sting Out of Environmental Virtue Ethics," in *Radiohead and Philosophy: Fitter Happier More Deductive*," edited by Brandon Forbes and George Reisch. Open Court Press.

##### **2. Reviews**

**Milsky**, Daniel. "On Being Truly Ecological," A review of Jeremy Bendik-Keymer's *The Ecological Life: Discovering Citizenship and a Sense of Humanity*, in *Capitalism Nature Socialism*, V20 #2 June 2009. Routledge.

##### **3. Conference Presentations**

**Casey**, John

“Locavorism and Ecosystem Health,” with Dan Milsky at Northeastern Illinois University 1<sup>st</sup> Annual Faculty Symposium, November 12, 2010.

“Tu Quoque Arguments: Subjunctive Inconsistency and Questions of Relevance,” Ontario Society for the Study of Argumentation. Windsor, Ontario. 5/18-5/21, 2011.

“Non Fallacious Straw Men Arguments,” Mid South Philosophy Conference, University of Memphis, March 4-5, 2011.

**Hoagland, Sarah Lucia**

“Giving Testimony and the Coloniality of Knowledge,” Midwest Society for Women in Philosophy, October 23, 2010.

“Giving Testimony and the Coloniality of Knowledge,” “Colonization, Class and Women,” John Carroll University, November 6, 2010.

“Giving Testimony and the Coloniality of Knowledge,” Northeastern Illinois University 1<sup>st</sup> Annual Faculty Symposium, November 12, 2010.

**Milsky, Daniel.**

“Locavorism and Ecosystem Health,” with John Casey at Northeastern Illinois University 1<sup>st</sup> Annual Faculty Symposium, November 12, 2010.

“Identity Fracture,” Women and Children First. Book signing and talk. September 10, 2010.

“Identity Disruptions in Model 8,” Session on Battlestar Galactica and Philosophy, for series on philosophy in film and television. Columbia College. June 2010.

#### **4. Service to Academic Organizations, Editorial Boards.**

**Hoagland, Sarah**

Director, Institute of Lesbian Studies

Research Associate, Philosophy, Interpretation, and Culture Center, SUNY-Binghamton  
Conference Organizer and Host: The Institute of Lesbian Studies Summer Retreat

**Milsky, Daniel**

Co-Creator and Judge organizer, 5<sup>th</sup> Annual APPE Upper Midwest Regional Ethics Bowl  
Ethics Bowl for 3<sup>rd</sup>-5<sup>th</sup> grade, North Park Elementary School  
APA Central Organizing Committee

#### **B. Some Recent Student Achievements**

**Baroody, Michelle**

Attending Ph. D. program at the University of Minnesota in Comparative Literature.

**Czarnecki, David**

Accepted into Law School at Loyola University

Co-Recipient of the 2010-2011 Undergraduate Prize in Philosophy

**Defrancisco, Nicole**

Accepted into Ph.D. program in Anthropology at University of California/Riverside.

**Dolan, Jeremy**

McNair Scholar

Completed 2nd year of his Ph.D. in philosophy at NYU. (#1 ranked program in the world).

Recipient of the 2009 Undergraduate Philosophy Prize

**Hilton, Jem**

Completed the Masters Program in Philosophy at University of Wisconsin/Milwaukee.

Taught as an Adjunct in our department 2010-2011.

**Jagmohan, Desmond**

Pursuing his Ph.D. in Political Theory at Cornell University.

**Mayo, Phil**

Attending Philosophy Ph.D. program at the University of Oregon.

**Moskovits, Izzy**

Graduated Loyola Law School. Spring 2010.

Passed Illinois Bar exam.

**O’Kane, Nevyn**

Attending the Philosophy masters program at Northern Illinois University.

**Owen, Nic**

Attending the Ph.D. Program in Philosophy at University of Wisconsin/Madison.

## PHILOSOPHY

### Assessment Report 2010-2011

Submitted by Daniel Milsky

#### **The Plan.**

The mission of the Program in Philosophy is to help fulfill the University mission of offering an excellent liberal education opportunity to the whole spectrum of students at NEIU, in their diversity of race, religion, class, gender, and ethnicity.

Our mission includes furthering the University goals of teaching the skills of inquiry and evaluation, as well as introducing students to the broad base of knowledge necessary to preparing themselves to be citizens of a multicultural society and a cosmopolitan world.

To this end, the program in Philosophy offers courses that teach (1) analytic, conceptual, and logical skills, (2) normative, comparative, and evaluative skills, and (3) knowledge of the history of ideas (both east and west).

Our Assessment Plan distinguishes between Program Assessment and Teaching Assessment measured by student learning outcomes.

**For Course and Teaching Assessment we use several tools:**

1. Course and Teaching Evaluations are conducted each semester using a departmental standard set of questions similar to those asked by other departments at NEIU.
2. Norming of Faculty Grading Practices. Every three years we gather sample term papers from upper division courses, white-out the student author's name and teacher identifying information, copy the papers and distribute to all instructors for grading according to a departmental paper grading rubric.
3. Alumni Survey. Every five years we solicit answers to questions concerning the course offerings and teaching of our faculty.

**For Program Assessment**

4. We will use results of recently introduced ETS standardized tests of Critical Thinking and Argumentative Writing as part of the General Education Program administered to students in 300 level classes after completing 90 hours of course work (ie., after completion of the Gen Ed program of study); these results are compared to ACT entrance exam scores for the same skills. We will compare these scores for the University as a whole with the final grades of students in the Critical Thinking courses offered by our department.
5. Alumni Survey. Every five years we solicit student perceptions concerning advising, graduation requirements, teaching, course offerings, career paths, etc.
6. We use departmentally-produced common Critical Thinking Rubric for teaching and grading; it articulates components of critical thinking and sets a common standard for all our students; we also use the rubric against itself in order to further explore the nature of critical thinking.

7. We also will use a departmentally produced common Argumentative Writing Rubric. This is a project under development.

## **The Results**

1. The results of faculty and course evaluations over recent years have been consistently high (“excellent” for everyone in almost every category, except for one professor who just retired a few months ago). We are proud that (with the one past exception) our teachers are known on campus as among the very best: supportive of students yet having high expectations of them -- friendly mentors and tough graders.

2. We are gratified that the results of our norming exercise show that we have similar responses to student work. The fact that we have similar standards gives us confidence that our feedback is careful and fair.

3. Our most recent survey of our alumni shows that students regard our teaching as highly satisfactory. Phillip Shon, now a teacher himself, says: “I would say that my study of philosophy at NEIU has been integral to cultivating my ability to think, write, and relate critically. In fact, I’d say it was THE most important part of my college career. Being able to question and challenge the presuppositions of others, in text and speech, has been absolutely THE best thing I learned from philosophy. As I am fond of saying, if you can read critically through *The Critique of Pure Reason*, then any social science (or any other) work is like reading the menu at dinner. . . . The teachers made the difference being accessible and open to students; that was what I liked. Let the world, and even the university, perish, but let there be philosophy!”

4. At this moment we are waiting for the Center for Teaching and Learning to supply us with the first data on student performance on the ETS tests of Critical Thinking and Effective Writing and the comparison of these results with ACT entrance scores. Then we will compare these to our final course grades in our General Education course on Critical Thinking.

5. As mentioned earlier, surveys of our alumni show that students feel that our program is effective and satisfying. It was rated good or excellent by 98% of the respondents (82% excellent). The scholarly expertise, friendly advising, classroom discussions, and transferable skills were mentioned as strengths of the program.

Graduates of our Program have been admitted to a variety of graduate programs—at Rutgers, NYU, Wisconsin/Madison, Princeton, Yale, Cornell, UCLA, Milwaukee, University of Oregon, Western Michigan, Minnesota, Marquette, Illinois, Johns Hopkins, Chicago, Northern, Tulane and Wisconsin; and at law schools such as Berkeley, Michigan, DePaul, Loyola, Southern Illinois, Kent, and John Marshall.



# PHYSICS

## **Annual Report 2010-2011**

### **Submitted by Paulo Acioli**

#### **Executive Summary**

The department implemented revisions to the physics (major and minor) curriculum approved in the previous academic year. For the first time we taught the three recently created courses: Modern Physics I, Modern Physics II, and Modern Physics Laboratory. Assessment of the program will be carried out through student evaluations and faculty self-assessment and the results will be used to improve each one of these three courses. As stated in the previous year, the rationale behind the new physics curriculum is to bring the program in line with national best practices. This is expected to lead to increased retention and graduation rates. The remaining changes of the curriculum will be submitted for full governance in fall 2011.

The Physics Department has been a key player in a new Environmental Science program that is in development, and has been working in collaboration with others on designing the interdisciplinary curriculum for this program. It is our intention to continue this work and submit the new program for full governance in the next academic year.

Dr. Acioli has submitted a proposal to NASA (as P.I., with Dr. Srinivas and other STEM faculty as co-P.I.s) to make curriculum changes in the STEM disciplines that will strengthen the science curriculum through inquiry-based pedagogy and research. This shows the continuing commitment of the program to improving its curriculum and pedagogy. Dr. Srinivas continues to work as the principal investigator (with Paulo Acioli and other STEM faculty as co-P.I.s) on managing an externally funded National Science Foundation scholarship project. The program mentors, advises and engages a cohort of scholars in the STEM disciplines of Chemistry, Earth Science, Mathematics, and Physics. The program's 14 scholars have been advised and closely mentored by the participating faculty. At the end of year 2 of the program 94% of the scholars have cumulative GPAs of 3.25 or above (the sole exception is not much lower at a GPA of 3.23), while 50% of the scholars have GPAs of 3.90 and above. The majority of the scholars are scheduled to graduate within a 4-5 year period, with some planning to pursue a double major. Sudha Srinivas also served as P.I. (with Paulo Acioli as co-I) on a NIH research pilot grant (through NEIU) to study the physical and chemical interactions of bases and base pairs with metal atoms and clusters. Dr. Paul Dolan has been a member, editor, and chair of several University, Regional, and National committees or professional societies.

Paulo Acioli and Sudha Srinivas submitted a paper to the Journal of Physical Chemistry A. This paper includes a NEIU undergraduate student author. Paul Dolan published two papers during this period - one in Physica C and the other in The Physics Teacher.

## **I. Assessment**

The faculty of the physics program has been very active in teaching, research and creative activities, and service as demonstrated by the individual achievements listed in this report. The assessment plans for the department include SALG for our Peer Led Team Learning Seminars and a one minute paper for the introductory physics laboratory courses.

## **II. 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 stronger astronomy/astrophysics concentration; and to study the viability of re-instituting a secondary teaching certification in the physics concentration.

### **B. Projected needs**

1. Faculty: The Physics Department currently has four tenure-track faculty. The department had a failed faculty search in 2008-2009. Although the practice of the university is to automatically authorize a failed search to continue the next year this search has not been reauthorized to date. In order to establish and strengthen the Astronomy/Astrophysics concentration, an area in which we currently serve hundreds of students per year but only at the introductory level, we anticipate the need for a new hire. The new hire would also allow the department to concentrate on bringing back the teaching certification program.
2. Equipment: The physics department anticipates the need for new optics equipment to bring our optics lab up to date and also to adapt it in such a way that it not only serves the physics majors, but also to make it a broader course that would serve our pre-professional students considering a professional degree in optometry. Among the desired equipment are a Diode Laser Spectrometer, a Modern Interferometry kit, an Optical Pumping Instrument, a few Lens Aberration and Fourier Optics Kits, and three extended Optics Experiment Kit. In addition to these, we anticipate the need for a few Astronomy and Astrophysics related 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 Astronomer/Astrophysicist the department anticipates the need for additional travel funds that would be required for the faculty and students to visit the observatories were a substantial part of the research will be conducted.

## **III. Accomplishments**

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

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

Angelo M. Maniero, Paulo H. Acioli, Geraldo Magela e Silva, Ricardo Gargano, Theoretical calculations of a new potential energy surface for the H + Li<sub>2</sub> reaction. Chem Phys. Lett. 490(4-6), 123 (2010).

Paul J. Dolan, Jr., “Determining Transport Parameters For Superconductor/Normal Metal Point Contacts At Fixed Temperature From Conductance Versus Magnetic Field Data”, Physica C 471, 285 (2011).

Paul J. Dolan, Jr., “What Physics Principle Can I Teach With This?”, in the “For The New Teacher” column, The Physics Teacher 49, 182, April 2011.

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

Paul J. Dolan, Jr., “The Ballistic Pendulum – What Else is it Good For?”, CSAAPT Fall Meeting

Paul J. Dolan, Jr., (invited paper): “Developing and Maintaining Collaborations: Suggestions on What You Can Do”, AAPT Winter Meeting

Paul J. Dolan, Jr., “Determining Transport Parameters For Superconductor/Normal Metal Point Contacts At Fixed Temperature From Conductance Versus Magnetic Field Data” w/ C. W. Smith, APS March Meeting

Paul J. Dolan, Jr., “The Proton and Neutron Radii of the Atomic Nuclei”, w/ Ilya Gulkarov, CSAAPT Spring Meeting, April 9, 2011.

### **5. Funded grants**

Paulo Acioli and Sudha Srinivas, A Mathematics and Physical Sciences (MaPS) Cohort of Scholars Program, National Science Foundation S-STEM Program, August 2008-July 2013, \$598,003

Paulo Acioli and Sudha Srinivas, Interaction of Metal Clusters and DNA Nucleotides, National Institutes of Health Pilot Program to Foster Research (through NEIU), July 2010 – June 2011, \$19,914

Paulo Acioli, PI on a CIPAIR proposal submitted to NASA entitled Strengthening the Science Curriculum through Inquiry Based Pedagogy and Research. NASA \$450,000. 2011

### **6. Service**

Paulo Acioli, Referee for Journal of Physical Chemistry A (Manuscript jp-2010-11056d), Physical Review B (Manuscripts BC11555 and BU11250), and Physical Review Letters Manuscript LZ12754B).

Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM)

Paul J. Dolan, Jr., ISPP Coordinator

Paul J. Dolan, Jr., CSAAPT, Secretary/Webmaster

Paul J. Dolan, Jr., APS, editor of the Forum on Education Spring Newsletter

Paul J. Dolan, Jr., AAPT, Chair of the Committee on Pre-High School Education

Paul J. Dolan, Jr., Society of College Science Teachers, Illinois State Membership Coordinator, Councilor-at-large

Paul J. Dolan, Jr., Advanced Laboratory Physics Association (ALPhA) (Executive Board, 2007-2011, Elected Vice President, 2011 and member of the Steering Committee, Topical Conference on Advanced Labs)

Paul J. Dolan, Jr., Director, Science Fair Central Workshops (Sept/Oct 2010)

Paul J. Dolan, Jr., Science Fair Judge, ASPIRA/Haugan Middle School (11/9), Monroe Elementary (11/10), Stone Academy (11/ ), Eugene Field Elementary School (12/9), Lane Tech (12/15), Area 1 (1/14 @ NEIU), Area 19 (1/28 @ NEIU), Area 2 (1/22 @ Wright), Young Women's Leadership Charter School (5/11), St. John of the Cross School (1/27), Children of Peace School (5/18)

Paul J. Dolan, Jr., Coordinated Area 19 Fair (High School) (1/28) (@ NEIU), Area 1 Fair (Middle School) (1/14) (@ NEIU)

Paul J. Dolan, Jr., Sponsored Science Fair students Nicole Kuklinski (Effects of Electromagnetism on Plant Growth--moving ahead to area fair, City fair, received CPS-SSF Scholarship); Oluwamide Agunloye (SETI and the Drake Equation--moving ahead to area fair, City fair); Suad Causevic (Computer Cooling--moving ahead to area fair, City fair)

Paul J. Dolan, Jr., CPS-SSF, Inc., Board Member, member of the ByLaws Subcommittee

## **B. Student Achievements**

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

**Maksym Dzis, Jayati P. Gohel, Paulo Acioli, and Sudha Srinivas, *Melting of Noble Gas Nanoclusters Using Molecular Dynamics Simulations: Application to Neon and***

*Krypton Clusters*. Northeastern Illinois University, Student Center for Science Engagement (SCSE) Summer Research Symposium, NEIU, October 2010.

**Sean E. Jensen**, Paulo Acioli, and Sudha Srinivas, *Computational Study of the Structural and Thermal Properties of Argon Clusters*. Northeastern Illinois University, Student Center for Science Engagement (SCSE) Summer Research Symposium, NEIU, October 2010.

**Steven G. Burkland**, Dr. Paulo Acioli, Dr. Sudha Srinivas, Molecular Dynamics Analysis of the Structural and Thermal Properties of Rare Gas Nanoclusters, oral presentation at the NEIU Student Center for Science Engagement research symposium, October 2011.

## **2. Acceptance to graduate or professional school;**

**Joel Schwartz** (Physics Minor) accepted in the Physics Ph.D. programs at University of Washington, Northwestern University, University of British Columbia, University of California Santa Cruz, University of Hawaii, and Stony Brook.

# POLITICAL SCIENCE

## **Annual Report 2010-2011**

### **Submitted by David Leaman**

#### **Executive Summary**

The Department of Political Science continued to grow in 2010-2011 hitting new historic highs with 172 undergraduate majors and an overall total of 211 BA major and MA political science students. In 2010-2011, the Department was also happy to graduate 44 BA students and 10 MA students. The total of 54 graduates was just one student short of our previous historic high of fifty-five total graduates in 2009-2010. Regarding graduation, the Department was proud that Isaac Franco gave the student address at the December 2010 commencement and that alumna Rae Lewis-Thornton (BA 1991) gave the keynote address at the May 2011 graduation ceremony. A good number of our 2010-2011 graduating students attended the Department-organized post-commencement receptions at the December 2010 and May 2011 graduations as they began their careers as alumni of Northeastern Illinois University.

The Department (co)sponsored three major university-wide events in 2010-2011 that advanced both department and university goals: the third Political Science Career Day on November 4, 2010; the memorial event launching the \$20,000-plus endowed Dr. Shirley Castelnovo Scholarship in Political Science on November 17, 2010; and the *Show Me the Franklins!* performances and discussions on March 2-3, 2011. First, the Career Day co-organized by Dr. Ellen Cannon and Dr. Gregory Neddenriep continued the Department's commitment to career development for our students. This Career Day was the most successful yet with more than 800 participant hours, eight panels, and two room-packed keynote addresses by Dr. Sylvia Neil from the University of Chicago Law School and Andy Shaw of the Better Government Association. Second, at the Dr. Shirley Castelnovo memorial event, the Department gathered 140 people, including alumni from the last three decades, for a program that celebrated a distinguished professor emeritus and launched a new scholarship (the Department's third endowed award) that was awarded to the first recipients, undergraduate student Colleen Ryan and graduate student Edward Voci. Third, supported by the College of Arts and Sciences and the Angelina Pedroso Center for Diversity and Intercultural Affairs and partnering with ten other programs on campus, the Department co-sponsored and Dr. David Leaman co-organized two Recital Hall-packed performances of the Theatre for Transformation's *Show Me the Franklins!*. The Theatre for Transformation's two-day residency, which also connected the university with community partners, included several panel discussions and master classes on campus and a special workshop at the Solomon School. For all these major events, the Department – working closely with the university's Office of Institutional Advancement, continued to reach out to alumni and friends through communication systems such as Facebook (the department fan page

which has more than 300 members) and NEIUport Groups, and traditional mailings. Alum Dr. John LeVan (MA 1981) was celebrated at the Pi Sigma Alpha reception in December 2010 and NEIU's 2011 Distinguished Alumnus Rae Lewis-Thornton (BA 1991) was celebrated at a tea organized and hosted by Dr. Ellen Cannon in June 2011.

On the programmatic and curricular front, after several years of patiently building a viable minor program at the University Center (UC) in Lake County, the Department supported the university's Strategic Plan goal of increasing its presence in Lake County by winning approval from UC governance bodies to establish a Political Science major at the UC in 2012. With the tripling of its course offerings and the official launch of its political science major in Lake County in spring 2012, the Department will join Psychology and Accounting as the three NEIU majors at the University Center. On the main campus, the Department also continued to update and upgrade its program by adding several new courses to its undergraduate and graduate program offerings.

Department faculty members were very successful in 2010-2011. First, on September 1, 2010, Dr. Sangmin Bae was officially awarded tenure and promoted to Associate Professor and Dr. Jeffrey Hill was promoted to Professor. Dr. Bae was also recognized with a Faculty Excellence Award at the Asian Heritage Celebration in April 2011 and Dr. Russell Benjamin earned a Faculty Award of Excellence at the 9<sup>th</sup> Annual Black Heritage Awards Ceremony on February 25, 2011. Second, during 2010-2011, as listed below, department faculty members published four scholarly book chapters and articles and Dr. Cannon wrote numerous short articles and commentaries for the general public. Faculty members, as documented below, also delivered sixteen conference presentations in 2010-2011. Dr. Martyn de Bruyn, Dr. Leaman, and Instructor Wael Haboub chaired panels at the Illinois Political Science Association conference in Des Plaines, Illinois, on February 19, 2011 and Dr. Leaman chaired a session at NEIU's First Annual Faculty Research Symposium on November 12, 2010. Third, department faculty members continued to serve the NEIU community as well as to engage broader communities. Dr. Sophia Mihic co-chaired the university taskforce on General Education Reform and Dr. Marshall Thompson, and Dr. Leaman participated, respectively, on the General Education Reform and Graduate Program taskforces. Beyond NEIU, Dr. Ellen Cannon continued her public intellectual contributions with an interview on "The Conversation with Ross Reynolds" program on KUOW Seattle on March 10, 2011. Finally, faculty members continued to promote student advancement outside the classroom. Dr. Gregory Neddenriep took students to the Illinois Moot Court competition in Springfield for the third year in a row and Dr. Thompson took a student delegation representing the nation of Mexico to the Model United Nations event in New York City in April 2011.

Department-related student organizations contributed greatly to the academic and social culture of the department in 2010-2011. Pi Sigma Alpha, the political science honor society, organized an excellent forum on "Women in Politics" on April 25, 2011 that featured seven presenters and a student essay competition. For the third year in a row, Pi Sigma Alpha students won national Pi Sigma Alpha funding for their forum. On March 6, 2011, a Department-related bowling team helped raise money for Chicago's sister community in El Salvador at a local "Bowlarama" fundraiser. On April 6, 2011, eight students in Dr. Ssebunya Kasule's classes presented two university conference

panels on “U.S. Foreign Policy toward Libya and Egypt” and “Regional and International Implications of Regime Changes in the Middle East.” The fifteen-member NEIU Model Illinois Government (MIG) team advised and led by political science students Paul Harris and Michelle Gruebmeier and with the involvement of a large number of political science students delivered an outstanding performance in Springfield in February. For the first time, individual team members won Best Attorney and Outstanding Senate Committee members awards and were selected as House Minority Caucus Whip and Senate Majority Caucus Whip. Finally, NEIU Political Science students were recognized for their achievements through campus awards. Besides the Castelnuovo Scholarship recipients mentioned above, Michelle Gruebmeier was awarded the 2011 Robin Archia Prize for Service. Malik Kemokai, Amer Grozdanic, and Brenda Nieves were awarded the Cannon-Herkovics Scholarship enabling their attendance at the AIPAC National Conference in Washington D.C. in May 2011. These three students along with several others were recognized at the NEIU Foundation Annual Meeting in November 2010.

Especially exciting for our Department have been the academic achievements and professional advancements of current and former students. As documented below, during 2010-2011, more than ten students and recent alums delivered conference papers and two had articles published in scholarly journals. Based on information we received in 2010-2011, twenty-four recent alums were accepted to seventeen different post-graduate programs including five doctoral programs and four law schools. Finally, alumni careers range from attorney to insurance agency owner to Social Security administrator to Strategic Planning CEO. Recent MA alum Ronald Hale, who is a teacher, earned the Chicago area’s prestigious Golden Apple Award for Excellence in Teaching and two current MA students, Chris Peters and Debra Spiegel, both earned the Beveridge Family Teaching Award from the American Historical Association.

## **I. Assessment**

Following up on the 2009-2010 analysis of General Education pre/post test results and assessment findings from the last five years, the Department’s assessment activities in 2010-2011 include, first, a clarification and revision of the protocol by which the General Education pre/post tests are administered. This new protocol is included at the end of this year’s assessment report (see below) and will be put into effect in 2012. Second, this year’s assessment report includes a review of specific Department actions in response to eight other assessment findings over the last five years. Finally, our report notes several possible future assessment activities and actions.

## **II. 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 (1.2); fostering strong relationships with community colleges and other colleges and universities (2.6); and focusing on academic programs that are linked to regional workforce development (2.9), the Department will continue to move forward in 2011-2012 with its now formally approved plan to establish a Political Science major at the University Center in Lake County in spring 2012. This



will include publicity and promotion on many fronts; development of a new on-line hybrid course to serve UC students; and a search for a Title V-funded tenure-line faculty member in the area of Public Policy/Public Administration to support UC expansion.

At a more local level and in keeping with goals the Department set for itself during its Program Review in 2006-2007, the Department is offering its First Year Experience course on the Bryn Mawr campus in fall 2011 (to join the FYE section we have offered at El Centro for the last five years). In 2011-2012, the Department also plans to formally recognize and celebrate the Brommel-Feigenholtz Scholarship in Political Science as well as to build a new partnership with the American Society of Public Administration.

### **B. Projected needs**

As noted above, in 2011-2012, the Department plans to search for a Title V-funded tenure-line faculty member in the area of Public Policy/Public Administration to support Department and University expansion at the University Center in Lake County. As for other support needs in 2011-2011, the Department will likely make requests for two new office computers and continue to ask for support for the faculty members who accompany NEIU student teams to the Model UN and Moot Court conferences.

## **III. Accomplishments**

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

#### **1. Book Chapters**

Bae, Sangmin. 2011. "Human Security and East Asian Democracies." In *Human Security: Securing East Asia's Future*, edited by Benny Teh Cheng Guan (Berlin: Springer 2011).

Bae, Sangmin. 2011. "An Institutional Approach to Peace and Prosperity: Towards a Korean Fisheries Community" (with Martyn de Bruyn). In *Towards a Northeast Asian Security Community*, edited by Werner Pascha and Bernhard Seliger (Berlin: Springer 2011).

De Bruyn, Martyn. 2011. "An Institutional Approach to Peace and Prosperity: Towards a Korean Fisheries Community" (with Sangmin Bae). In *Towards a Northeast Asian Security Community*, edited by Werner Pascha and Bernhard Seliger (Berlin: Springer 2011).

#### **2. Articles**

Cannon, Ellen. As Chicago Homeland Security Examiner, Dr. Cannon published more than fifty articles in *Examiner.com*. At least two of the articles have had a direct impact on national policy debates. The "Anthrax Attack Remains Major National Security Threat" article was cited under "Resources" at the Homeland Security Policy Institute at George Washington University forum featuring Senator Joseph Lieberman and three other current and former U.S. legislators on June 14, 2011 and her article about the

training of counter-terrorism workers informed a letter that Sen. Joseph Lieberman sent to the DHS and Attorney General. Dr. Cannon's *Examiner.com* articles are listed below:

"Barrington, Illinois Gets DHS Grant for Improved Radio Equipment," June 20, 2011; "Israel's Massive Terrorist Preparedness Drill," June 20, 2011; "Illinois's Role in Reforming DHS Secure Communities Program," June 20, 2011; "Progress to Bury Al-Qaida Continues As It Turns to Kidnapping to Raise Cash," June 19, 2011; "Sen. Durbin Announces FEMA Funds for Joliet Fire Dept.," June 18, 2011; "Kentucky's Terrorism Case Pits Sen. McConnell Against A.G. Holder," June 17, 2011; "Department of Homeland Security Partners with Jewish Community," June 17, 2011; "Terrorist Plot to Bomb NYC Synagogues," June 17, 2011; "Rep. Shimkus (R-IL) Uncovers Alarming Details By NRC Chair to Block Yucca Mt.," June 15, 2011; "Minnesota's Links to Al-Shabaab and Pirates: Sen. Kirk Demands Action," June 13, 2011; "Northwest Community Hospital's Focus on Disaster Drills," June 12, 2011; "Chicago Terror Trial Ends – Strains on US-Pakistani Relations Grow," June 10, 2011; "Michael Leiter, Director of the National Counterterrorism Center Plans Departure," June 8, 2011; "Senator Durbin Urges 'Bring the Troops Home'," June 8, 2011; "Outbreak of E-Coli A U.S. Concern," June 6, 2011; "Al Qaida to U.S.A. from Adam Gadahn: Call to Kill is Back," June 4, 2011; "Illinois GOP Representatives Face Difficult Choices on Slashing Funds for DHS," June 3, 2011; "Cyber Security Plan Flounders: Chamber of Commerce Pulls Support," June 1, 2011; "Sen. Durbin Votes 'NO' on Patriot Act Extension," May 27, 2011; "Senate Hearings Reveal Counterterrorism Intel Remains Problematic," May 19, 2011; "Anthrax Attack Remains Major National Security Threat," May 16, 2011; "Terror Plot Against NYC Synagogue Thwarted," May 12, 2011; "Schaumburg's Motorola Solutions, A Top Contractor for Dept. of Homeland Security," April 27, 2011; "Mumbai Terror Trial to Take Place in Chicago on May 16," April 25, 2011; "Port and Metropolitan Transit Authorities Place Our Heroes At Risk, Again," April 24, 2011; "Synagogue Bombing Suspect Arrested by FBI," April 13, 2011; "Earthquake Drop, Cover, Hold On!," April 11, 2011; "Sens. Lieberman and Collins View 'Terrorist Consultants' Dangerous," April 6, 2011; "Durbin Aims to Prevent Nuclear Catastrophe," April 3, 2011; "States Remain Underprepared for Radiological Emergency Disasters," March 30, 2011; "Durbin's (D-IL) Muslim Discrimination Hearing and Obama," March 28, 2011; "Terrorism and Chicago Aldermanic Election," March 25, 2011; "Sen. Durbin, Sen. Kirk and Rep. Walsh Show Leadership on Homeland Security Issues," March 23, 2011; "Napolitano Over-Hypes Level of U.S. Preparedness Drills," March 17, 2011; "Restore Funding for Tsunami Warning System Now!," March 12, 2011; "Homeland Security Ready for Full Court Press for Pending Tsunami," March 11, 2011; "Governor Quinn Names Director to Illinois Management Agency," March 7, 2011; "Homegrown Terrorism and Muslim 'Radicalization': A Complex but Real Threat," February 25, 2011; "Dems Slam Proposed Republican Budget Cuts for Homeland Security," February 18, 2011; "Dangerous Terrorists Escape During Egyptian Uprising," February 14, 2011; "Leading Expert on Homeland Security and Terrorism Resigns," February 8, 2011; "Fort Hood: Ticking Time Bomb," February 3, 2011; "Combating Terrorism Through Terror Medicine," February 2, 2011; "NYC Emergency Volunteers Saving Lives and Building Resiliency," January 25, 2011; "DHS Gets Failing Grade on 'Dirty Bomb' Detection Tools," January 18, 2011; "Radiology Physicians Respond to 'Dirty Bomb' Threats," January 17, 2011; "Maryland Terrorist Threats from Incendiary Devices," January 9,

2011; “Napolitano Visits Israel: Effective Security Requires ‘Culture of Preparedness’,” January 6, 2011; “Explosive Debates Expected on House Homeland Security Committee,” January 5, 2011; “Air Cargo Security Called ‘Threat Vector’ by U.S. Congress,” December 30, 2010.

Thompson, Marshall. 2010. “The Middle Class: A New Conceptual Framework and a Brief Application to the Caucasus.” *The Caucasus and Globalization* 4 (Issue 1-2): 106-117. With Itai Sened, Robert Walker, and Ron Watson.

### **3. Conference Presentations**

Bae, Sangmin. 2011. “Human Security in East Asia: Japan Leading the Way?” *Annual Meeting of the International Studies Association*, Montreal, Canada, March 2011.

Bae, Sangmin. 2011. “The Role of State and Non-State Actors in Peace Building,” *Conference on Non-Violent Social Change*, NEIU, March 10, 2011.

Bae, Sangmin. 2010. “East Asian Law and Society--Author Meets Reader--The Next Frontier: National Development, Political Change, and the Death Penalty in Asia.” *Annual Meeting of the Law and Society Association*, Chicago, IL, May 30, 2010.

Bae, Sangmin. 2010. “Human Security, Human Rights, and the Death Penalty.” *The University of Tokyo Human Security Program*, Tokyo, Japan, October 2010 (invited).

Bae, Sangmin. 2010. “Comparative Human Security Policy in Japan, Canada and Norway.” *Japan Institute of International Affairs*, Tokyo, Japan, October 2010 (invited).

Bae, Sangmin. 2010. “International Human Rights Norms and Abolition of Capital Punishment.” *Hitotsubashi University Law School*. Tokyo, Japan, July 2010 (invited).

Benjamin, Russell. 2011. “U.S. Blacks and Caribbean Development,” *2011 Conference of the Caribbean Studies Association*, Willemstad, Curacao, May 30-June 3, 2011.

Benjamin, Russell. 2011. “Internal Colonialism and Black Political Support for Black Business Development,” *Annual Meeting of the National Conference of Black Political Scientists*, Raleigh, North Carolina, March 16-20, 2011.

De Bruyn, Martyn. 2011. “European integration in the Post-Constitutional era: Federalism and the Role of the National Parliaments,” *European Union Center University of Illinois at Urbana Champaign Working Conference on ‘Current Issues in EU Governance’*, Chicago, IL, April 8-9, 2011.

De Bruyn, Martyn. 2011. “Inter-Korean Cooperation in the Fisheries Industry: Lessons from the ECSC,” *European Union Studies Association Biennial Conference*, Boston, MA, March 3-6, 2011.

De Bruyn, Martyn. 2010. "Inter-Korean Cooperation in the Fisheries Industry: Lessons from the ECSC" *Fifth World Congress of Korean Studies*, Chinese Culture University, Taipei, Taiwan, Oct 25-28, 2010.

De Bruyn, Martyn. 2010. "The Constitutionalization of Europe," *Oakton Community College Emeritus Program*, Skokie, IL September 24 and 30, 2010 (invited).

De Bruyn, Martyn. 2010. "EU Federalism and the Role of the National Parliaments," *Hitotsubashi University EU Studies Institute*, Tokyo, Japan, July 22, 2010 (invited).

Larrimore, Ellen. 2010. "A Comparison of Women's Political Activism in the United States and Germany in Relation to Women's Movements and Green Parties," *Annual Conference of the National Women's Studies Association*, Denver, Colorado, November 12, 2010.

Leaman, David. 2011. "Non-Violence is a Winner: The Peaceful Triumph of the New Left in Latin America," *Conference on Non-Violent Social Change*, NEIU, March 10, 2011.

Ramos, Mitzi. 2011. "Immigration Stories in Greater Albany Park," *Globalization in Our Backyard: Experience the World in Albany Park* conference, NEIU, April 13, 2011.

#### **4. Funded grants**

Bae, Sangmin. 2011. "Building a Human Security Network between the US and Japan," The Japan Foundation Center for Global Partnership, \$85,855.

#### **5. Service**

Benjamin, Russell. Mentor for undergraduate and graduate students attending the annual meeting of the Caribbean Studies Association (the Aunty and Uncles Program).

Cannon, Ellen. Member of the Board of Trustees of the Chicago Jewish Day School and member of the Faculty Advisory Board of the Chicago Jewish Federation.

Hill, Jeffrey. Elected trustee of the Corporation of Bishop and Trustees of the Episcopal Diocese of Chicago.

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

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

Bailey, Daniel. 2010. "Politics on the Peninsula: Democratic Consolidation and the Political Party System in South Korea," *Graduate Journal of Asia-Pacific Studies*, Volume 7, Number 1, November 2010.

Brammeier, Dennis. Intern at Illinois Regional Archives Depository (IRAD), 2010-2011.

Czarnecki, David. Named “Best Attorney” at state-wide Illinois Moot Court competition, Springfield, IL, February 2011.

Franco, Isaac. Delivered student speech at NEIU commencement, December 2010.

Gutierrez, Jaime. Moderated panel, “Innovative Responses to Crime and Crime Prevention,” *Globalization in Our Backyard: Experience the World in Albany Park* conference, NEIU, April 14, 2011.

Hernandez, Jeanette. “Protection, Profit and Power: An Arendtian Framework for Understanding Security in Colombia.” Mentor: Dr. Sophia Mihic, Political Science. *19<sup>th</sup> Annual Student Research and Creative Activities Symposium*, NEIU, April 15, 2011.

Hoffman, Jeffrey. “The Role of the Baha’ i in Iran” s Regime Change of 1979,” *Illinois Political Science Association Conference*, Oakton Community College, Des Plaines, IL, February 2011. (Also, works with Illinois Coalition for Immigrant and Refugee Rights).

Lezaic, Boris. “What are the causes of the Serbian ‘revolution’ of October 2000?,” *Illinois Political Science Association Conference*, Oakton Community College, Des Plaines, IL, February 2011.

Roguska, Anna. Appointed new Political Science Tutor, June 2011.

Palafox, Jesús. Featured on WBEZ’s “Dear Chicago” program, March 7, 2011.

Sinik, Dalibor. Intern at Illinois Regional Archives Depository, 2010-2011.

Somo, Ata. Intern at Illinois Regional Archives Depository, 2010-2011.

Voci, Edward. “The Politics of Opera: The *Virgil Caine* Opera Project.” Mentor: Dr. Frank Brooks, Political Science. *19<sup>th</sup> Annual Student Research and Creative Activities Symposium*, NEIU, April 15, 2011.

Voci, Edward. “At the Brandenburg Gate: Targeted Killings of U.S. Citizens. ““ The War on Terror”” and Civil Liberties,” *Illinois Political Science Association Conference*, Oakton Community College, Des Plaines, IL, February 2011.

Voci, Edward. Presentation on Career Day panel, “Paths to a Great Future: Lawyering, Legal Investigation and Administration,” NEIU, November 4, 2010.

Yildirim, Sercan. Presentation on Career Day panel, “Globalization and Your Future: International and Comparative Politics Careers,” NEIU, November 4, 2010.

## **2. Acceptance to graduate or professional school**

Arabu, Eduardo. Public Administration minor 2010. Master’s program in public affairs at Carnegie Mellon University (with significant scholarship support).

Czarnecki, David. BA 2011. Loyola University Law School (with significant scholarship support).

Djukic, Dragana. MA student, 2010-2011. MA program in International Studies at the University of Chicago.

Franco, Isaac. BA 2010. Political Science MA program at NEIU.

Gruebmeyer, Michelle. BA 2010. Political Science MA program at NEIU. Awarded Robin Archia Prize for Service, April 2011.

Hale, Ronald. MA 2010. Awarded prestigious Golden Apple Award for Excellence in Teaching, 2011.

Lenou, Romuald Tassigne. BA 2010. MA/Ph.D. program in Political Science at Northern Illinois University.

Lezaic, Boris. MA 2011. Ph.D. program in Political Science at Arizona State University.

Lut, Ann. BA 2010. John Marshall Law School.

Mende, Jennifer. BA 2011. Political Science MA program at NEIU.

Peters, Christopher. MA student. Awarded Beveridge Family Teaching Award from the American Historical Association at AHA conference in Boston, Massachusetts.

Rincón, Roberto. MA 2010. Ph.D. program in Political Science at the University of Illinois at Chicago.

Spiegel, Debra. MA student. Awarded Beveridge Family Teaching Award from the American Historical Association at AHA conference in Boston, Massachusetts.

### **C. Alumni News**

Alcock, Thomas. BA 2008. Completed MA in Psychology in 2010. Now in Psy.D. program at Argosy University. Previously, was Therapy Extern at Illinois Masonic Medical Center.

Alcott, Kelli Ann. BA 2009. Planned and Major Gifts Assistant, The Rotary Foundation of Rotary International.

Arabu, Eduardo. Public Administration 2010. Media Relations, Chicago Cubs. Also, gave presentation on Career Day panel, "What Careers Are Within My Grasp? Career Trends in Political Science and Law.," November 4, 2010.

Bailey, Daniel (Ben). MA 2011. Instructor of Government, Frank Phillips College, Borger, Texas.

Baxley, Casey. Political Science minor 2006. M.Ed. student in Instructional Leadership, University of Illinois at Chicago. GEARUP/Teen REACH Coordinator, Christopher House.

Belser, Elizabeth. BA 2008. PMF Finalist – U.S. Federal Government.

Berry, Matthew. BA 2002. Conducted survey of college students and state parks for final project in MPA program at the University of Illinois at Chicago.

Bracich, John. BA 2005. Independent writing and editing professional.

Brennan, Bernard. BA 2009. Political Science MA program at NEIU. Sergeant, U.S. Marine Corps.

Bristol, Alison. BA 2009. Sales Merchandiser, Cosabella Clothing.

Bubrinkova, Milana. MA 2009. Benefit Authorizer, Social Security Administration (for 3 years).

Buslik, Randi. MA 1999. Adjunct Instructor, College of Lake County.

Carmona, Roberto. MA 1997. President and CEO, Crimson Leadership Group, Inc.

Castro, Veronica. BA 2004. District Manager for Cook County Commissioner Jesus “Chuy” Garcia. Previously, Latino Outreach Coordinator for U.S. Senate campaign of Alexi Giannoulias, August-November 2010.

Corona, Agueda. BA 2007. Master’s in Public Administration (MPA) program at Governors State University.

Cottrell, Andrea. BA 2009. MA in Political Science program at Loyola University.

Diaz, Maria. BA 2004. Investigator, U.S. Food and Drug Administration (FDA).

Duba, Norbert Clayton. MA 2008. Stevenson High School teacher prominently featured in fall 2010 *Chicago Tribune* story (with two photos of him) about college classes offered in high schools.

Dubeansky, John. BA 2009. Delivered presentation via Skype on Career Day panel, “Show Me the Money! Scholarships, Internships, and Advancement Programs,” November 4, 2010.

Ensor, Kristine. BA 2009. MA in Organizational Leadership program at Lewis University. Also, Development Coordinator, Little Angels.

Fulgencio, Jose. BA 2010. Teaching Assistant in Political Science Department at Oklahoma State University.

Gonzalez, Rudy. BA 2010. Job Developer, Americorps Vista, Hesed House in west suburban Aurora (the second biggest shelter in Illinois). Gave presentation on Career Day panel, "Show Me the Money! Scholarships, Internships, and Advancement Programs," November 4, 2010.

Gross, Joshua. BA 2010. University of Illinois College of Law in Champaign, Illinois (with significant scholarship support). In fall 2010, volunteer coordinator of Joel Pollak's campaign in the 9<sup>th</sup> congressional district. Currently, working for a small rail services marketing company.

Guespe, Diana. MA 2003. Awarded dissertation fellowship at Loyola University. Organized and moderated panel, "Chicago's Immigrant Integration Efforts: Housing, Health, Education and Family Unity," *Globalization in Our Backyard: Experience the World in Albany Park* conference, NEIU, April 13, 2011.

Hanna, Marianyelli (Lopez). BA 2006. Enrollment Coordinator, TRIO – Student Support Services/Teacher Preparation Program, NEIU. Earned her MA in Higher Education from NEIU.

Harkins, Gina. BA 2009. Student at Medill School of Journalism, Northwestern University. Selected for National Security Journalism Initiative to spend term in Washington D.C.

Hodges, Cynthia. MA 2008. Author of web articles on terrorism and Homeland Security.

Jackson, Gregory. BA 1999. Appointed to the Advisory Council of the Illinois Channel and elected to the Executive Council of the American Society of Public Administration (ASPA).

Kim, Jeonghyeon (Julia). Exchange student, 2008-2009. Political Science MA program at NEIU.

Kmiecik, Bart. MA 2006. Ph.D. program in Criminology, Law and Justice at University of Illinois at Chicago.

Kurtz, Robyn. BA 2004. Ten-month M.S. in Management program offered by the Polytechnic University of New York University (NYU-Poly) in Tel Aviv, Israel, 2010. Previously, worked for six years at Allstate's Home Office in Northbrook holding various positions in the Risk Management area.

Larrimore, Ellen. MA 2009. In March 2011, elected to third term as President of AFSCME Local 1989. Also, co-teaching Women's Studies 101 in Summer 2011.



LeVan, John. MA 1983. Editor-in-Chief, *Indochina Post*

Lewis Thornton, Rae. BA 1991. National AIDS educator and commencement speaker at NEIU graduation, May 2011.

Lieb, Jeanette. MA 2006. Earned J.D. from John Marshall Law School in 2010. Currently, Biochemical Patent Examiner at U.S. Patent and Trademark Office, Washington, D.C. Taught Business English at Taiyuan Institute of Technology, China, six months, 2007.

Lwanga, Luwalira (Sam). MA 2008. Authored “Revisiting the Rwanda Genocide: An Urgent Need to Reform UN Chapter six-Modus Operandi,” *Journal of Genocide Awareness and Applied Research*, Volume 1, April 2011.

Madhi, Khalid. BA 2003 and MA 2007. “The Paris of the Sahara: The Logic and Language of Urban Boosterism in the Case of Marrakesh,” *Illinois Political Science Association Conference*, Oakton Community College, Des Plaines, IL, February 2011. Adjunct Instructor, St. Xavier University.

Manrique, Jill. BA 2009. TRF Contribution Processor, Rotary International.

Martinez, Alexandra. BA 2007. Associate Attorney at Manuel Cardenas and Associates.

Martinez, Juan. BA 2006. Earned his MA in Inner City Studies, NEIU. Taught social studies class with Astrid Maldonado at Dorothy Stang Adult High School.

Mauldin-Bullock, Tamika. BA 2000. Completed Rush University’s one year accelerated BSN program. Registered nurse in Emergency Room in the South Suburbs.

McCormick, Eron. BA 2010. Made Dean’s List in first year at Thomas Cooley Law School, Lansing, Michigan.

Melcer, Kamil. MA 2006. Director, University of Warsaw.

Mendez, Marvin. BA 2005. Graduated from John Marshall Law School.

Mitchell, Loretta. BA 2008. Independent Insurance Professional.

Nicolalde, Michael. BA 2005. Owner, Farmer’s Insurance.

Ortega, Patricia Christine. MA 2008. M.A.T. program, National Louis University.

Osorio-Aldana, Mary. BA 2000. Bilingual sexual assault therapist, YWCA of Metropolitan Chicago.

Prifti, Ervis. BA 2008. President, Rushmore Transportation LTD.

Rahman, Sanaa. MA 2008. Arabic instructor at NEIU. Hosted panel, “Arabic Culture in Greater Albany Park,” *Globalization in Our Backyard: Experience the World in Albany Park* conference, NEIU, April 13, 2011.

Rincón, Roberto. M.A. 2010. Instructor at Harper College and Westwood College, 2010-2011. Taught courses in American Government, Introduction to Political Science, and Introduction to the Humanities.

Salas, Nereida. BA 2009. Successfully completed second year in MA/Ph.D. program in Political Science at the University of Illinois at Chicago.

Saxon, Elma. Public Administration minor 2009. Paralegal at Segal, McCambridge, Singer, and Mahoney. Previously, Student Liaison for Loyola University Chicago – Illinois Paralegal Association.

Schimmel, Michael. Former MA student. Vice-President, Branch manager, HSBC.

Steinbach, Ryan. BA 2006. Master’s in Communications Management, Syracuse University.

Ter-Nersesyan, Haik. BA 2010. Senior Personal Banker.

Turnoy Warfield, Sioux. BA and MA in Political Science, NEIU. Partner, At Your Beck and Call (Errand, Handyman, and Concierge Services)

Winkler, Jonathon. B.A. 2009. Master’s program in comparative history with focus on revolutions at Central European University in Budapest, Hungary.

## POLITICAL SCIENCE

### Assessment Report 2010-2011

#### Submitted by David Leaman

The most important dimension of assessment is action in response to findings. As the Department approaches the fifth anniversary of its 2007 IBHE-mandated Program Review and after a succession of five annual assessments directed at different goals and outcomes of the Department assessment plan, this assessment report will outline how the Department has acted (or not) on major assessment findings over the last five years.

**Finding 1:** The 2005-2006 Assessment of Department Goals I and IV (focusing on the acquisition of thinking tools and of communication skills) and the 2009 Survey Gold Student Self-Evaluation both found that political science students would benefit from even more attention to writing and research/information-gathering.

**Actions:** With the hires of new faculty in 2005-2007 and the initiation of the University's Writing Intensive Program (WIP), the Department under the leadership of Dr. Martyn de Bruyn and with the participation of Dr. Marshall Thompson, Dr. Sophia Mihic, and Dr. Jeffrey Hill have developed and taught three approved WIP courses.

**Finding 2:** The 2007 Political Science Alumni Survey (designed, administered, and analyzed by Dr. Gregory Neddenriep) found that alums wished for more career-related advising and internship opportunities when they were students.

**Actions:** Beginning in 2007, the Department developed its NEIUport Group to post student internship opportunities; under the leadership of Dr. Ellen Cannon, organized three Political Science Career Days between 2007 and 2010; under the leadership of Dr. Gregory Neddenriep, strengthened its pre-law advising; developed two new "career-relevant" courses in the area of disaster management; and deepened its relationship with NEIU Career Services and Ms. Suleyma Perez, NEIU's Political Relations Director.

**Finding 3:** The 2007 Political Science Major Satisfaction Survey found that some students wished for more and better academic advising from faculty members.

**Actions:** The Department formalized its undergraduate advising guidelines in 2007 and posted them on the department faculty NEIUport Group; developed its Political Science NEIUport Group to provide on-line academic advising tips to students; and held an advising workshop with Yvonne Gulli and Mary Verne to learn the Banner system.

**Finding 4:** The 2007 Alumni Survey found that alums wished for more emphasis on extracurricular activities such as internships, service learning, and student clubs.

**Actions:** In 2007, the Department named two new internship co-coordinators. The Political Science Honor Society, Pi Sigma Alpha, was reinvigorated by advisors who encouraged two end-of-semester receptions/initiation ceremonies every year and grant applications that resulted in three consecutive nationally-funded annual forums. The Department has also planned numerous academic/social events over the last several years to which students, alums, and friends of the Department have been invited.

**Finding 5:** The 2007 External Review by DePaul Professor Larry Bennett concluded that the first priority of the Department should be the rethinking and reform of the MA program in Political Science.

**Actions:** The Department devoted much of its spring 2008 retreat to discussion of MA program reform and renewal. Following that, with the encouragement of graduate advisor Dr. Sophia Mihic, Department faculty members developed a number of new graduate seminars to upgrade the graduate program curriculum. Under the leadership of graduate advisors Dr. Mihic and Dr. Sangmin Bae, the Department has strengthened and reinforced MA program guidelines over the last several years and held two graduate orientations to further foster the new MA program culture among students. Finally, the

Department formed a Graduate Program Advisory Committee in 2008 to provide advice to the graduate advisor on admissions decisions and policy matters.

**Finding 6:** The 2007 External Review concluded that the Department needed to update its curriculum and catalog course offerings at both the undergraduate and graduate levels.

**Actions:** With the encouragement of the Faculty Council on Academic Affairs and the Provost, the Department has added more than twenty undergraduate and graduate courses to the Academic Catalog over the last four years. Many of these were previously taught as temporary “topics” and “title-varies” courses. The Department has been especially attentive to updating and increasing its offerings in the areas of public administration, international relations and comparative politics, and political theory.

**Finding 7:** The 2007 External Review found that some adjunct instructors did not feel fully integrated into the Department.

**Actions:** The Department has worked to more fully integrate instructors into the academic and social life of the Department. This has included announcing and promoting the achievements of instructors; inviting instructors to Department events and meetings; and supporting the professional development of instructors by, for example, nominating an instructor for a compensated summer faculty workshop.

**Finding 8:** The 2007 Major Satisfaction Survey and 2009 Survey Gold Student Self-Evaluation found that students were somewhat unclear on what the Department Goals and Outcomes are and that they were least confident about Goal III which aims for increasing the understanding of the political values underlying political choices.

**Actions:** Since 2007, The Department has listed the Department Goals and Outcomes on the main Department bulletin board, on the Department website, and on the Political Science NEIUport Group. An analysis of syllabi in 2007 suggested that some, but not all, tenure-line instructors aim in their courses to increase the understanding of the political values underlying political choices. This finding was predictable given the different teaching approaches and different content matters of political science courses.

**Finding 9:** The 2010 General Education course assessment analysis found that while pre/post test results were encouraging, a clear protocol needed to be established and that the tests needed to be revised to garner stronger and more reliable future results.

**Actions:** The first action taken in response to this assessment finding is the following written by Dr. Thompson in consultation with Dr. Hill: “The department's assessment process includes conducting pretests and posttests in PSCI 210 and PSCI 216. [The assessment co-coordinators] have decided to revise the protocol governing the administration of these tests. The pretests and posttests will both ask students for their identification numbers; this will allow us to observe and eliminate the effects of student attrition and the effects of students that are present for only one of the two tests. To help protect student privacy, and the perception of student privacy, the pretests and posttests

will be proctored by an instructor other than the course instructor. The pretests will be administered during the first class session of the second week of the semester. The posttests will be administered during the last two weeks of the semester. In addition to the exam questions, students will be asked: 1) their age bracket; 2) their status as either full or part-time students; 3) whether they are a political science major, minor, neither, or undecided; 4) the section number of their course, and 5) their class standing.”

**Future Assessment Actions:** While we are proud of the multiple ways that we have acted in response to assessment findings over the last five years, this report suggests seven possible future assessment actions: 1) A Department faculty review of our Goals and Outcomes and discussion of how to make them clearer to students; 2) a course or course modules on how to do research; 3) an instrument to assess progress on Goal II’s aim to increase understanding of different forms of political action; 4) revision of the pre/post-tests for PSCI 210 and PSCI 216 General Education courses; 5) purging of untaught courses from the Academic Catalog; 6) a revamping (or expanded course list) of the Public Administration minor; and 7) a more formal system for connecting current students with alums who may be able to help them with professional development.

# PSYCHOLOGY (INCLUDING GERONTOLOGY MA)

## **Annual Report 2010-2011**

### **Submitted by Saba Ayman-Nolley**

#### **Executive Summary**

##### **Psychology Executive Summary**

This report is arranged, where possible, using the categories of the university's strategic plan.

##### **Student Success**

Northeastern Illinois University's Psychology Department has had a productive year during 2010/2011. This year, the Psychology department had 515 majors, approximately 59 minors, and 27 graduate students enrolled. Of these, there were about 168 new psychology major declarations and 58 new minor declarations. Additionally, 9 McNair students were supported and mentored this last academic year. Altogether, faculty and students have published 10 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 76 presentations (local, national, and international—invited and refereed). About 74 students and alumni were involved in these presentations. The University 1<sup>st</sup> Annual Faculty Research Symposium was held in November of 2010 with 4 faculty members involved in presentations. There were 7 faculty and 49 students involved in the 6<sup>th</sup> Annual Fall Psychology Student Symposium in December 2010. There were 11 presentations, 3 poster presentations, 1 faculty chair, and 2 faculty discussions. 11 faculty and 55 students were involved in presentations at the 19<sup>th</sup> Annual NEIU Student Research and Creative Activities Symposium in April 2011. These included 13 presentations, 8 poster presentations, 3 faculty discussions, and 1 faculty chair. Among the 123 graduates for the year, 13 graduated with honors, 20 *cum laude*, 12 *magna cum laude*, and 10 *summa cum laude*.

##### **Academic Excellence and Innovation**

The NU-Start Grant brought us a Post-doctoral student from Northwestern University as a scholar and a teacher. Additionally, this year our department offered programs for students to help develop skills for career and post undergraduate work. Throughout the year, we continued the seminar series to present research to faculty and students. This included faculty presentations at the Lake County Campus.

1. On October 27<sup>th</sup>, Dr. Holly Dunsworth presented her work at the Lake County campus titled *Social fossils: What prehistoric remains tell us about ancient human behavior*.
2. On November 3<sup>rd</sup>, Dr. Masami Takahashi presented *Last kamikaze: Testimonies from World War II suicide pilots* at the Lake County campus.
3. We invited Dr. Margaret Beale Spencer of the University of Chicago on February 16<sup>th</sup> to present her work on the development of minority adolescents and a multidimensional approach in that process.
4. On March 10-11, the Psychology Department co-sponsored a one of a kind major conference entitled Non-Violent Social Change: Models, History, Practice, and Contemporary Local and International Challenges. Presented by the Angelina Pedroso Center for Diversity and Intercultural Affairs and Dr. Mohammad Mossadegh Leadership Fund/NEIU, the conference keynote presenter was Reza Deghati, award winning National Geographic photojournalist.
5. On April 26<sup>th</sup>, Dr. Shannon Saszik presented on her work with zebrafish as they present a good model for studying various body systems and the effects of folic acid in her work.

### Exemplary Faculty and Staff

In order to increase collaboration and accountability across the University to invest in faculty and staff while maintaining a high standard of educational opportunity for students, the psychology department held mixed department events.

The first event was the 1<sup>st</sup> Annual Art in Response to Violence conference. The NEIU Psychology Department paired with faculty from the Education Department, the Adler School Art Therapy Program, and Illinois University's Psychology Department for the conference from September 30-October 1. The keynote speaker was Dr. Peg Levine from Monash University in Melbourne, Australia. The conference included art exhibits, presentations, and workshops.

For the second event, on April 28, the Psychology Department hosted its 1<sup>st</sup> Annual Graduate Programs Fair for Psychology Majors at NEIU. Faculty and representatives from programs in psychology, counseling, social work, nonprofit administration, occupational therapy, and other areas attended to provide information and present their programs. Graduate schools represented included Adler School of Professional Psychology, Chicago School of Professional Psychology, Elmhurst College, Erikson Institute, Governor's State University, Loyola University Chicago, National-Louis University, Roosevelt University, Rosalind Franklin University of Medicine and Science, Spertus College, University of Illinois-Chicago, University of Wisconsin-Milwaukee, and our own NEIU Counseling, Gerontology, and Linguistics programs.

Maureen Erber won the Asian American Heritage Committee 2011 Faculty Award of Excellence. Maureen Erber and Terry Schuepfer were awarded the the Applied Learning/Engaged Scholarship Mini-Grant. Gregory Dam won a Pufall Post-Graduate

Travel Award from the Jean Piaget Society in recognition of the quality of his submitted paper. Maureen Erber successfully completed the Summer CTL Online Teaching Course. Suzanne Gaskins was a Visiting Faculty Fellow, Cultural Policy Center, Harris School of Public Policy and National Opinion Research Council, University of Chicago.

### Urban Leadership

The department continued developing the active alumni group on facebook called NEIU PsychSpace. It currently has 117 members with 7 faculty members and a social committee of 4 alumni who work on planning events with the faculty. This included the Graduate Programs Fair as well as a summer picnic.

As part of our community involvement, this past year we have had the pleasure of having several students complete field experience throughout the greater Chicago area. Some examples include field experience at Children's Palace Day Care Center in Chicago in Spring 2011 and the partnership with Options for College Success in Evanston, placing psychology students to mentor clients with learning challenges. In addition, Spring Capstone students worked on a project that included research & design, implementation, and evaluation of a Mentoring Program for Options for College Success.

The Psychology faculty was actively involved in many university projects, such as the Art in Response to Violence Conference, the Non-Violence Social change conference, the Graduate School Fair, and the Asian American Heritage Conference.

### **Gerontology Executive Summary**

#### Student Success

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 2010-Spring 2011 academic year, 17 new students were taking classes to begin the M.A. in Gerontology program, with approximately 71% program enrollees by end of Spring 2011. There are currently 10 new M. A. students (approximately 60% currently in the process of applying to the program; and 40% formally enrolled in program) registered to begin the program in Fall 2011. There are also four to five more prospective students so far who have indicated that they will be registering for and entering the Gerontology program in Fall 2011. Thus, it is expected that the in-coming cohort will be between approximately 13 and 15 new Gerontology students. With four recent graduations, the total program enrollment is approximately 51.

#### Academic Excellence and Innovation

The program faculty are proud of both the academic rigor in curricular content, receptivity to student needs through on-going assessment feedback process outcomes (See Appendix A for the M.A. in Gerontology Program Assessment Report), and research productivity of both faculty and mentored gerontology students over the past academic time period (Summer 2010 - Spring 2011). See details of this report for more



information. On-line teaching has become a part of the changes within the program initiatives, and one full-time faculty (Hollis-Sawyer) presented her observations of on-line learning needs between graduate and undergraduate students at the Florida Council on Aging in August 2010. Hollis-Sawyer also presented research findings from her on-going older learner research funded through a recent 2010-2011 NEIU COR grant at the International Journal of Arts and Sciences Conference in March 2011. Over this same time period, a faculty member was sole author on both a research article and a book review in peer-reviewed journals (Hollis-Sawyer) and another faculty member has two publications in peer-reviewed international journals (Takahashi). Both full-time faculty members (Hollis-Sawyer, Takahashi) have a combined seven national and international conference presentations, with Takahashi having five presentations over the past year including his sabbatical time period. Further, as program coordinator of the gerontology program, Hollis-Sawyer has continued the implementation of two new gerontology program initiatives to increase student recruitment, enhance time to graduation rate, and assist the gerontology program to be more attractive to the general and business community (i.e., graduate certificate in gerontology (12 credit hours) and a non-Thesis alternative of a comprehensive exam for graduation completion). One gerontology student successfully passed the two-part Comprehensive exam during the Spring 2011 semester and immediately graduated in May 2011. Another comprehensive exam student is expected to complete in Fall 2011. In response to a changing field, the M.A. program in gerontology has been successful to date in developing strategies for advertising and developing program expansion possibilities with an effective utilization of existing resources (e.g., development of a graduate certificate program). It is an exciting time of adaptive changes to the program content and administration that will continue to reflect enhanced program outcomes in line with both professional field expectations and the NEIU University priorities and Illinois Commitment Implementation plan.

## **I. Assessment**

### **Psychology Assessment Summary**

This past year we made two major changes in our department: (1) We added an additional option for students to fulfill their capstone requirement and (2) we substantially revised General Psychology (PSYC 200).

#### (1) New Capstone Requirement Option

Our new Service Learning capstone option is designed to have students apply their research mastery to helping community-based service organizations do assessments. There are a few kinks to iron out but students were able to complete their service learning capstones with small extensions beyond the semester. The faculty advisors plan to make some revisions to the requirements in an effort to make it go more smoothly next year. As a result of creating this option, we found that our Psychology seniors divided equally among the three capstone alternatives: (1) basic research, (2) Comprehensive exam and (3) Service learning. We feel that these capstone alternatives reflect all the needs and interests of our students.

## (2) Revision of PSYC 200

For PSYC 200 we put all quizzes the students are required to take online, which freed up class time to conduct peer-led team learning discussion sessions. Our assessment shows that most students enjoyed the discussion sessions and found them helpful. They also liked the online format of the quizzes.

Our three basic courses that are prerequisites for most upper-level courses (PSYC 200, 202, and 302) have traditionally had Peer Leaders (PLs) who hold office hours to meet with and help students taking the course. In PSYC 200 the PLs were also available to meet with students during regular class hours. A survey we administered last year found that although the students who met with the PLs found them very useful, not many were meeting with the PLs (see last year's assessment report for the details of this survey).

This year we piloted a program of expanded use of PLs in PSYC 200. PSYC 200 is a self-paced class in which students read the textbook and must pass a quiz for each chapter. The main role of the PLs in this class has traditionally been to assist with classroom activities and be available to answer any questions students might have. This year, instead of simply making PLs available to meet with students, we required all students to attend one PL session per week. In addition to answering students' questions, the PLs conducted discussion sections and conducted learning activities and exercises designed to enhance engagement and learning with the textbook material. We gave them discussion questions centered around specific topics that students were reading about in the text. We were able to create the time for these sessions by moving the quizzes to an online testing system provided by the textbook publisher.

We assessed the effects of our new system by administering surveys to all students in the middle and end of the semester and by examining the distribution of the final grades given out. We also wanted to determine whether the PLs learned anything as a result of being a PL, so we administered a brief, open-ended questionnaire to them at the end of the semester.

### **Detailed Assessment Report**

#### **PSYC 200**

#### ***Results of mid-semester survey.***

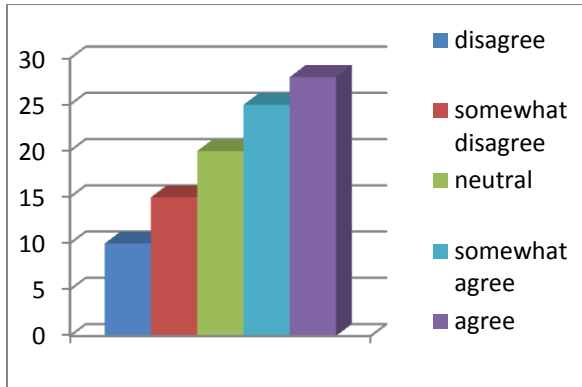
Responses to open-ended questions:

1. We found that when asked what they liked best about the course, 28% of 29 students, spontaneously volunteered positive comments about the PLs.
2. We found that when asked how they liked the online content (MyPsychLab), 69% of 39 students spontaneously volunteered positive comments, 5% negative comments, and 26% both positive and negative comments.

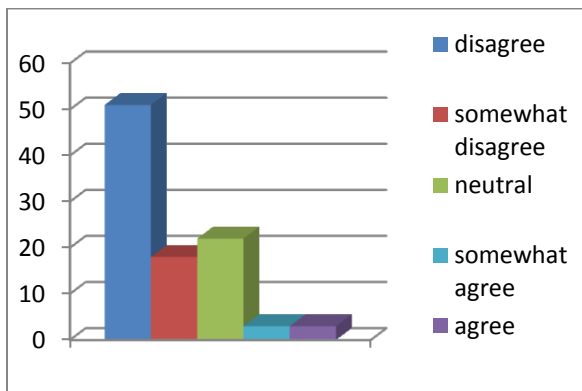
Responses to Likert scaled items:

The graphs below show the proportion of student responses that were classified on a Likert scale about specific aspects of the course. In general, our findings show that students were very enthusiastic about the PL sessions and MyPsychLab. Most importantly, because attendance is a primary predictor of class success, we were happy to find that attendance for our Psych 200 students was nearly perfect.

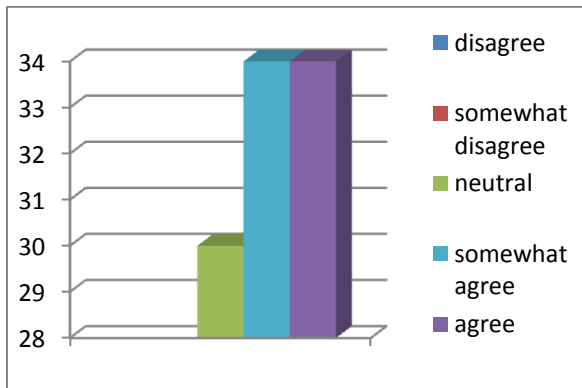
I find that PL sessions have been very helpful in keeping me on track



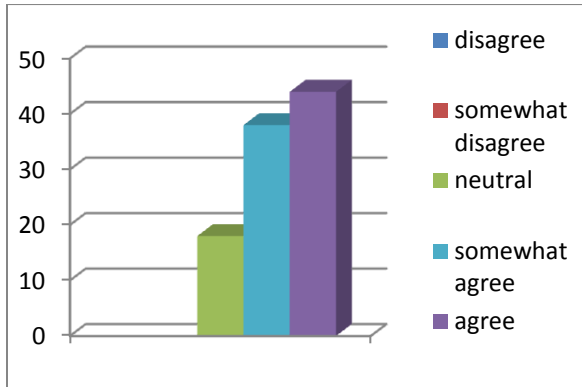
PL sessions are a boring waste of time



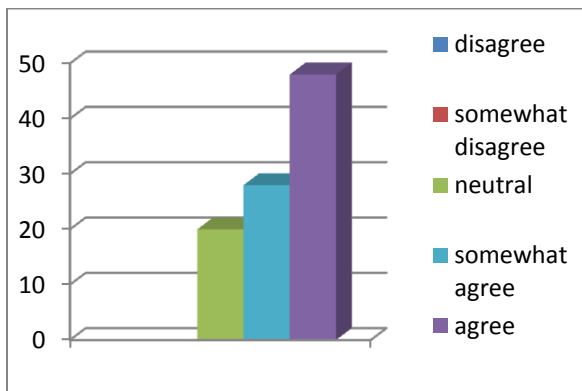
My PL sessions help me understand things that are confusing or unclear



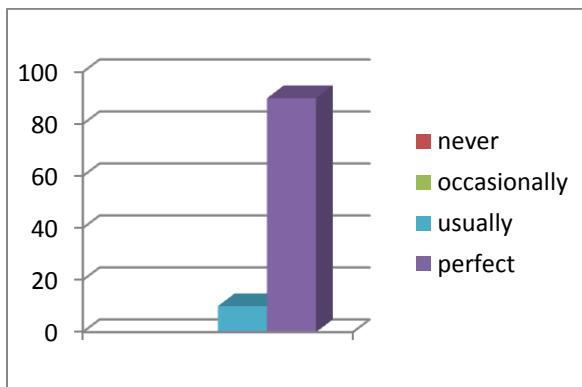
My PL helps me understand how this class works and what the rules are



I feel comfortable taking questions and problems to my PL



PL Session Attendance



### ***End of Semester Survey***

A preliminary analysis of the *end-of-term evaluation* indicates that overall, students were satisfied with their Peer Leaders ( $M = 3.91$  on a scale of 1-5). In terms of helping them navigate the course, only 52% indicated that their Peer Leader helped them 'quite a bit' to a 'great deal'. PLs were viewed as fairly helpful ( $M = 3.34$ , on a scale of 1-5) and were rated more favorably in terms of giving clear explanations of content ( $M = 3.92$ ).

### ***Final grade distribution.***

The table below shows the percentage of students who obtained each grade in Spring 2010, before the new system was implemented, and Spring 2011, after it was implemented. The percentage who withdrew from the course is based on the number enrolled at day 10.

<u>Grade</u>	<u>2010</u>	<u>2011</u>
A	32%	25.6%
B	30%	41.9%
C	24%	27.9%
D	3%	0
F	10%	4.7%

It appears that one effect of the new system is that students who are failing are now more likely to withdraw, rather than stay in the class and receive a failing grade. The reduction in failures is accompanied by an increase in grades of B and C.

### ***Assessment of PL experience.***

Preliminary feedback from four PSYC 200 PLs indicates that they feel their content knowledge was deepened and solidified by their PLTL experience. All four PLs also indicated that their leadership and interpersonal skills, as well as self-knowledge were enhanced by their peer interactions.

### ***Service Learning Capstone Option***

This year we created a new option that students can choose to fulfill the capstone requirement. For the new Service Learning option students spend time working in the community. Groups of about three students are placed at each site. Most of the projects involve some collection of data. Although students are required to write a final paper, they are not required to submit a proposal to be reviewed by the Capstone Proposal Committee. Instead students may do several of the following: write a learning contract or a site-specific proposal, journaling, Executive Summary and ppt presentation for their agency, or other documentation as required by their specific site.

Below are results of a preliminary informal assessment of the two classes that we held this year.

Fall, 2010; Fifteen students registered. All are expected to finish their service learning capstone projects by summer, 2011

Spring, 2011; Nine students registered. All are expected to finish by the end of the summer term, 2011

### **Assessment of Capstone Proposals.**

Students who choose to do either a Capstone class, Independent Study, or Field Experience for their capstone are required to write a proposal, which includes a literature review, method, analysis, and significance section, and an IRB application if human subjects are involved. Each proposal must be read and approved by two members of our capstone proposal committee, as well as the student's capstone advisor.

Last year (Fall 2009, Spring and Summer 2010) the committee reviewed 62 proposals. 44% were required by the reviewers to be revised and resubmitted. Most of these required revision of the Analysis section. Proposals written by students in Capstone classes were more likely to require revision (53%) than those written by students doing Independent Study (36%) or Field Experience (11%).

The addition of the Service Learning course as a capstone option allowed us to limit the number of students in the capstone classes to ten per class. Our hope was that this would allow for more individualized attention to these students, which would result in better proposals that would not require revision.

This year (Fall 2010, Spring and Summer 2011) the committee reviewed 26 proposals. Only 35% required revision. Although proposals written in a class were still more likely to require revision than those written as an Independent Study (47% vs. 0%), the percentage has decreased from last year.

### **Changes to our Program as a Result of Assessment**

The new format for PSYC 200 appears to have been quite successful. The only change we plan to make for next year is to require students to attend class twice per week instead of once. One day will be for the PL session and the other day will be to meet with their faculty advisor. Our hope is that the additional meeting with the faculty advisor will help students who are struggling with keeping up in the class. We have submitted a grant proposal to the National Science Foundation to obtain funds to hire more PLs. If we obtain the grant we would like to expand the use of PLs in PSYC 202 and 302 and possibly include some online PL sessions. We would also like to do additional assessment of the knowledge and skills gained by the PLs.

We plan to offer the Service Learning capstone option for one more year. The faculty will do stricter screening of the students and strongly advise them that they should not do their capstone until after they have finished their required laboratory course. At the end of the year we will reassess whether we want to continue to offer this option.

### **Gerontology Assessment Summary**

This assessment plan of the M. A. in Gerontology Program is based on a model consisting of three core areas of focus (i.e., an "Administrative Core," an "Educational Core," and an "Application Core"). Each core area deals with a functional aspect of the program. The Administrative Core deals with issues surrounding the maintenance of a well-run graduate program. The Educational Core is concerned with issues about the educational experiences of the students in the classroom. Finally, the Application Core pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and

potentially different feedback emphases. Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three broad assessment core areas are more specific program components assessed on an on-going basis, creating opportunities for feedback and improvement in each of the care areas. Please refer to Appendix A for the assessment plan and results (2010-2011). In an examination of the results, the on-going, multi-criteria approach to assessing student and program outcomes has resulted in more responsive changes to both the content and scheduling of courses in the program to better prepare our students for degree completion and career preparation in the field of or related fields toward gerontology.

## **II. Program Plan**

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

#### **Psychology**

1. Further expanding and fine-tuning our peer leader program, especially if we receive a grant that was submitted this summer
2. Inviting on and off campus research presentations (including at least one at Lake County campus)
3. Fine-tuning and improving our capstone community service courses
4. Fine-tuning of the conversion of Psych 200 (entry to the major) into a hybrid course
5. Finalize the new cognitive lab, our student services coordinator office, and renovation of one more research lab
6. Expansion of the Lake County program and more effective recruitment and graduation rate for our graduate program
7. Continued involvement with two new university initiatives —CAST minor program and Art in Response to Violence conference
8. Continued involvement with Student Symposium and McNair program
9. Continue and expand our alum activities
10. Continue the NU-Start Initiative with Northwestern University

11. Finding techniques for assessing the value and quality of our on-line hybrid courses

**Gerontology**

***On-going program assessment goals.*** The increasing emphasis in the past years has been improved assessment efforts in all aspects of program functioning, articulated with respect to both NEIU University priorities and Illinois Commitment Implementation plan and the field designated curricular goals for quality gerontology education programming (i.e., Association for Gerontology in Higher Education's (AGHE) (2008) *Standards and Guidelines for Gerontology Programs* and AGHE's (1993) *Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction*).

In response, over the course of the 2010-2011 academic year, program faculty are continuing to update their respective syllabi for courses taught, and further developed specific measurable objectives for each to enable assessment of students' learning. This is an on-going process that is frequently discussed during monthly program meetings, as well as assessed through student feedback surveys at the end of each term. The resultant emphasis on increased student and faculty assessment has created multi-source "feedback loops" that have yielded continued efforts in revised curricular planning to better serve students' expressed needs (e.g., currently "under review" program revision proposal for a non-Thesis graduation completion option of a comprehensive exam).

*Other long-term goals.* Currently, it is the goal of the program to attract more professional students needing gerontology training. Starting Fall 2009, the recently approved graduate certificate in gerontology (12 credit hours) was implemented and there are three gerontology students who will be graduating with certificates in December 2011. Further, a comprehensive exam in lieu of thesis for M. A. degree completion was administered in Spring 2011, and one examinee successfully passed both parts of the exam and graduated in Spring 2011. A second examinee will complete both parts of the exam and graduate in August 2011. This graduation option is hoped to boost both student recruitment, retention, and graduation efforts for the graduate program. Further, based on the success of offering past fully on-line graduate courses, Hollis-Sawyer taught another fully on-line elective graduate course in Spring 2011. On-line course offerings are part of a long-term curricular plan to offer more fully on-line graduate elective courses within the gerontology program over years to come. It is hoped that these different program extensions and changes will both broaden the appeal of the program to the local community and beyond and create greater flexibility in program offerings. Another long-term goal is the development and implementation of a Faculty Summer Institute targeting professionals needing skill updating with an aging clientele, as well as life-long learners in response to personal aging issues; it is hoped that this summer institute can be offered in the next two-three years, to again broaden the appeal of the program and attract attention to both the field and the M.A. program for recruitment purposes. Finally, the gerontology coordinator (Hollis-Sawyer) has been steadily working on a rather extensive program application for the "Program of Merit" program certification under the Association for Gerontology in Higher Education. It is hoped that, with the possible financial support of the administration, this designation will be achieved by the end of the 2011-2012 academic year. This is a



goal of the program for both further aging field exposure and the associated recognition that would assist in student recruitment on a broader national basis.

## **B. Projected needs**

### **Psychology**

#### 1. Faculty

- Although we are in need of more faculty as our number of majors grows—we have chosen not to request a new person for 2011-2012 to be respectful of the financial needs of the university and great needs of the other departments. This will also allow our department to concentrate this year on mentoring our two new faculty.

#### 2. Equipment

- There is a need for more well-equipped, functioning, and up-dated computers in our research/teaching laboratories .
- There is a need for more furniture and materials as we reorganize the research/teaching labs.

#### 3. Other Resources

- Increase in our budget to cover our advertising and expansion needs for the departmental graduate program and the Lake County psychology B.A. program.
- Increase in the student aide budget so a faculty assistant or a student aide can be hired for up to twenty hours a week between July first and June 30<sup>th</sup> of each year. This person would be a psychology senior or alum that would help faculty with set up of their course Black Boards and set up for the lab courses in addition to office and library work
- In addition we need student aide for physio lab to care for the fish and the lab. This position is for 10 hours a week, also from July 1<sup>st</sup> to June 30<sup>th</sup> of each year

## **Gerontology**

### **Program plan requirements/projected needs**

As the program is looking to next year's developments (and beyond) in expanding course offerings (e.g., development and administration of fully on-line course electives; graduate certificate), a possible request would be for hiring one to two more visiting lecturers who can offer a broader range of backgrounds and perspectives (theoretical, applied) in the field of gerontology, to better train our program graduates and hopefully enhance the attractiveness of the gerontology program to the general community.

During the Fall 2010-Spring 2011 academic year, 17 new students were taking classes to begin the M.A. in Gerontology program, with approximately 71% program enrollees by

end of Spring 2011. There are currently 10 new M. A. students (approximately 60% currently in the process of applying to the program; and 40% formally enrolled in program) registered to begin the program in Fall 2011. There are also four to five more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2011. Thus, it is expected that the in-coming cohort will be between approximately 13 and 15 new gerontology students. With four recent graduations, the total program enrollment is approximately 51.

As student recruitment is always a priority for the program, any assistance with creative ways to promote information about the M.A. in Gerontology program is always needed, be it relying on existing resources or possible a small advertising budget (e.g., \$500) during the up-coming academic year for newspaper/periodical and journal (paper, on-line) advertising. Lastly, the afore-mentioned program application for the “Program of Merit” program certification under the Association for Gerontology in Higher Education would benefit from either full or partial financial support from the administration (e.g., \$1000 for full support).

### **III. Accomplishments**

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

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

Erber, R. & Erber, M. W. (2011). *Intimate relationships: Issues, theories, and research*. Boston, MA: 2<sup>nd</sup> ed., Pearson Publishers.

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

Göncü, A. and Gaskins, S. (2011). Comparing and extending Piaget’s and Vygotsky’s understandings of play: Symbolic play as individual, sociocultural, and educational interpretation. In Pellegrini, A.D. (Ed.) *Oxford Handbook of the Development of Play*. Oxford: Oxford University Press.

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

Church, R.B. (2010). A review of Steven G. McCafferty and Gale Stam. (Eds.). Gesture: second language acquisition and classroom research. *European Journal of Developmental Psychology*.

Hollis-Sawyer, L. (2011). A math-related decrement stereotype threat reaction among older “non-traditional” college learners. *Educational Gerontology*, 37(4), 292-306.

Takahashi, M. (2010). History of spirituality research in gerontology. *Japanese Journal of Gerontology*, 31 (4), 502-508.

Tomizawa, K., & **Takahashi**, M. (2010). Gerotranscendence in the eighth and ninth stage of life cycle: A comparative study among the old and the oldest old in the Amami archipelago. *Ritsumenikan Social Science Review*, 46(1), 87-103.

Vilares, I., **Dam**, G., & Kording, K. (2011). Trust and reciprocity: are money and effort equivalent? *PLoS One* 6(2): e17113. doi:10.1371/journal.pone.0017113

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

Alibali, M.W., Nathan, M. Kim, S., Johnson, C., Wolfgram, M., **Church**, R.B., Knuth, E. (2011, April). *Teachers' visual scaffolding and student learning: Effects of connecting representations via gesture*. Paper presented at the American Educational Research Association, New Orleans, LA.

**Ayman-Nolley**, S. (2011, June) Childhood and education (Chair), *Cultural supports for developing mathematical and scientific reasoning*. Symposium conducted at the Jean Piaget Society 41<sup>st</sup> Annual Conference, Berkeley, CA.

Bennet, C., & **Ayman-Nolley**, S. (2011, June). *Verbal and nonverbal communication: Which tells the richer story?* Poster presentation at Jean Piaget Society 41<sup>st</sup> Annual Conference, Berkeley, CA.

**Church**, R.B., Alibali, M.W., **Ayman-Nolley**, S., Singer, M., Hanawalt, R., & Marella, N. (2011, April). *Does gesture enhance math learning across school contexts?* Paper presented at Society for Research in Child Development, Montreal, QC.

**Church**, R. B., Jacobs, S., **Ayman-Nolley**, S., Bennett, C., & Murray, J. (November, 2010). The effect of gesture on the recollection and retention of a legal closing argument. Presented at the NEIU 1<sup>st</sup> Annual Faculty Research Symposium, Chicago, IL.

**Dam**, G. (2011, June). A movement game for learning about decision theory. *Cultural supports for developing mathematical and scientific reasoning*. Symposium conducted at the Jean Piaget Society 41<sup>st</sup> Annual Conference, Berkeley, CA.

**Dam**, G. (2010, November) . Nonlinear dynamics of reciprocity between motor cortex and cerebellar nucleus. Program No. 382.6, *Cortical interactions for voluntary movement control*. Symposium conducted at the 40th annual meeting of the Society for Neuroscience, San Diego, CA.

Dickhans, M. & **Takahashi**, M. (2010, November). *Spiritual awakening and ego-integration: An Eriksonian interpretation of Ebenezer Scrooge*. Poster presented at the 63rd annual meeting of the Gerontological Society of America, New Orleans, LA.

Day, J., **Silverthorn**, N., DuBois, D. L., Flay, B. R., Gilmet, K., & Allred, C. G. (2011, June). Tales from the 'hood: Lessons learned in implementation of the family

- involvement component of the positive action program in an urban context. In Flay, B. F. (Chair), *A randomized trial of positive action, a social-emotional and character development program, in inner-city schools*. Symposium presented at the 13<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Chicago, IL.
- Farmer**, A. D. Jr., Abdul-Adil, J., Taylor-Crawford, K., & Gibson, L. (2011, May). *The Effectiveness of Family Therapy for Grandparents Raising Children with Disruptive Behavior Disorders*. Poster Presented at The Association for Psychological Science Annual Convention, Washington, DC.
- Flay, B.R., Acock, A., Vuchinich, S., Lewis, K., Bavarian, N., Schure, M., Synder, F., Li, K., DuBois, D. L., **Silverthorn**, N., Day, J., Fagen, M., & Portillo, N. (2011, June). Impact findings from the positive action randomized trial. In Ebanks, C. (Chair), *Impact findings from the SACD research consortium's evaluation of elementary school-based programs to promote social and character development and prevent violence*. Symposium presented at the Society for Prevention Research 19<sup>th</sup> Annual Meeting, Washington, DC.
- Flay, B. R., Lewis, K., Acock, A., Vuchinich, S., DuBois, D. L., **Silverthorn**, N., & Day, J. (2011, March). *RCT of positive action, a universal, school-wide social-emotional and character development program*. Poster presented at the 11<sup>th</sup> Annual Scientific Meeting of the American Academy of Health Behavior, Hilton Head, SC.
- Flay, B. R., Snyder, F., Acock, A., Vuchinich, S., DuBois, D. L., **Silverthorn**, N., & Day, J. (2011, June). Effects of positive action, a school-wide social-emotional and character development program, on academic outcomes: Results from two cluster-randomized trials. In Elias, M. J. (Chair), *Breaking barriers to academic success: The role of social-emotional and character development in creating change*. Symposium presented at the 13<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Chicago, IL.
- Gaskins**, S. (2010, October). Cultural differences in informal family learning at a children's museum. Workshop presented at the Cultural Policy Center, NORC and Harris School of Public Policy Studies, University of Chicago, Chicago, IL.
- Gaskins**, S. (2010, November). Yucatec Maya children's development: a discussion of Gaskins' research. Invited guest lecturer for class in Cultural Developmental Psychology at UIUC, Champaign, IL.
- Gaskins**, S. (2011, April). Paying open attention: Watching and listening in order to learn. Presented in a symposium at the bi-annual meetings of the Society for Research in Child Development, Montreal, Canada.
- Gaskins**, S. (2011, May). The puzzle of attachment: Unscrambling maturational and cultural contributions to the development of early emotional bonds. *Rethinking*

- Attachment and Separation Cross-Culturally*. Presented at an invitation-only conference sponsored by the Society for Psychological Anthropology, Spokane, WA.
- Gaskins, S.** (2011, June). Children's pretend play as culturally organized activity. Invited speaker, Department of Developmental and Comparative Psychology, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.
- Gugwor, R., Viera, R., & **Ayman-Nolley, S.** (2011, June). *Variation in children's graphic portrayal of friendship across autism severity and mainstreaming*. Poster presentation at Jean Piaget Society 41<sup>st</sup> Annual Conference. Berkeley.
- Hollis-Sawyer, L.** (2010, August). *Older learners and their on-line needs*. Poster presented at the 2010 Florida Council on Aging Conference, Orlando, FL.
- Hollis-Sawyer, L.** (2011, March). *The psychology of on-line instruction for diverse "non-traditional" adult learners*. Paper presented at the 2011 International Journal of Arts and Sciences Conference, Orlando, FL
- Merchant, C.** (2010, November). Interpersonal theories and black adolescent psychopathology: Depression and suicidal ideation. Presented at the NEIU 1<sup>st</sup> Annual Faculty Research Symposium, Chicago, IL.
- Merchant, C.** (2011, March) Theories and issues in the diagnosis and classification of mental illness. Invited lecture at Northwestern University, Evanston, IL.
- Mollo, T., Giblin, N., **Ayman-Nolley, S.**, Sullivan, P., & McKernin, M. (2011, March). Artistic paths to peace. Panel presented at The Non-Violence Peace Conference, Chicago, IL.
- Murray, J. Jacobs, S. and **Church, R.B.** (2010, June). Gesture's effect on learning and explanations in a spatial task. Presented Jean Piaget conference, St. Louis. MO.
- Rueckert, L.** (2010, November). Gender differences in empathy vary with social context. Presented at NEIU 1<sup>st</sup> Annual Faculty Research Symposium, Chicago, IL.
- Silverthorn, N.**, Lewis, K. M., Bavarian, N., Flay, B. R., DuBois, D. L., Acock, A. C., & Vuchinich, S. (2011, June). The Impact of Positive Action on Youth Perceptions of Multiple Ecological Contexts. In Flay, B. F. (Chair), *A Randomized Trial of Positive Action, a Social-Emotional and Character Development Program, in Inner-City Schools*. Symposium presented at the 13<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Chicago, IL.

- Takahashi, M., & Kato, M.** (2010, June). *A comparison of psychosocial strengths between the WWII suicide pilots and non-veteran counterparts*. Poster, 52nd annual meeting of the Japan Socio-Gerontological Society Annual Conference, Nagoya, Japan.
- Takahashi, M.** (2011, January). Spirituality in southwestern Japan: A possible thread for longevity and quality of life. Invited conference presentation at the Global Business Forum 2011, University of Miami, Miami, FL.
- Takahashi, M.** (2011, march). *Developmental psychology without “psych” and “development”*. Paper presented at the Japanese Developmental Psychology Conference, Tokyo, Japan.
- Takahashi, M.** (2011, May). Last Kamikaze. An interactive session at Kyoto University, Kyoto, Japan.
- Takahashi, M.** (2011, June). Meanings of spirituality re-visited: A 10-year follow-up study among three generations in Japan. Workshop conducted at the 52<sup>nd</sup> annual meeting of the Japan Socio-gerontological Society Annual Conference, Tokyo, Japan.
- Tindale, R.S., **Dykema-Engblade, A.**, Martinez, R., Talbot, M., & Kluwe, K. (2011). Optimal distribution in groups. Paper presented in G. Stasser (moderator) *Cognition in and by groups*. Invited symposium presented at the Midwestern Psychological Association Annual Meeting, Chicago, IL.
- Tomizawa, K., & **Takahashi, M.** (2010, March). *Gerotranscendence as the 9th stage of life cycle*. Poster presented at the 21st annual conference of the Japanese Developmental Psychological Association, Kobe, Japan.
- Tomizawa, K., & **Takahashi, M.** (2010, June). *Longevity and spirituality in the Amami Archipelago*. Poster presented at the 52nd annual meeting of the Japan Socio-gerontological Society annual conference, Nagoya, Japan.
- Washlow-Kaufman, G. & **Takahashi, M.** (2010, November). *Retirement as an opening gate: Expectations and identity in the third age*. Poster presented at the 63rd annual meeting of the Gerontological Society of America, New Orleans, LA.

## 5. Funded grants

Alibali, M., **Church, R.B.**, Knuth, E., and Nathan, M.J. Co-principal Investigators, Northeastern Illinois University and University of Wisconsin, NSF Reese grant, How does visual scaffolding support students' mathematical learning?. NSF 08-585, 161202122, 1,000000 (continuing).

**Erber, M. W., Rueckert, L. R., & Dam, G.** (2011). A hybrid course model of peer-led learning for the social sciences. Resubmitted to National Science Foundation, TUES-Type 1 grant application.

**Rueckert, Linda.** An Office of Research Development to Foster Research, National Institutes of Health Extramural Associates Sponsored Research Infrastructure Program grant #1 G11 HDO49644-91A1, \$100,000 (continuing).

**Saszik, S and Puryear, TK** (2011) SCSE Summer Research Project Novel effects of folinic acid and folate supplementation on locomotor development in embryonic Zebrafish, *Danio rerio*. \$3,000.

## **6. Service**

**Ayman-Nolley, Saba,** Vice-President for communications for Jean Piaget Society

**Ayman-Nolley, Saba,** Co-organizer of the Art in Response to Violence Conference

**Farmer, A. David Jr.,** Presentation during NEIU and Loyola University Student Leader Training at Loyola University (May, 2011)

**Farmer, A. David Jr.,** Presentation on career day at Garfield Elementary School in Maywood, IL. *A day in the life of a psychologist*. (May, 2011)

**Gaskins, Suzanne,** Founder and Director, Chicago Cultural Organizations Research Network

**Hollis-Sawyer, Lisa,** Editorial Board: Annual Editions: Aging 07/08, 08/09, 09/10, 10/11, 11/12

**Hollis-Sawyer, Lisa,** Editorial Board: Taking Sides: Educational Psychology

**Takahashi, Masami,** American Psychological Association Division 20 Executive Board, Committee on International Relations Liaison

**Takahashi, Masami,** Institutional Review Board member for the Midwest Palliative Hospice Care Center

## **B. Student Achievements**

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

Ardila, V., Chamberland, H., & Dam, Gregory. (2011, April) Improving behavioral decision making through movement. Symposium conducted at the 30th Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC), Richmond, IN.

- Balsitis, S. M., Ilagan, R. L., Dzierzkowski, G. M., Suarez, A. K., Augustine, S. A., Cepeda, R., Haywood, K. K., Poyhonen, J. M., Erber, M., & Schuepfer, T. (2010, December). Applying psychology to the real world: School-based capstone service learning projects. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Balsitis, S. M., Ilagan, R. L., Erber, M., & Schuepfer, T. (2011, April). ESL: A retrospective study. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Bennett, C., & Ayman-Nolley, S. (2011, April). Verbal and nonverbal communication: Which tells the richer story? Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Bennet, C., & Ayman-Nolley, S. (2011, June). *Verbal and nonverbal communication: Which tells the richer story?* Poster presentation at Jean Piaget Society 41<sup>st</sup> Annual Conference. Berkeley, CA.
- Breunig, M., Mendez, J., Poyhonen, J., Ross, J., & Church, R. B. (2011, April). Lending a helping hand: The influence of gesture on math instruction in children. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Bukhari, R. S., Ogaldez, V., Erber, M., & Schuepfer, T. (2011, April). *Artists in community organizing*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Bukhari, R. S., Martinez, S., Peric, A., & Erber, M. (2010, December). Frequency of cherishing behaviors and attachments styles. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Burgo, I., Windsor, V., Cepeda, R., Kusnierz, C., Zalewska, K., Skowinwak, Y., & Erber, M. (2010, December). The effects of skin color on physical attractiveness and on the application of the physical attractiveness stereotype. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Cesar, E., Jelen, M., Ortiz, W., Otero, G., Woodham, L. A., & Saszik, S. (2011, April). *Psychologically motivated perception of scarcity as a factor in zebrafish decision making*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Chamberland, H. & Dam, G. (2010, December). *How do people's self-perception of risk affect their actual risk taking behavior?* Poster presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Chamberland, H., Hild, J., Randle, R., Rosati, R., Taibi, V., & Farmer, A. D. Jr. (2010, December). *Contributing factors for positive interpersonal relationships*. Poster



- presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Church, R.B., Alibali, M.W., Ayman-Nolley, S., Singer, M., Hanawalt, R., & Marella, N. (2011, April). *Does gesture enhance math learning across school contexts?* Paper presented at Society for Research in Child Development, Montreal, QC.
- Church, R. B., Jacobs, S., Ayman-Nolley, S., Bennett, C., & Murray, J. (2010, November). The effect of gesture on the recollection and retention of a legal closing argument. Presented at the NEIU 1<sup>st</sup> Annual Faculty Research Symposium, Chicago, IL.
- Cusack, C., Lingen, B., Khnanisho, N., Teske, D. & Church, R. B. (2011, April). *The effects of gesture on learning and imitation.* Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL..
- DeLonis, A., Krischke, B., Vanderverter, L., Washington, C., & Dykema-Engblade, A. (2010, December). Gender related languages influences perception of qualifications for job applicants. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Dennis, C., Dzierzkowski, G., Balsitis, S., Marcia, C., & Erber, M. (2010, December). Death and counter factual attitudes. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Duran, S., Suarez, A. K., Quiros, L. J., Weinstein, M. D., & Church, R. B. (2011, April). The effects of video game playing on learning. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Elliot, A. & Dykema-Engblade, A. (2010, December). *The perception of leadership as a function of gesturing in small interacting groups.* Poster presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Emmons, L. M., San Roman, L. G., Hale, R. R., Hernandez, D., & Church, R. B. (2011, April) Effects of instruction type on children's frustration level during learning. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Farmer, A. D. Jr., Abdul-Adil, J., Taylor-Crawford, K., & Gibson, L. (2011, May). *The Effectiveness of Family Therapy for Grandparents Raising Children with Disruptive Behavior Disorders.* Poster Presented at The Association for Psychological Science Annual Convention, Washington, DC.
- Feeley, S. M., Dykema-Engblade, A., & Over, K. (2011, April). Influence of the group setting on individual decision making processes. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.

- Gayton, A. K., Edmonds, M., Tomczyk, J., & Dykema-Engblade, A. (2010, December). How race influences helping behavior. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Gayton, A. K., Gallagher, D., Feeley, S., & Dykema-Engblade, A. (2011, April). *Influence of shared and unshared information on group decision making processes*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Gibson, L & Farmer, A. D. Jr. (2011, February). Correlates of Family Functioning and Behavior Problems in Children. Presented at The National McNair Scholars Conference, Denton, Texas.
- Gibson, L & Farmer, A. D. Jr. (2011, April). Correlates of Family Functioning and Behavior Problems in Children. Presented at the African American and Latino Research Forum, Chicago, IL.
- Grossfield, K., Lopez, E., Viera, R., Gugwor, R., & Erber, M. (2010, December). Mate choice copying displayed in human attraction. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Holcombe, D. A. & Church, R. B. (2011, April). *Temporal synchrony in gesture*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Jelen, M. & Rueckert, L. (2011, April). Compassion – the psychology of social emotion expressed in a work of art. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Jelen, M. & Rueckert, L. (2011, April). Discriminative processes involved in empathy. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Kaplan, A., Michalski, M., Bruzynska, N., Alvarez, G., & Erber, M. (2010, December). The effects of relationship duration on cherishing behaviors. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Kaczowka, A., Padilla, C., White, K., & Dykema-Engblade, A. (2010, December). Name tag versus no name tag: A study on compliance to authority. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Kusnierz, C. & Rueckert, L. (2011, April). Attractiveness and gender differences in jealousy. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.

- Lee, J. R., Ramos, G., Glass, M. K., & Church, R. B. (2011, April). How learning math effects self-esteem of children. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Negrillo, M. M., Louis, K. J., Dorenbos, D., Urbina, J. C. & Church, R. B. (2011, April). Lunch and learning. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Ostojic, A., Hanawalt, C. B., Martins, O. B., & Saszik, S. (2011, April). *Effects of caffeine and taurine in adult zebrafish*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Sacks, J., Maciuba, J., Mathis, C., Miller, S., Jamal, A., James, N., & Saszik, S. (2011, April). *Exposure to ethanol creates changes in the embryonic development of zebrafish*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Slavnic, B., Gallaghaer, D., Graff, K., Jurek, C., Kosmin, S., Ryan, D., & Saszik, S. (2011, April). *Effects of nicotine on zebrafish offspring development*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium, Chicago, IL.
- Sytnewski, M. & Rueckert, L. (2010, December). Discriminative processes involved in empathy. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.
- Tulloch, V. A. & Farmer, A. D. Jr. (2011, April). *Relationship of parental involvement and stress on child's behavior and social competency*. Poster presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium.
- Viera, R. W., Gugwor, R., & Ayman-Nolley, S. (2011, April). Variation in children's graphic portrayal across autism severity and mainstreaming. Presented at the NEIU 19<sup>th</sup> Annual Student Research and Creative Activities Symposium.
- Windsor, V., Bukhari, R. S., Jurek, C. A., Montante, M., Santoyo, G., Colbert, R. L., Ortiz, W. R., Erber, M., & Schuepfer, T. (2010, December). Community-based research: Applied capstone research in the real world. Presented at the 6<sup>th</sup> Annual NEIU Fall Psychology Student Symposium, Chicago, IL.

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

- **Balsitis**, Susan; Accepted to MSW program at the University of Michigan
- **Dolecka**, Monica; Accepted to Argosy for the community counseling program

- **Feeley**, Stacey; Accepted into the Ph.D. in Clinical Psychology at Roosevelt University. She has been given 3000 (guaranteed) toward tuition and applied for an assistantship
- **Gibson**, Lynda; Accepted to IIT PhD program in clinical psychology
- **Howard**, Angela; Accepted to Elmhurst University Master of Arts in Industrial/Organizational Psychology
- **Jacobs**, Steve; Accepted into PhD program, Human Development, The University of Chicago and PhD Psychology program at the University of Wisconsin; attending The University of Chicago
- **Kuba**, Cheryl; Promoted to Executive Director of Professional Services – Chicagoland market for the LivHOME organization
- **Metler**, Joey; Accepted to UIC Jane Addams for a MSW
- **Miller**, Asaysha; Accepted to Erikson inst. Masters program in child development and psychology with a specialization in child life
- **Oalas**, Corina; Completing doctoral degree in aging and public policy at the University of Massachusetts
- **Padilla**, Cynthia; Accepted to Masters program at Northern Illinois in Educational Psychology
- **Randle**, Robyn; Accepted to California Institute of Integral Studies (CIIS) in Integral Counseling Psychology
- **Rodriguez**, Keshia; Accepted to Hudson Argosy MA program in Clinical Psychology
- **Viera**, Ramon; Accepted to The University of Chicago Masters program in Social Sciences
- **White** Kelsy; Accepted to Masters program at Rosalind Franklin and at Roosevelt University

### C. Alumni News

- **Alcock**, Tom; completed MA in clinical psychology and is pursuing a Psy D
- **Avila**, S. (2011) You're gay and it's ok: An LGBT adolescent focus group speaks to homonegativity and living in a heterosexually biased society. Conference presentation at the ACA, New Orleans, LA.
- **Calonge**, Lynda; Accepted to the MSW program at Loyola University

- **Diallo**, Aissatou; Accepted to Hunter College's MA program in Biopsychology/Neuroscience
- **Diallo**, Aissatou; in charge of a new Traumatic Brain Injury project between Hunter College and Harvard medical Center. Also working at the brain stimulation lab of Dr. Stanford. This lab applies TMS, EEG, and sometimes MRI to study the brain of schizophrenic patients. internship/volunteer at the psychiatric hospital of Columbia
- **Hosseinian**, Zahra; completed MA in Social Sciences form the University of Chicago and accepted into the PreMed program at Northwestern University
- **Murray**, Jayson; completed MA from the University of Chicago
- **Schlenbecker**, Darlene; Director, Institutional Effectiveness & Outcomes Assessment at Harper College

## GERONTOLOGY M.A.

### Assessment Report 2010-2011

Submitted by Lisa Hollis-Sawyer

The mission of the Gerontology Program at Northeastern Illinois University (NEIU) is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research and community service. The immediate purpose of the Program is to prepare gerontologists who will have the background necessary to be effective, ethical and concerned professionals. During the Fall 2010-Spring 2011 academic year, 17 new students were taking classes to begin the M.A. in Gerontology program, with approximately 71% program enrollees by end of Spring 2011. There are currently 10 new M. A. students (approximately 60% currently in the process of applying to the program; and 40% formally enrolled in program) registered to begin the program in Fall 2011. There are also four to five more prospective students so far who have indicated that they will be registering for and entering the gerontology program in Fall 2011. Thus, it is expected that the in-coming cohort will be between approximately 13 and 15 new gerontology students. With four recent graduations, the total program enrollment is approximately 51. The M. A. in Gerontology Program seeks to enable students to achieve an understanding of the physiological and psychological processes of aging across the life span and of the historical, spiritual, social, political, and physical contexts in which individual aging occurs. It also intends to stimulate thoughtful self-examination of the personal values the student brings to the study and practice of gerontology and those that underlie the most pressing issues related to aging in an aging society.

#### ***Assessment Dimensions and Broader Assessment Components***

This assessment plan of the M. A. in Gerontology Program is based on a model consisting of three core areas of focus (i.e., an “Administrative Core,” an “Educational Core,” and an “Application Core”). Each core area deals with a functional aspect of the

program. The *Administrative Core* deals with issues surrounding the maintenance of a well-run graduate program. The *Educational Core* is concerned with issues about the educational experiences of the students in the classroom. Finally, the *Application Core* pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and potentially different feedback emphases.

### ***Assessment Core Area Focuses***

#### *Administrative Core:*

- Is student selection system resulting in high-quality, motivated students?
- Is the program being maintained effectively?
- Is the program anticipating future needs of students and the field in its curriculum design?

#### *Educational Core:*

- Are students learning what is stated in the program goals?
- Is practicum/internship providing opportunities to apply knowledge/ skills?
- Are the faculty effectively presenting instructional material?

#### *Application Core:*

- Is the program curriculum emphasizing important areas and meeting goals for professional development?
- Are graduates of the program becoming productive gerontology-related professionals?

Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three broad assessment core areas are more specific program components to be assessed on an on-going basis, creating opportunities for feedback and improvement in each of the core areas. See Table 1 for these specific assessment components and associated documentation approaches. Information relevant to program processes and/or outcomes will be collected and analyzed by program faculty, the program coordinator, and the department Chair on a bi-annual basis. Further, reports on assessment results will be presented to NEIU administration.

A goals assessment plan was proposed, linking the M. A. in Gerontology program's learning outcomes to the Association for Gerontology in Higher Education's standards and principles (i.e., AGHE's (2008) *Standards and Guidelines for Gerontology Programs* and AGHE's (1993) *Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction*).

The educational goals of the program reflect these AGHE principles, adhering to the current professional guidelines of experts and educators in the field of gerontology (see Table 1).

### ***Assessment Plan and Results (2010-2011)***

*Development, Administration, and Analysis of Student and Faculty Self-assessment Survey (linked to AGHE and program goals)*

*Analysis results.* Responses to survey statements ranged from (1) "Somewhat Disagree"

to 4 “Strongly Agree” in reaction to both KNOWLEDGE OUTCOMES and SKILL OUTCOMES questions derived from AGHE goals for gerontological education programs:

A. KNOWLEDGE OUTCOMES Student Ratings on eight items (Summer 2010 – Spring 2011):

On average, students surveyed across four different gerontology courses “somewhat” to “strongly” agree that the AGHE-based goals of knowledge outcomes (e.g., “I better understand the ethical issues and values pertaining to aging.”) were achieved.

B. SKILL OUTCOMES Student Ratings on six items (Summer 2010 – Spring 2011):

On average, students surveyed across four different gerontology courses “somewhat” to “strongly” agreed that the AGHE-based goals of skill outcomes (e.g., “I am better able to apply concepts and theories used to study aging.”) were achieved.

Development, Administration, and Analysis of Entrance/Exit Examination Administration (linked to AGHE and program goals):

*Analysis Results.* During Fall 2010, the seventh cohort of program entrants (17) took the program exam to get a baseline of knowledge. An analysis of the multiple-choice exam yielded the following comparison between students entering and graduates exiting the program. As would be expected, students showed a level of knowledge prior to classroom education at a minimal level of proficiency (i.e., average score across students of 54%).

### ***Analysis of Student-derived Teaching Evaluations***

From Summer 2010 through Spring 2011, a statistical comparison of student evaluations of among both full- and part-time program faculty reveals comparable, if not above average, ratings in comparison to non-gerontological faculty in the NEIU psychology department (“norm” of teaching comparison due to department housed within) among the categories:

- Instructor effectiveness,
- Course content, and
- Course readings utility.

### ***Marketing Assessment Survey***

During Fall 2010 and Spring 2011, an analysis was conducted of comparable graduate gerontology programs in the Chicago area and surrounding suburbs. Specifically, the analysis focused on the breadth and depth of course offerings in the NEIU program versus other gerontology programs at other colleges or Universities. The NEIU program, being an interdisciplinary program, met if not exceeded course coverage across the following categories:

- *introductory gerontology*: 2 Core courses
- *biology of aging*: 1 Core course
- *ethics/public policy*: 2 Core courses, 1 Elective
- *research methodology/proposal writing*: 2 Core courses
- *sociological/cross-cultural gerontology*: 2 Electives

- *applied* (workforce, healthcare, clinical): 3 Electives
- *experiential learning*: 2 Core courses

### ***Development of Course Syllabi Content Analysis with Explicit Linkages to Multi-source Criteria***

This is an on-going process of explicit documentation of linkages in syllabus-specific matrices, with 97% of core courses in program completed in evaluation. Content analysis of completed matrices show acceptable levels of multiple-criteria approaches to evaluating student performance in class, as well as creating multiple sources of student performance feedback between instructor and student. Remaining course linkage documentation (core courses, elective courses) to be completed by Fall 2011.

### ***Applied Program Changes in Response to Assessment Feedback to Date***

*Curricular-level content revision in progress.* Based on multi-source feedback through the assessment process, a re-examination and change of curriculum content in the PSYC-AGED 402 *Developmental Processes in Later Life* graduate course was done to better prepare students for program thesis requirement and later work skills (i.e., linkage with content of PSYC-AGED 401 *Gerontology: An Overview* course to introduce students earlier in the program to the concept of developing a theoretical research proposal). Further, an on-going re-examination of course content in first year and beyond regarding research and knowledge skill building for both academic and career success (e.g., earlier emphasis on understanding how to understand and critically analyze published research) was conducted by gerontology program faculty, individually and during program meetings.

*Program sequencing and content revision.* During Summer 2010 through Spring 2011, there was an on-going re-organization of course sequencing and content linkages in program to better optimize student learning at the end of the program (i.e., better linkages of PSYC-AGED 401 and 402; better linkages of PSYC-AGED 408, PSYC-AGED 420, and PSYC-AGED 422 (thesis)). Further, a re-examination of elective course offerings to better reflect current training and research trends in field, through conference attendance and content sampling of relevant professional societies (e.g., Gerontological Society of America, National Association of Social Workers), is an on-going programmatic change process.

### **Summary**

To date, the program has improved its effectiveness in functioning and responsiveness to students' needs through this on-going reiterative assessment and feedback process. It is hoped that this will yield further improvements in the recruitment and retention of students toward the ultimate goal of graduating well-trained practitioners in the field of gerontology. Based on the feedback collected since 2004, the program is taking steps to create a broadened variety of academic options to both enhance the viability and academic rigor of the gerontology program at NEIU.



*Table 1. Broad Assessment Components Across Core Areas and Associated Documentation Approaches.*

<b>Assessment Component</b>	<b>Assessment Documentation</b>
<p>I. <i>FACULTY INVOLVEMENT</i>            a) Program faculty are involved in defining expected learning outcomes and student activities for achieving them</p>	<ol style="list-style-type: none"> <li>1) Gerontology Program Correspondence (e.g., memos)</li> <li>2) Faculty Form D's</li> </ol>
<p>b) Program faculty should be involved in defining outcomes and outcome-related activities for out-of-classroom experiences.</p>	<ol style="list-style-type: none"> <li>1) Student Practicum/Field Experience Papers</li> <li>2) Copies of Students' Theses</li> <li>3) Gerontology Program Correspondence (e.g., memos)</li> <li>4) Faculty-sponsored Student Presentations</li> <li>5) Faculty-sponsored Student Publications</li> </ol>
<p>c) Program faculty inform students of expected learning outcomes through class discussion and publication in course syllabi and other venues, as appropriate</p>	<ol style="list-style-type: none"> <li>1) Program Description from Academic Catalogue</li> <li><b>2) Program Student Handbook with Mission Statement</b></li> <li>3) Program Poster/Brochure</li> <li>4) Course syllabi</li> <li>5) Print out of Program Web Site</li> </ol>

Assessment Component	Assessment Documentation
<p>II. <i>PROGRAM GOALS</i></p> <p>a) Program goals are linked, as appropriate, to the University's goals and priorities</p>	<p>1) Program Description from Academic Catalogue</p> <p><b>2) Program Student Handbook with Mission Statement</b></p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p>
<p>b) Program goals reflect professional standards, as appropriate</p>	<p>1) Marketing Assessment Survey</p> <p>2) Self-assessment Survey (Student, Faculty)</p> <p>3) Advisory Committee (experts in aging field, alumni) Feedback Reports</p> <p>4) Course/content descriptions from other comparable degree programs</p>
<p>c) Goals are appropriate to the program level (undergraduate minor, graduate)</p>	<p>1) Program Description from Academic Catalogue</p> <p><b>2) Program Student Handbook with Mission Statement</b></p> <p>3) Program Poster/Brochure</p> <p>4) Course syllabi</p> <p>5) Print out of Gerontology Program Web Page</p> <p>6) Marketing Assessment Survey</p> <p>7) Self-assessment Survey (Student, Faculty)</p> <p>8) Advisory Committee (experts in aging field, alumni) Feedback Reports</p> <p>9) Course/content descriptions from other comparable degree programs</p>

Assessment Component	Assessment Documentation
<p>III. <i>LEARNING OUTCOMES</i>  a) Each learning outcome is linked to at least one program goal.</p>	<p>1) Program Description from Academic Catalogue</p> <p><b>2) Program Student Handbook with Mission Statement</b></p> <p>3) Program Poster/Brochure  4) Course syllabi  5) Print out of Gerontology Program Web Page</p>
<p>b) Each learning outcome is clearly specified and measurable.</p>	<p><u>Direct measures</u></p> <p>1) Course-based output:</p> <p style="padding-left: 40px;">A. Tests  B. Papers/projects  C. Oral Presentations</p> <p>2) Practicum/internship output:</p> <p style="padding-left: 40px;">A. Logs  B. Experiential Paper</p> <p>3) Practicum/internship Supervisor Ratings (Grade)</p> <p>4) Thesis output:</p> <p style="padding-left: 40px;">A. Thesis Paper/Oral Defense Presentation  B. Thesis Rating by Thesis Committee (Grade)</p> <p>5) Self-assessment Survey (Student, Faculty)  6) Entrance/Exit Exam Results (“Change” Score)</p> <p><u>Indirect measures</u></p> <p>7) Alumni Survey  8) Self-assessment Survey (Student, Faculty)  9) Advisory Committee feedback reports  10) Student-derived Teaching Evaluation Forms  11) Peer Teaching Evaluation Schedule of Class Visits</p>

Assessment Component	Assessment Documentation
<p>III. <i>LEARNING OUTCOMES</i>, ct'd  c) The program has developed a matrix showing the relationship between courses and program goals and outcomes.</p>	<p>Matrix table and text description of program goal linkages to program curricular content and process.</p>
<p><b>IV. ASSESSMENT/MEASUREMENT</b>  a) At least one valid measurement method is specified for each outcome.</p>	<p><u>Direct measures</u>  See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u>  See III. b) items 7-11 of this table</p>
<p>b) Assessment of learning outcomes includes both direct and indirect measures.</p>	<p><u>Direct measures</u>  See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u>  See III. b) items 7-11 of this table</p>
<p>c) The program has set up a structure to collect and analyze data about learning outcomes.</p>	<p>1) Gerontology Program Correspondence (e.g., memos)  2) Course syllabi's grading rubrics</p>
<p>d) Results of this assessment are available to appropriate constituents.</p>	<p>1) Yearly Assessment Reports to Dean  2) Correspondence (reports, memos) to Advisory Committee  3) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students</p>

<b>Assessment Component</b>	<b>Assessment Documentation</b>
<p>V. <i>FEEDBACK LOOP</i></p> <p>a) A feedback loop has been established that specifies when the assessment results will be reviewed, by whom, and for what purpose.</p>	<ol style="list-style-type: none"> <li>1) Yearly Assessment Reports to Dean</li> <li>2) Correspondence (reports, memos) to/from Advisory Committee</li> <li>3) Self-assessment Surveys (Student, Faculty): Forms and Process Instructions</li> <li>4) Student-derived Teaching Evaluation: Forms and Process Instructions</li> <li>5) Peer Teaching Evaluation: Schedule of Class Visits</li> </ol>
<p>b) Documentation and evidence supporting the establishment of the feedback loop is available – i.e., curricular proposals based on assessment results, request for funding to support change based on assessment results, etc., or new assessment methods.</p>	<ol style="list-style-type: none"> <li>1) Gerontology Program correspondence</li> <li>2) Advisory Committee's actions (meeting minutes, feedback reports)</li> <li>3) Presentations and/or publications of Gerontology Program assessment results</li> </ol>
<p>c) The assessment plan has been implemented and results are available for the past year, and/or for several years.</p>	<ol style="list-style-type: none"> <li>1) Yearly Assessment Reports to Dean</li> <li>2) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students</li> <li>3) Correspondence (reports, memos) to Advisory Committee</li> </ol>

# SOCIAL WORK

## **Annual Report 2010-2011**

### **Submitted by Jade Stanley**

#### **Executive Summary**

The Social Work Program continues to grow and develop and increase the presence of our faculty and students both on campus and in the community. Our students are active in the community through the work in the social work club- ASSW, service learning, yearlong internships and active work in agencies and organizations. The NEIU Social Work program received reaffirmation of its accreditation from the Council on Social Work Education (CSWE) through 2016. The CSWE sets standards that define competent preparation for social work education at the baccalaureate and masters levels and ensures that its member institutions meet them. The growth of our program is evident by looking at the numbers: fall 2007-225 students, fall 2008-264 students, fall 2009-286 and fall 2010- 344.

Our search for a new social work faculty for academic year 2011-2012 proved to be unsuccessful but we were given an opportunity to have a new search for 2011-2012. We are excited with the opportunity as we have several ongoing needs in meeting the requirements of our growing program. We anticipate searching for a new position in the area of social work practice as our senior faculty member, Jane Peller, will be retiring in spring 2012. However, we had two successful searches for our program, for academic year 2010-2011, with Dr. Jacqueline Anderson who holds a PhD from Loyola and will serve as the Director of Field Education, and Jin Kim, who will lead our policy curriculum. The Social Work Program continues to make outstanding contributions to teaching, research and service to the department, College of Arts and Sciences and to the university and larger community. We are proud to acknowledge the strong relationship we have developed with our colleagues at El Centro, providing an increased visibility in the community and an increase in the course offerings for our core social work courses. This has provided increased opportunities for our students to learn and work in the community. The Social Work Program continues to participate in many activities and programs initiated by Umoja. Several of the social work faculty and instructors participated in "Training the Trainer" at Manley High school; organized and sponsored a Leadership Boot Camp held at CCICS in Spring 2010; provided space at NEIU for the Umoja Upward Bound Program, and actively participated in their annual fund raising event. We continue to acknowledge and celebrate our colleague, Dr. Joseph Cytrynbaum in the various tasks we engage in on behalf of our students, the program, the university, the community and the social work profession

The NEIU Social Work Program successfully offered two online social work courses, Social Work with Families, and introduction to social work, developed and taught by

Professor Jane Peller in summer 2011. The Social Work Program continued 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 and Social Work Blog, with a focus on student success stories, scholarship information, program events and resources and to increase communication with our alumni/ae. We have a social work newsletter, highlighting our program activities, connecting with our current students and alumni.

The Baccalaureate of Arts degree in social work (BASW) is the only undergraduate major that educates students to be professional social workers. BSW graduates are prepared for immediate entry into direct human service professional positions in such settings as social welfare institutions, community service organizations, child welfare agencies, hospitals and nursing homes. The Social Work Program at NEIU is the only state-funded, freestanding social work program in the Chicago area and is acknowledged in the social work community as one of the main feeders for graduate schools of social work in the Chicago land area.

The Northeastern Illinois University undergraduate Social Work program combines liberal arts with professional social work foundation content to prepare graduates for direct service in the field of social services. In addition to the General Education requirements, the Council on Social Work Education (CSWE) mandates social work foundations content in the following areas:

- Human Behavior
- Social Welfare policy and services
- Populations at risk
- Research
- Social Work Practice
- Field Practicum in the final academic year of at least 400 hours (NEIU requires 512 hours)
- Social work values and ethics
- Human Diversity
- Social and Economic Justice

These specific content areas are addressed in the 14 core courses and two electives. To complete the degree requirements for the undergraduate degree the student must enroll in the field practicum where they are placed in an appropriate social work agency for 256 hours per term (approximately 16-20 hours per week). They are under supervision of a qualified agency-based social worker. The agency, agency supervisor, and student are monitored by a BSW faculty (Field coordinator) to insure that the educational outcomes are achieved. There were 97 students in field placements during this academic year, and appears to be 127 for the upcoming class of academic year 2011-2012. 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 BSW program at NEIU are well prepared for graduate school as they are required to take three (3) research courses to meet the requirements of our program, unlike other undergraduate programs which require only two.

In our recent Program Review for IRB, we found that 74% of our graduates go on to graduate study in social work or a related field.

### Social Work Program Goals

To produce students who are able to:

1. Use the Social Work knowledge base to make self-reflective, ethical decisions guided by the values and ethics of the professionals
2. Engage competent professions in generalist practice with sensitivity about how to modify one's self given the multifaceted nature of a person's context and cultural domains
3. Respond and actively seek to develop sustainable environments globally and locally that promote human rights and social justice
4. Focus on resiliency within and between individuals and systems to overcome risk and trauma
5. Continuously engage in the development of Core Professional Identity behaviors and skills to become competent leaders in the field.

### Social Work Activities 2010-2011

The Social Work Program has conducted a variety of activities to keep the program visible and viable:

1. We held our 5th "Back to School Rally" in the fall 2010, attracting 100 students who participated in various activities to orient them to the program, discuss resources and opportunities and have students share their talents and interests.
2. In the fall 2010, 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 97 students. The morning meeting was combined with field instructors and students and the afternoon focused on Ethics Training for students. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met.
4. In the spring 2011, the Social Work Program co-sponsored a "Social Work Month Program-Possibilities", with the social work club officers. We held a day program on the main campus and an evening program on the El Centro Campus. We had current students and alumni in attendance.
5. In Spring 2011, The Social Work Program faculty acknowledged 20 students in our new social work honors society, Alpha Phi Omega. held a reception for the honoree, their guests and family. This event was held in the Student Union with a cake reception.
6. Academic year 2010- 2011, The Social Work faculty held weekly faculty meetings throughout the academic year to work on the curriculum development for the upcoming Self-study and reaffirmation process. To that end the faculty re-conceptualized the program's mission, goals and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes.
7. Academic year 2010-2011, The Social Work program held monthly departmental meetings that included all part time and full time instructors. The focus of the meetings was for instructors to find a place to gain information regarding the program and students as well as gain support for the curriculum areas they are teaching in.



8. Academic year 2010- 2011, The Social Work Program utilizes a data base system that is used in addition 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 data base has been useful in helping our students move towards graduation and adhere to the time-to-graduation process. We offer sequential and concurrent course offerings, helping students to navigate our program within two and one half years.

8. In Spring 2011, The Social Work Faculty helped organize 78 students to attend lobby day February 2010, and supported the student social work club in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from NASW (National Association of Social Workers) for having one of the largest groups of students at the event.

9. In Spring 2011. The Social Work Program hosted a “Social Work Program” day at the movies to see Waiting for Superman, and had a dinner discussion following the viewing of the film.

10. In Spring 2011, 6 social work students presented their research findings from their social work study abroad program in Ghana, West Africa, at both the main campus and at the El Centro campus in April 2011. The students were well received and initiated lively discussion and dialogue, encouraging new students to consider this learning opportunity

11. In Spring 2011, 4 social work students presented their research projects based on their study abroad research, Ghana, West Africa, at the NEIU 18<sup>TH</sup> Annual Student Research Symposium.

12. Five of the faculty and instructors in the social work program participated as group facilitators for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2011.

### Curriculum Revision

In fall 2010, the policy curriculum was revised to include additional information on economics to reflect the CSWE requirement to infuse policy in the BASW program.

In fall 2010, the social work program collaborated with programs in Psychology, Sociology and Justice Studies to develop a new minor, CAST, Child Advocacy Studies and Training. We have had our first cohort complete the first four core courses in the academic year 2010-2011, with students continuing with a field practicum in fall 2011.

## **I. Assessment**

The faculty in the Social Work Program have historically integrated and made use of the ongoing process of curriculum assessment. However, after the last academic year 2010-2011, we have reviewed and revised our evaluation instruments to help us to incorporate multiple assessment measures with benchmarks to inform the Social Work Program of needed changes as well as to inform the Social Work Program of achievements. In general, during this academic year, the faculty methodically examined the key curriculum areas by: utilizing student and alumni curriculum assessment processes; meeting with the Social Work Advisory Board Committee once each semester, who have assisted us in revising and assessing the Program outcomes; using student and alumni focus groups and, subsequent surveys, to narrow in on the student perspective;

continuous self-study meetings used for re-envisioning and curriculum modification in order to better achieve the desired learning outcomes of each course and in turn the Program outcomes.

The social work program administered a pre survey to all students in the introduction to social work course in fall and an exit survey to all students in their field practicum courses in spring, to determine the impact of the social work program on their learning. This survey was administered through Survey Gold, and will be analyzed by our research and policy curriculum specialists.

Assessment begins with the admission to the Program. Our Social Work Database indicated that 300 student met with the Program Director during this academic year, and assessed the student's academic standing, written and verbal communication skills as well as motivation and readiness to enter the Social Work Program. This process was done during an interview where the Program Director assisted the student in completing the major declaration form, the application for entry into the program and a review of previous courses completed in the areas of general education and liberal arts. Additionally, the student and Program Director talked about the student's motivation for becoming a social work major and the previous work and or volunteer experiences they have had. All students entering our social work program are required to engage in 50 hours of volunteer work prior to entering the social work practice/human behavior sequence and were directed to various community based agencies to complete this requirement. This is yet another example of how we have altered our Program through the use of continuous assessment. In recent years, through the entrance process and tracking through the Social Work database, we discovered that our student population was getting younger and coming into the Program with less or more than likely no social service experience.

Each required course in the major has established learning outcomes and at the end of each semester several instruments are given to each student to complete. They include: student evaluation of the course, student evaluation of the course in meeting the Program objectives and instructor evaluation. The Social Work Program is working with CTL to move to all course and instructors evaluations to be electronic by fall 2011.

During both fall and spring semester 2010-2011, assigned faculty member summarized and analyzed the data of the various instruments for each course and provided a report to the faculty on the outcomes that have been attained per students' assessment as well as those which have not been attained completely or not at all. This provides faculty with information to assist in revising and strengthening the structure of each course in order to attain the stated objectives. The report also stimulates discussion on student learning styles and teaching approaches that might better their learning styles. The report was made available to faculty at the beginning of the fall term and reflects the previous semester's performance.

Faculty responsible for each of the foundation areas describes the ways in which they design instruction, course content and activities to achieve the respective course outcomes. The faculty then assessed the congruence between the approach and the

expected outcomes taking into consideration student perspectives regarding how well they have achieved the course outcomes. Based on this discussion, suggestions for changes were made to modify or reinforce the teaching/learning process.

Prefield assessment, known as PIDS (Professional Identity Development Survey-in appendix A) takes place in the spring term of each year for all those students enrolled in the Human Behavior/Practice II curriculum and are scheduled to enter the field practicum the following fall term. A qualitative and narrative assessment of the student performance in the competency areas of the Program was completed for each students utilizing SurveyGold and housed on the NEIU Portal in our secure social work faculty group. This was accomplished through the contribution of each faculty member who knows the student and takes place in a series of meetings. Each student (68 students incoming to the field experience\_ also completed an assessment of themselves based on the same categories. The PIDS are utilized in the placement process of students to better match students with Field Instructors and type of learning environment in the field. The competencies addressed include the following: cognitive/intellectual development, written and verbal communication skills as well as professional development skills. These include professional knowledge, social work practice skills, and appropriate demonstration of social work professional values and skills. Student's strengths and areas needing improvement are identified and warnings are also identified for the student to address.

Assessment continues in the Field Practicum utilizing the above competencies as a basis for evaluation. In the spring term of the senior year, students complete a portfolio describing and illustrating how they have met the competencies identified above. The post field assessment is a qualitative narrative description completed for each student by the Field Coordinator or Field Liaison, who has completed the field practicum. It consists of a description of how students have developed skills over the course of their social work education and presents the level of performance within each of the competency areas.

- Faculty will analyze the data from the Program Outcome Instrument and make suggestions on the findings and the need to secure a more reliable instrument
- Faculty will analyze data from the Foundation Practice Self Efficacy Survey (FPSE)
- Faculty will analyze data from Alumni Survey
- Faculty will review the internship program in terms of staffing and task assignments and make it more responsive to the growth in the program
- Faculty will review the issue of what is the most appropriate faculty for field leadership (instructor or tenure-track) as it relates to CSWE standards
- Faculty evaluations, course evaluations, and program evaluations will all be conducted on line using Survey Gold or Survey Monkey
- All students will be evaluated through PIDS beginning in their first semester of the program in the introduction to Social Work Course and then again at the end of the completed Social Work Program. Each student is also required to complete the PIDS which has been done on Blackboard using Survey Gold

- Most recently, the social work program conducted two surveys, 1) Should there be a MSW program at NEIU- with an overwhelming positive response requesting that NEIU offer a MSW program; 2) a survey to obtain information on the interests of social work majors and minors in a new minor- Child Advocacy- there was a 40% yes and 60% no response from students and 3) Alumni Survey to obtain information regarding the impact of the social work program on the student's educational and professional goals. The results of the survey indicate an "overall satisfaction" with the NEIU Social Work Program. The survey is included below

## **B. Program Plan**

The above annual plans are consistent with the following long term goals. These goals were developed in response to the strategic priorities of Northeastern Illinois University.

Goal 1: Recruit and retain a diverse student body

- Strengthen our Social Work Program presence at Caruthers Center for Inner City Studies.
  1. Continue to offer all core courses at CCICS
  2. Continue to coordinate with Lance Williams in terms of hiring and course offerings
- Increase recruitment initiatives with the Black Social Work and Latino Social Work Organizations
- Explore ways to market the Social Work Program as the only accredited public undergraduate program within Chicago land area
  1. Continue to work with Mark Rogers, Program Director and Felecia Townsend, recruiter, Dominican University School of Social Work
  2. Explore offering courses at County of Lake County for site for learning for social work students
    - Strengthen relationship with Community College advisors, follow up to initial letters sent out to area colleges
    - Utilize relationships established at Community Colleges particularly Truman, Wright, Harper and Lake Country.
  3. Explore opportunities to offer off site social work course offerings at community-based agencies such as El Valor and Instituto. We have been approached by these agencies as potential sites for learning for community members who are interested in pursuing their higher educational goals at NEIU.
  4. Strengthen advisement procedures to track social work majors
    - Increase tracking of social work majors who are "inactive"
    - send letters to inactive majors
    - utilize the social work data base by all faculty
    - attend open house by all faculty at all campuses
    - work with publicity office

Goal 2: Foster a student/learner community

5. Continue to support the activities of the Association of Student Social Workers (ASSW) and their efforts to becoming more involved in community and professional related activities (such as participating with a faculty in Springfield in the National Association of Social Workers “Lobby Day”, Statewide NASW conferences and local chapter events)
6. Strengthen student involvement in program development- through the position of student liaison. The student liaison attends faculty meetings, as well as serves as a liaison between the Social Work Program and the NASW-Illinois Chapter.
7. Continue to support a Social Work Honors Society-Phi Alpha Honor Society
8. Continue to develop faculty/student research projects
9. Continue to have senior Social Work students and faculty engage in an ending ritual upon completion of the Social Work Program
10. Continue to have fall Field Supervisor meeting with field instructors and students
11. Continue to develop and implement Social Work Mentoring Program
12. Continue to mentor McNair Scholars
13. Continue to host Fall back to school rally for social work students
14. Continue to host spring social work month program

Goal 3: Foster the use of information technology and learning resources

- All faculty will utilize the Social Work Data base for advisement, and other related duties
- All faculty will utilize Blackboard and NEIUport as well as other information technology instructional resources.
- All faculty will be trained on the use of Survey Gold or other software for course, faculty and program evaluation
- Develop an integrated Assessment Plan between Program Goals, Course Objectives, Student Competencies and Faculty Evaluations.
- All social work courses will have online course and instructor evaluations beginning with social work 200: Introduction to Social Work.
- The introduction to social work course and the social work with families course will be offered as both hybrid and online beginning fall 2011

Goal 4: International Study

- Involve all faculty in curriculum review of core social work courses in order to incorporate international content across the curriculum. (This activity was begun in September 2006.)
- Continue to offer study abroad programs in Ghana, West Africa to study Social Development initiatives
- Continue to offer study abroad program in Jamaica to study community development initiatives (this is an going project of 8 years)
- Continue to offer study abroad program in Guanajuato Mexico to study community development initiatives (this is an on-going project of 3 year)

- Continue to explore student/faculty exchanges at the University of Kwazulu Natal, South Africa and Moneague College, Jamaica West Indies
- Continue to be involved in African Summer Institute at NEIU as well as other social work faculty research initiatives abroad such as Ghana
- Plan two study abroad programs each academic year to previous or new initiatives
- Continue to participate in the National Association of Social Work Chicago Chapter International Network Committee and the Chicago Sister City Programs
- Continue to strengthen relationship with University of Guanajuato, Guanajuato Mexico.

Goal 5: Collaborate with external constituents

- Ongoing exploration with community social service agencies to provide quality internships for students.
- Collaboration with the Black Social Workers and Latino Social Workers Organizations
- Ongoing collaborations with Alumni to increase their participation in the program- utilizing the Social Work Month Program, in class alumni panels, invitation to study abroad program and other opportunities to engage them in the program
- Explore off site social work program at CLC (Center at Lake County)
- Implement Articulation Agreement with Dominican University and continue discussion with UIC.
- Continue to collaborate with Northern Illinois University for annual conference
- Continue to work with Enlace, Project Success, Project Palyente, to help recruit and retain under represented groups

Program Plan Requirements/Projected Needs

- A tenure track faculty member will be requested for the academic year 2011-2012 to meet student to faculty ratio
- Office Space: faculty are all located near one another, helping to build a cohesive energy. Should we receive a new hire, we would be in need of an office for our new hire in fall 2011. It would be optimal to have a conference room for our social work program, providing a place to have meetings and a place for faculty to come together to work on mutual projects.
- Secretarial and Student Help: The Social Work Program has a new a full time professional secretary that is dedicated to the Social Work Program to help build and grow the programs potential for meeting an increasing demand for an undergraduate social work degree. The Social Work Program is growing and is in need of additional student help to assist in statistical analysis of program assessment as the new mandated from CSWE require a yearly report on program assessment
- Other needs: Our department needs additional resources in helping us meet the demand of our growing program. Some of the items, which would be helpful, would be to: hire a graduate student to assist with statistical analysis of our

program assessment instruments; additional money for travel to professional conferences for new faculty member.

### **III. Accomplishments**

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

##### **1. Books**

Ngwe, Job. *Social Work Research Practicum II: A User-Friendly Data Analysis and Statistics Handbook*, 2<sup>nd</sup> edition, 2010

##### **2. Book chapters and journal articles**

Gaytán, F.X. book chapter published in a volume titled “Helping Young Refugees and Immigrants Succeed,” published by Palgrave MacMillan in 2010. The chapter title is, “Schooling Pathways of Newcomer Immigrant Youth”.

Suárez-Orozco, C., Gaytán, F. X., Bang, H. J., Pakes, J., O’Connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, 46, 602–618.

Gaytán, Francisco X. “Latina and Latino Children’s Mental Health.” This article was titled, “Social-Emotional Challenges for Newcomer Latino Youth in Educational Settings.” Praeger. April 2011

Peller, Jane. In Cathy Cheal, John Coughlin, and Shaun Moore, co-editors of *Transformation in Teaching: Social Media Strategies in Higher Education*, called "Chatting in the Classroom" with 2 students: Kathryn Beebe and Gerardo Morales

Stanley, Jade, Sanborn, Kim and Vidal-Rodriquez, Angela. IN *Worldwide Forum on Education and Culture “INTELLECTUAL AND LEADERSHIP DEVELOPMENT OF MCNAIR SCHOLARS”* Cambridge Scholars Publishing. Spring 2011.

##### **3. Conferences, Presentations**

Dancea, Marius. Integrating Individual Developmental Accounts and Microenterprise Programs to reach the most in need. *Latino Scholar Series*. March 18, 2011

Dancea, Marius. Integrating Individual Developmental Accounts and Microenterprise Programs to reach the most in need in Latino communities. *Latino Social Work Organization 2011 Conference*-April 8, 2011

Gaytán, Francisco X. Panel presentation-Latino Social Work Organization Conference, a national professional conference focusing on Latino issues in social work.

Gaytán, Francisco X. presented a workshop at the 2010 Latino Social Work Organization conference. “Supporting the Education of Mexican and Latino Immigrant Youth through Culturally Competent Socio-Emotional Support in the Schools.”

Gaytán, Francisco X. Plenary talk at the American Council of School Social Work National Summit. The talk was titled “Creating a National Agenda for School Social Work.”

Kim, Jin. invited presentation entitled, “Poverty, Dependency, and the Earnings Disregard: Implications for the Supplemental Security Income Program.” March 22, 2011.

Peller, Jane. Lectora Conference 2010, 'Creating Skill Development Through Interactivity". Cincinnati, Ohio April 27, 2010.

Peller, Jane. Annual Lectora Conference presented "Build it and they will come" Faculty Summer Institute (FSI) May 18th

Peller, Jane. & Velez, Angela. 7th Annual Conference on Distance Teaching & Learning, August 2011 “No professor left behind: Transforming the hesitant campus' [also accepted to be as virtual presentation]

Resto-Gallardo, Angel. The International Society for the Social Studies Annual Conference. “Economic Content Standards in Social Studies Curriculum and its Impact on Entrepreneurship” Orlando, FL, USA :February 24-25, 2011

Stanley, Jade; Sanborn, Kim. ICERI Educational Conference 2010. “The contribution of the McNair Scholars Program to Participants’ Intellectual Development” (virtual) Madrid Spain.

Stanley, Jade; Sanborn, Kim. MOEAPP Educational Conference 2010. “The contribution of the McNair Scholars Program to Participants’ Intellectual Development” Illinois.

Stanley, Jade, & Sanborn, Kim. Northeastern Illinois university first annual faculty research symposium. “ Intellectual and Leadership Development of McNair Scholars:.” November 12, 2010

#### **4. Service**

Anderson, Jacqueline. Deborah’s Place Clinical Services Officer; supervise interns and provide clinical training to staff on how to work with women who are homeless and have disabilities (community)

Anderson, Jacqueline. Midwest Harm Reduction Institute; Presented on how to work with women in homeless services.



Auman, Susan. Clinical Interviewer, the Institute for Juvenile Research/Department of Psychiatry/School of Public Health

Dancea, Marius. Group facilitator for career and leadership training for high school students through Umoja, a non-profit that helps students in Chicago Public Schools held at CCICS, February 2010.

Gaytán, Francisco X. group facilitator in career and leadership training for high school students through Umoja, a non-profit that helps students in Manley High School, Chicago Public Schools. Fall 2010.

Gaytán, Francisco X. presented college workshops for students and parents at Benito Juarez High School in Chicago and Winston Middle School in Palatine. Fall 2010

Kim, Jin. served on the KACS board of directors.

Kim, Jin. group facilitator in career and leadership training for high school students through Umoja, a non-profit that helps students in Manley High School, Chicago Public Schools, fall 2010

Leon, Rafael. ALMA Organization facilitated support groups and provided short-term support to Latino Gay men, bisexual men, and LGBTQ population. Fall 2009

Ngwe, Job. Co-Led two week study abroad program to Ghana West Africa, December 2010, 7 students with professors, Dr. Jade Stanley

Ngwe, Job. Developed and implements an African Summer Institute for CPS teachers, summer 2011

Ortiz, Luis. Participant and organizer. Day of the Dead contest held at El Centro, Fall 2010.

Peller, Jane. Website Advisory board Allyn/Bacon Publisher

Peller, Jane. Development of My Kit---an interactive website for Allyn/Bacon publisher for the text Direct Generalist Practice

Peller, Jane. Pearson Press, member: Social Work Advisory Board. Reviewed websites, contributed to development of their new series of social work textbooks

Peller, Jane. Continued relationship with managed care health providers and private practice

Stanley, Jade. Serves on Prohealth Advocates board of directors.

Stanley, Jade. Group facilitator in career and leadership training for high school students through Umoja, a non-profit that helps students in Manley High School, Chicago Public Schools.

Stanley, Jade. Co-Led two week study abroad program to Ghana West Africa, December 2010, 7 students with professors, Dr. Job Ngwe

Zefran, Joseph. President of Joyful Spirits Consulting, Grants Manager for Seguin Service

## **B. Student Achievements**

The Social Work Program continues to grow and the number of social work students is at 344 majors and 120 minors as of Spring 2011. This is a growth of 3% 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 23 student graduates in fall 2010 and 54 student graduates in spring 2011. Students continue to demonstrate strong scholarship and leadership qualities and have been awarded various honors and scholarships. There were 32 students on the Dean's list in spring 2010, we honored 13 students in the Social Work Honors Program.

### **1. Conferences**

Kaitlyn Beebe and Gerardo Morales  
Presentation at NEIU 19<sup>th</sup> Annual Student Research Symposium : Chatting in the Classroom.

LeVita Davis and Charlene Mabins  
Presentation at NEIU 19<sup>th</sup> Annual Student Research Symposium : At Youth Risk in Rogers Park- Services and Response

### **2. Graduate School**

There are 74 students who graduated from our accredited social work program, May 2010, of which 26 have been accepted in graduate schools of Social Work. Several of our students are attending MSW programs outside of Illinois.

Accepted for MSW Programs- fall 2011

Yolanda Ortiz- UIC- Jane Addams  
Stephanie Incandela- UIC  
Liz Reed -UIC  
Keri Jappell- UIC  
Julie Minor- UIC

Lucy E. Okay- UIC  
Trisha Anderson, UIC  
Mindy Taylor, UIC

Deborah Cihak- Columbia NYC,

Timothy Heiney - San Diego State University,

Nicole Rosene- Dominican University,  
Courtney Firak - Dominican University,  
Veronica Martinez- Dominican University  
Andrea Baines- Dominican University  
Blanca Lopez- Dominican University  
Edalia Fernandez- Dominican University  
William Donis III- Dominican University  
Heidi Schreck- Dominican University  
Elias Bravo Dominican University  
Jesus Rubio Dominican University  
Phyllis Prude Dominican University  
Brenda Flores Dominican University  
Aiden Cassidy Dominican University  
Alisha Watson Dominican University  
Ximena Gimez Dominican University

Jessica Ornelas, University of Chicago SSA March 2012.

Alisha Warren- Peace Corps

Chicago State University: received their MSW spring 2011

- Husick, George
- Ware, Marqarette

Dominican: received their MSW spring 2011

- Balsitis, Susan
- Bingham, Autumn
- Gillespie, Chandra
- Glickman, Melissa
- Martinez, Lilianna
- McLauren, Linda
- Qunitana, Maria
- Ruiz, Michelle
- Shteyn, Tammie
- Vasquez, Melinda
- Velasquez, Elvia
- Young, Yvette

UIC: received their MSW spring 2011

- Cooper, Larry
- Cordero, Yvonne
- Echeverria, M. Paul
- Fajardo, Heidi
- Grobarcik, Deanna
- Hauman, Michael
- Hill, Tanya
- Kroening, Kathleen
- Mabins, Charlene
- Mendoza, Jacqueline
- Morales, Gerardo
- Schiessl, Samantha
- Smaha, Darrin
- Villazana, Judith
- Washington, Darrick

#### McNair Scholars

The Social Work Program identified 6 students that were accepted for the program for upcoming academic year:

Gregory Jackson  
 Shenice Reid  
 Jeremy Carter  
 Daniel Olavarria  
 Perla Lopez  
 Kelly Webb

Presidential Scholarship  
 Selena Thomas

NEIU Peer Mentors  
 Selena Thomas

Scholarships  
 Andrea Baines, Graduate Scholarship, Dominican University

Dean's List  
 The Social Work Program is excited to have 74 students on the Dean's List, spring 2010.

### **3. Alumni News**

Mr. Keith Green has completed his MSW from University of Wisconsin-Madison and is now working for the Illinois Aids Foundation, is currently seeking his PhD and taught in our social work program in 2010-2011.

# SOCIOLOGY

## **Annual Report 2010-2011**

### **Submitted by Susan Stall**

#### **Executive Summary**

Sociology faculty and students were very productive over the past academic year and our Sociology Department continues to thrive. Our students are active on campus and throughout Chicago through their club involvements, service-learning work, internships, and political activism. Moreover, the Sociology Department continues to demonstrate our commitment to work with and serve multiple programs at NEIU. African & African American Studies, Latino & Latin American Studies and the Women's Studies Programs are housed within our Department and we work in close collaboration with these 3 programs. It is noteworthy that all but one of our sociology tenured/tenure track and full-time instructors are affiliated with and/or teach a cross-listed course in one or more of the interdisciplinary programs. Moreover, WSP faculty, Laurie Fuller, taught one of our Sociology courses (cross-listed in WSP) this past spring, and one of our faculty, Christina Gomez, will be the new Coordinator of the LLAS program this fall, 2011. 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 3 General Education classes each semester, and up to 13 sections of General Education sections per semester. In the fall 2010, 33% of our courses offered were General Education courses, while in the spring, 2011, 27% of our courses were General Education offerings.

One of our faculty, Michael Armato, continues to work with the Interdisciplinary Studies Major (formerly Board of Governors), and Andreas Savos Kourvetaris served as Secretary on the Global Studies Task Force. The presence of our faculty is felt not only on our main campus, but also at the El Centro, Carruther's Center for Inner City Studies, and Lake County campuses, in the larger community, and in their varied activist and professional engagements.

A major contribution of our department and Sociology Club to the larger NEIU community this past year has been the exciting speakers and panels and conference we organized for our campus. For example, in the fall, NEIU faculty and students attended the riveting addresses by anti-police torture activists Darrel Cannon and Joey Mogul about the campaign against racist torture committed by former Chicago Police Commander Jon Burge. In addition to the Sociology Department, these two talks were co-sponsored by the Sociology and Justice Studies Clubs, and AFAM, the Justice Studies Department, and the WSP. We also worked closely with Political Science and numerous

other departments on campus to bring *Show Me the Franklins!* to NEIU this March, and were proactive in involving sociology classes as audience members.

The highlight of the year was the widespread campus and community participation in the conference events connected with: *Experience the World in Albany Park—Globalization in our Backyard* in the spring semester. From March, 2010 through April, 2011, Susan Stall and Andreas Savos Kourvetaris were co-coordinators of a unique year-long conference planning process developed between scholars at NEIU and North Park University (NPU). They worked in partnership with urban leaders, professionals, activists, and other scholars working, and often living, in one Chicago neighborhood—Albany Park. The conference, entitled, *Experience the World in Albany Park—Globalization in Our Backyard*, was inspired by the hypothesis that the concept of “globalization” might be better understood—or understood in new ways—through an examination of how the globalization process is actually experienced on the ground. The major goals of this conference project were to:

- Stimulate public discussions about possible meanings of the concept of “globalization”—asking: What does globalization on the ground in one diverse urban community look like?
- Create new university partnerships with specific individuals in community-based organizations and institutions in Albany Park, and build upon and strengthen existing or past collaborative ventures between the university and the community.
- Utilize Albany Park to augment students’ service-learning and internship placements in Albany Park and also ignite new participatory research opportunities.

The conference themes, panels and workshops were developed through a qualitative data gathering process in which key grassroots community developers and service providers identified community issues that they concurred needed to be addressed. Also, identified by community activists were numerous accomplishments they believed essential to highlight in order to counter stereotypes of their neighborhood as a blighted, crime-ridden location. The organizers wanted the conference events to be—first and foremost—of real value for members of the community. The conference was neither limited by time or location, since conference-related events occurred over a six month period (November, 2010—April, 2011). And while most events took place at the two universities, some were held in strategic locations within the neighborhood (e.g. at non-profits, school sites, etc.). Conference events included the “expertise” of service-providers, urban planners, community organizers, researchers, clients and residents. The arts, a public installation, and the creation of four topical videos were also integral to this conference project

In order to get real buy-in from the community for this conference and to augment community engagement 15 individuals, 10 representing key community-based organizations in Albany Park, 1 representative from North Park University—who represented and negotiated the partnership between NEIU and NPU, and 4 individuals from NEIU who represented diverse constituencies on campus, were invited to become part of a working Conference Advisory Board. In the end we identified 7 major themes threaded throughout the conference’s 40 sessions:

*Immigration & Cultural Diversity in a Changing Albany Park*  
*Global Competition, Work, & Social Justice*  
*Environment, Waterways, & Common Causes*  
*Holistic Community Health & Interventions*  
*Cultural Geography, Planning, & the Politics of Mapping*  
*Cultivating Civic Hospitality: Responses & Challenges*  
*Performing Arts & the Media in Our Backyard*

The results of the conference, *Experience the World in Albany Park—Globalization in Our Backyard*, are still being analyzed, but there are some obvious markers of success. Because of the preliminary research conducted by Stall and Kourvetaris, and the hands-on involvement of a dynamic Conference Advisory Board, the conference sessions and the over 70 community activists' presentations mirrored the issues experienced and the initiatives spearheaded by Albany Park community actors and groups. At NEIU, conference events involved representatives from NEIU's 3 colleges, 2 of our NEIU campuses, and 21 departments and programs in partnership with the organizational actors from Albany Park. Approximately 1700 Albany Park residents and organizational activists, and NEIU and NPU faculty, administrators, students and staff attended the conference sessions. Many of these sessions highlighted academy-community partnerships or the potential for such partnerships, and attendees were exposed to local professional leaders in education, the social services, urban planning and health, business and economic development, and in the arts.

Moreover, throughout the spring semester, 2011, numerous NEIU faculty linked with the conference by assigning course-related research projects in Albany Park, taking students on field trips to Albany Park-based organizations, and hosting organizational actors and professional experts from the Albany Park community in their classes. As two examples, Sociology instructor, Barbara Sherry, both assigned Albany Park advocacy-related research in her Social Demography course, but also moderated and helped organize a conference course-related session entitled: "Remapping Albany Park—What Can We Learn?" Also, an avid supporter of engaged scholarship, Communication, Media & Theatre Associate Professor, Cyndi Moran, worked with her Introductory Video Production students throughout the spring semester to produce 4 original short videos on various themes related to Albany Park concerns. These videos, first showcased at the conference, were shown at the Albany Park Arts Festival in June, 2011, and will soon be available on our website for use by Albany Park groups and for classroom applications.

More recently, NEIU has signed on to become a paying lead partner with one of the key Albany Park community-based organizations, the North River Commission. And for the first time the new faculty orientation at NEIU will include a CBO-led neighborhood tour of Albany Park this August. Finally, the Community-University Advisory Board, created for the conference planning, will reconvene this fall to discuss "next steps." For more information visit our website: [neiu.edu/~sociology/confIndex](http://neiu.edu/~sociology/confIndex)

Also, throughout the fall and spring semesters, Susan Stall and Barbara Sherry continued to serve as co-chairs of the university-wide Applied Learning and Engaged Learning Scholarship Committee (ALES). Through their leadership and the work of the larger committee, ALES organized a workshop in the second semester and developed and distributed an “Engaged Learning Survey” to all faculty, administrators and staff at NEIU. There was a 25% response to this survey, and the results are currently being analyzed.

Sociology students and faculty also attended and presented at numerous professional organizational conferences. One of our Sociology majors, Jody Ahlm, presented a scholarly paper at the Illinois Sociological Society meetings in the fall and received a 2<sup>nd</sup> Place Award for this paper. Our department was once again well represented at this spring’s Midwest Sociological Society (MSS) Conference held in St Louis Missouri. Five of our Sociology majors: Nicole Maldonado, Milica Zvikovic, Kristopher Mika, Ronnie Saravia, and Bilal Hussain received full funding to attend the conference, and eight of our faculty: Michael Armato, Brett Stockdill, Andreas Savas Kourvetaris, Susan Stall, Georgiann Davis, Catherine Siebel, Sonia Oliva, and Jerome Hendricks presented at the MSS. Moreover, two of these faculty: Jerome Hendricks and Georgiann Davis, were winners in the MSS Graduate Student Paper Competition.

Our course section offerings have remained robust with 43 sections of Sociology offered in the fall 2010 and 41 sections offered in the spring 2011 (this remains close to the average of 43 sections offered over the past 5 years). Sociology General Education courses and other elective offerings were available at both the El Centro and CCICS satellite campuses and in the Weekend Institute. We also continued to fulfill our agreement to offer one course per semester at the Lake County campus to accommodate students who wish to complete a Minor in Sociology. Moreover, we are proud of our continued involvement in the development of a new interdisciplinary Child Advocacy Studies Minor (CAST). Susan Stall and Shelly Bannister, from Justice Studies, received the initial training for this minor at Winona State University in July, 2009, and since August, 2009, representatives from Sociology, Justice Studies, Psychology, Social Work and Interdisciplinary Studies have been meeting regularly to lay the groundwork for this minor. This work continues, and the three courses required for the minor were offered in 2010-2011 academic year. The fourth CAST required course, the internship and seminar, will be offered this fall, 2011. through our Sociology Department. And several of our Sociology courses serve as electives in this minor.

During the 2009-2010 academic year, the department experienced an increase in our number of majors from 153 in fall, 2009 to 167 majors in fall, 2010. And we continue to have, by far, the largest number of minors, 140, in the College of Arts and Sciences. Also, we continued to confer a notable number of degrees in sociology, 35 in 2010-2011.

Our Sociology faculty are actively involved in research, presentation of research papers, reviewing articles, publishing articles in books, peer reviewed journals, and in grant writing. Instructor, Lucius Black, continued to administer the third year of a three year \$150,000 United Way grant award for Chicago Area Project (CAP) to support Financial Stability for Near West Side community residents. The agency offers: financial literacy,



employment, income support, and savings and assets for the target population. Andreas Kourvetaris was awarded a \$5000.00 Immigration Research Grant from NEIU's Office of Academic Affairs. (February 19, 2011). "Black Women in History." Keynote Speaker for Black History Month Celebration at St. Andrew's Pentecostal Church, Evanston, IL.

## **I. Assessment Activities**

The Sociology Department views assessment as an ongoing activity. Both our General Education and our curriculum reassessments will resume again in the fall, 2011.

Five years ago, in the spring, 2006, we had a site visit by an external evaluator, Diane Taub. Dr. Taub's final report was integral to our completed Program Review (summer, 2007). Her review and recommendations continue to inform our future assessment activities and curriculum and program planning and implementation.

In late July, 2008, Susan Stall participated in the 15th Annual Chairs Conference at the 2008 American Sociological Association (ASA) Annual Meeting in Boston. The theme of the Chairs Conference was "Assessing Our Work in Terms of Student Learning and Department Effectiveness." Undoubtedly, student learning and department effectiveness can be defined and measured in many ways. Reflecting this fact, the conference explored the theme from a variety of angles, ranging from an overview of the history and definition of assessment, to strategies for overcoming the potential points of conflict. Since December, 2009, we have been applying some of this information in the assessment of our graduating majors in our fall and spring capstone courses.

## **II. Program Plan**

### **A. Long Term Goals**

The Sociology Department's plans are consistent with the Strategic Plan of the University and *The Illinois Commitment* of 1) recruiting and retaining a diverse student body, 2) fostering a learner centered community that supports successful outcomes, 3) creating an environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources, 4) strengthening and expanding international educational opportunities to enhance understanding of social, cultural, economic, political and scientific aspects of a global society, 5) collaborating with external constituencies to provide instruction, research, and service programs building upon the programmatic strengths of the university's instructional, research, and service missions, and 6) securing the necessary resources to enhance the working conditions for faculty and staff.

**Recruiting and retaining a diverse student body:** We continue to attempt to recruit and retain a diverse student population. Our sociology major is one of the most racially and ethnically diverse on campus. We continue to nurture a diverse student population as we work to sustain the gender, racial, and ethnic diversity of our full time faculty and instructors, the focus on the intersections of race, class, gender and ethnicity in our curriculum, and our responsiveness to non-traditional students by offering courses in the evening and on weekends, and at our satellite campuses to attract non-traditional 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 a brochure entitled, "The Sociological Advantage." We provide the booklet, "Careers in Sociology" for our new majors, and explicitly discuss career possibilities in our general education courses. We publicize students' work with the community through service learning and internships in our departmental newsletter, on the departmental bulletin boards, and on the bulletin boards in CLS 2094 (formerly the "sociology classroom"). We are more effectively building on the ethnic and racial diversity of our own students in the extra-curricular activities through the programs planned by our Sociology Club and in our Café Society and Brown Bag exchanges. Also, this fall we are initiating an Alpha Kappa Delta (AKD) International Honors Society in our department.

**Student/Learner centered community:** The department consistently uses and infuses pedagogical strategies which foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious 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 as they come to define it. In this context, the Sociology Department has sought to provide a dynamic student-centered environment within which students are provided with course work and experiences that empower them to create a more humane and just society.

The tradition of civic engagement is one of the most distinct characteristics of the department. Sociology students continue to have several opportunities for civic engagement through coursework such as the Sociology 343: Sociological Practice and Social Action Seminar, which requires a 20 hour service learning commitment. In the spring, 2011, full-time instructor, Sonia Olivia, took her Schools & Society students on a field trip to an elementary school in Albany Park, the site of the original Changing Worlds exhibit that was featured at NEIU during the Albany Park conference. In addition, Dr. Olivia had her FYE students work on an activist project to attempt to establish a designated scholarship for undocumented students at NEIU, which involved a meeting with President Hahs and several fundraisers on campus. Olivia Perlow incorporated service learning into a Sociology-AFAM cross-listed course: Soc 350: Social Structure in Black Communities by requiring students to complete 15 service hours at an organization that serviced African Americans. Some of the organizations included Family Focus (Evanston and Englewood), Howard Area Community Center, Chicago Cares, Boys and Girls Club (Uptown), and Alternatives, Inc.

In the spring, a new part-time Sociology instructor, Lisa Berube, working in conjunction with the Albany Park conference, required her students in her Introduction to Sociology course to do a study of a randomly selected "house of worship" in Albany Park. Also, both Michael Armato and Barbara Sherry included assignments in upper-division

Sociology courses in the spring, (Sherry in her Social Demography course and Armato in his Urban Sociology course) which required students to engage in community-based research in Albany Park. Moreover, this fall, part-time instructor, Jerome Hendricks, will be incorporating a service learning component and related assignments into his Social Movements course.

**Technology:** Our department continues to embrace technology assisted instruction. For example, the vast majority of our courses are on Blackboard. We expect our majors to be proficient in the use of SPSS for Windows by the time they graduate. SPSS is 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 and at the Illinois Sociological Association and Midwest Sociological Society conferences.

One of our instructors (and a NEIU Sociology graduate), Georgiann Davis, developed our first on-line course, Social Statistics, and offered it for the third time this summer, 2011. Since Georgiann has accepted a position at another institution, we hope to continue to offer this on-line course in the summer of 2012. Aneta Galary completed the NEIU on-line training, and will develop an on-line version of one section of our general education course, SOC 105: Women, Men & Social Change. Dr. Galary will develop the course this fall, 2011, so it is ready to be offered either in the spring or fall 2012.

**International Education:** Our department has made concerted efforts to strengthen and expand international educational knowledge and learning opportunities. We now offer several courses that incorporate a global focus, and will continue to globalize our curriculum. Barbara Sherry developed and for the first time taught SOC 365: Sociology of Globalization in the fall, 2010. Andreas Savas Kourvetaris continued to serve on NEIU's Global Studies Task Force, and in the fall, 2010, Andreas was part of an interdisciplinary instructional team for the new Global Studies, GS 201: Introduction to Global Studies"; his 2 week teaching contribution focused on "Global Inequalities." Moreover, as explained earlier, Dr. Savos Kourvetaris, who originated the *Centers of Globalization* conferences in the fall of 2008, worked with Susan Stall in the preparations for the second conference in this series: *Experience the World in Albany Park: Globalization in Our Backyard*, held in the spring, 2011.

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, and are soon to be posted on our website. One of our recent graduates, Delia Saucedo, built upon her work in domestic violence in her spring, 2010 internship by taking course for domestic violence professionals in Mexico City this past spring, 2011.

**Collaborating with external constituencies:** The Sociology internship program offers students a chance to apply the skills they learn in the classroom to the realities of work in organizations serving diverse communities, thereby helping them bridge the gap

between theory and the practice of sociology. And as is reflected in our Mission Statement, our instructional mission “includes providing knowledge and skills, both sociological and general, for a broad spectrum of jobs in today's competitive labor market or to pursue graduate and professional degrees in Sociology and related disciplines” (e.g. Urban Planning, Public Health, Human Resources). Sociology majors who select SOC 342: Internship Seminar as their capstone course are instructed to seek an internship in the field of work or career that they wish to pursue after graduation. Our sociology majors seek placements in a wide range of career categories. In the spring, 2011, 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 nuts and bolts of non-profit organizations, and the potential for work within these organizations.

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 alumnae back to speak to our students about their post-graduation work experiences in the seminar. This past spring, 2011, the 24 students in our capstone SOC 342: Internship Seminar were successfully placed in a variety of organizations for their 144 internship hours (see below). It is noteworthy that employers regularly highly praise the work of our students and request more interns from our Sociology Department. Also, 2 students were offered jobs after completing their internship placements.

Early Childhood/Daycare

Deanna Hejnosz      KinderCare Learning Center  
 Alyse Ragona        NEIU Child Care Center

Education /CPS Schools

Leticia Fernandini   Locke J. Elementary School  
 Mark Sujak            English Dept, Roosevelt High School  
 Elizabeth Martinez   AVID Program, Roosevelt High School

Special Education/Developmental Disabilities

Jessica Holzman     North Suburban Special Ed. District: Ravinia School  
 Ronnie Saravia       Search Inc.

Adult Literacy/ESL

Muhadji Smith       Albany Park Community Center

Youth Workers: Community-Based Youth Centers

Renee Sas             Teen Center—The Silo  
 Sebastino Aviles     Broadway Youth Center  
 M. Carter Borho      Family Matters  
 Biana Castillo        Family Matters  
 Lara Mishigian        Family Matters

### Youth Case Worker

Casey Anderson      Maryville Academy-Madden Center

### Health Advocacy/Mental Health/ Hospital Support

Jessika Kremer      American Diabetes Association

Nadeem Ismail      Thresholds Services

Malory Rivera      Resurrection Hospital

### Non-Profit Foundation/Museum

Jessica Mercer      Chicago Foundation for Women

Erica Subkowski      The Polish Museum of America

### Community/Village Public Affairs Work

Brittany Peszek      Orchard Village

Milica Zivkovic      Village of Niles & Niles Chamber of Commerce

### Social Media

Keith Bradley      LGBTchange

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, and the Albany Park Neighborhood Council. 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. In the spring, 2011, 5 of our faculty met with 5 representatives from LSNA to begin planning a “research agenda” which could further strengthen our on-going partnership.

Our faculty are 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. A few examples: Olivia Perlow was the Keynote Speaker on “Black Women in History,” for the Black History Month Celebration at St. Andrew’s Pentecostal Church, Evanston, IL. On February 19, 2011. Christina Gomez conducted a workshop for the Ancona School, *Dia de Español*, May 20, 2011. Susan Stall is President of the Board of the 16<sup>th</sup> Street Theater in Berwyn, IL--a theater dedicated to present plays that have both entertainment value and sociopolitical significance.

### **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 spring we held an all-faculty meetings in order to discuss issues and remedies for student plagiarism but also to focus on future curriculum development. In order to continue to foster this positive 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 by reporting on classroom activities, and to contribute to university-sponsored panels and symposiums.

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

#### 1. Faculty

While traditionally (until December, 2005) we operated our department with a base of eight tenure-track faculty, since the spring, 2009, we have been operating our department with only six tenure track faculty (including myself as chair who can only teach one course per semester). A successful search resulted in the addition of a new tenure-track professor for this Fall, 2011, Dr. Brooke Johnson.

#### 2. Spatial Needs

- **Office Space** for full and part-time instructors. It would be optimal to have all of our full-time and part-time instructors housed in the Classroom Building. At the present time we have one office shared by our full-time instructors in the Library, which we are scheduled to lose later this fall. Thus, for this fall, our full-time and part-time instructors have no official office space. We are hoping to secure office space for our instructors in the newly renovated offices vacated by the Business Department faculty in early fall, 2011.
- **Meeting Space:** It would be optimal to have meeting space for our faculty meetings in the Classroom Building. Right now we must secure a meeting space in the Fine Arts Building.
- **Classroom Assignments:** It continues to be is troublesome that classroom assignments are often not posted at the same time as the class schedules. This creates uncertainty for the teacher and for the student.

## **III. Accomplishments**

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

#### **1. Book Chapters**

Collins, Sharon and Georgiann **Davis**.

(2011). "Protecting White Power in a Corporate Hierarchy" in *Covert Racism: Theories, Institutions, and Experiences* edited by Rodney Coates. Brill Publishers.

Lipman, P., & **Jenkins**, Cristin.

(2011). "Venture philanthropy: From government to governance". In P. Lipman, *The new political economy of education: Neoliberalism, race, and the right to the city*. New York: Routledge.

**Perlow**, Olivia.

(2011). "Parenting within the Nexus of Race, Class, and Gender Oppression at an Historically Black College/University." Edited by Kirsten Isgro and Mari Castaneda. Columbia University Press (forthcoming).

**Stall, Susan.**

(December, 2010). "Getting the Message Out..." in *Sociologists in Action: Sociology, Social Change, and Social Justice*. Eds: Kathleen Korgen, Jonathan White and Shelley White. Pine Forge/SAGE Press.

## **2. Articles, Published Reviews, Abstracts, Test Guides**

**Gómez, Christina.**

(2011, April). "Purged: Undocumented Students, Financial Aid Policies, and Access to Higher Education", (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners) *Journal of Hispanic Higher Education* 10 (2):107-119.

(2010, May-June). "Undocumented youth and community colleges," (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, L.Valentin) *Academe Magazine*, May-June 96 (3).

(2010, June). "Organizing tensions: From the prison to the military industrial complex?" (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, L.Valentin) *Social Justice* 36 (2): 73 – 84.

**Savas Kourvetaris, Andreas Y.**

(2011). "Ethnicity, Electoral Districts, and Candidate Narratives: The 2001 New York City Elections." *International Review of Modern Sociology* 37(1):127-145.

**Stall, Susan.**

(Fall, 2010). "Civic Sociology," *The Sociological Quarterly* Vol 51, Issue 4.

**Stockdill, Brett**

Review of *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies* by Rafael de la Dehesa. *Mobilization: An International Journal*. Volume 16, Number 1, March 2011.

(May, 2011) "Living in the Borderlands." Four part series for The Bilerico Project: Daily Experiments in LGBTQ.

[http://www.bilerico.com/2011/05/the\\_odyssey\\_of\\_the\\_utterly\\_fabulous\\_mario\\_sierra.php](http://www.bilerico.com/2011/05/the_odyssey_of_the_utterly_fabulous_mario_sierra.php). May 3-6, 2011.

## **3. Conference and Organizational Presentations**

**Armato, Michael.**

( 2011, March 25) Michael **Armato**, Shelley Bannister, Laurie S. Fuller, and Nancy Matthews. "Gendering our Understanding of Violence: Violence against Male Students and its Academic Implications." Paper presented at the annual meetings of the Midwest Sociological Society, St. Louis, MO.

**Davis, Georgiann.**

(2011, March). "From Collective Confrontation to Contested Collaboration: A Divided Intersex Rights Movement." Midwest Sociological Society, St. Louis, MO.

(November, 2010) "Dancing Around the Body: Sex, Gender, and Intersexuality." Invited Presentation. UIC School of Public Health.

(August, 2010). "Gender Players, Gender Prisoners: Conflicting Views of the Linguistic Shift from 'Intersexuality' to 'Disorders of Sex Development'" Invited Presentation. American Sociological Association, Atlanta, GA.

**Gómez, Christina.**

(April 12, 2011). "Undocumented Latino Youth: Strategies for Accessing Higher Education" American Educational Research Association, New Orleans, Louisiana. .

**Gómez, Christina and Erica Meiners, Maria Luna-Duarte and Daysi Diaz-Strong.** (February 24, 2011) "Undocumented Latino Youth." University of Chicago, Center for the Study of Race, Politics and Culture, Chicago, Illinois.

**Gómez, Christina.**

(February 15, 2011). "Bilingualism & Education in the Latina/o Community." Dartmouth College, Latina/o Community Dinner, Hanover, New Hampshire.

**Jenkins, Cristen.**

"Chipping at a mountain: Youth organizing for educational justice." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA. April 2011.

**Perlow, Olivia**

(August 2010). "A Socio-Historical Analysis of Social Control among African Americans: The Case of the Criminal Justice System." Paper presented at the Association of Black Sociologists' Annual Meeting, Atlanta, GA.

(April 1, 2011). Roundtable Discussion with Durene Wheeler and Barbara Scott. "The Continued Search for Sisterhood: The Contemporary Marginalization of African and African American Women in Women's Studies" Oakton Community College, Des Plaines, IL.

(August 2010). "A Socio-Historical Analysis of Social Control among African Americans: The Case of the Criminal Justice System." Paper presented at the Association of Black Sociologists' Annual Meeting, Atlanta, GA.

**Savas Kourvetaris, Andreas Y. and Susan Stall.**

(March, 2011) "Globalization on the Ground—A Glimpse from One Chicago Neighborhood." Paper presented at the annual meeting of the Midwest Sociological Society, St. Louis, Missouri, March 24-27, 2011.

Stall, Susan and Andreas Y. **Savas Kourvetaris.**



(March, 2011). “Engaging with the Community through a Conference Planning Partnership.” Paper presented at the annual meeting of the Midwest Sociological Society, St. Louis, Missouri, March 24-27, 2011.

(August, 2010) “Perspectives on the American Welfare State, Social Rights, and Health Rights: Turnstile Retrenchment and Critical Review.” Paper presented at the annual meeting of the American Sociological Association, Atlanta, Georgia.

**Stall, Susan**

(April, 2011). “Engaging with the Community through a Conference Planning Partnership,” with Andreas Kourvetaris paper presented at the Midwest Sociological Society Conference, St. Louis, MO.

(April, 2011). “Globalization on the Ground—A Glimpse from one Chicago Neighborhood,” with Andreas Kourvetaris paper presented at the Midwest Sociological Society Conference, St. Louis, MO. April, 2011.

(April, 2011). Invited Critic in an Author Meets Critics Session, “Fashioning Teenagers: A Cultural History of Seventeen Magazine,” at the Midwest Sociological Society Conference, St. Louis, MO. April, 2011.

**Stockdill, Brett.**

(March, 2011) “HIV Positive, Immigrant Queers: Theorizing at the Intersections of Immigrant Status, Sexuality, Race, Class and HIV.” Midwest Sociology Society Annual Meeting. St. Louis, MO. March 26th, 2011.

**Thompson, Martha**

(July, 2010) “The Feminist Empowerment Model and Teaching Self-Defense,” NWMAF Self-Defense Instructors Conference, with Nancy Lanoue.

#### **4. Editorial Boards and Reviewers:**

**Reviewer, *Social Forces*, 2011.**

**Jenkins, Cristen.**

Journal Reviewer, *Urban Education*

**Davis, Georgiann.**

**Stall, Susan.**

*Contexts* Editorial Board (2008-Present)

Reviewer, Fall, Summer 2011

Reviewer for *Journal of Poverty*, September, 2010

**Stockdill, Brett.**

Reviewer for section of *Sexualities in Education: A Reader* (editors Erica Meiners and Therese Quinn). August 2010.

## **5. Service**

### **a. Academic, Professional, and Community Organizations**

**Gomez, Christina.**

(October 24, 2010). "Diversity in the Workplace." University of Chicago Booth School of Business, Chicago, Illinois.

(October 18, 2010). "Preparing Minority Students for College" Spencer Foundation, Chicago, Illinois.

Visiting Associate Professor of Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, New Hampshire, Summer 2010.

Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, Summer 2010.

**Stockdill, Brett**

Letter in support of parole for Ms. Patricia Columbo submitted to Illinois Prisoner Review Board. February 28, 2011.

Affidavit in support of petition for asylum for Guatemalan domestic violence survivor (name withheld for reasons of confidentiality). Submitted to the United States Department of Justice, U.S. Citizenship and Immigration Services. July 12, 2010.

**Thompson, Martha**

Visiting Professor of Pedagogy, Sociology Department, University of Illinois-Chicago. SOC 593: The College Teaching of Sociology, Spring 2009.

### **b. NEIU**

Michael **Armato**, Shelley Bannister, Laurie S. Fuller, and Nancy Matthews. "The Effects of Violence on Student Success in Higher Education." Paper presented at the NEIU Faculty Research Symposium (11/12/2010).

**Bérubé, Lisa**

16 October 2011 "Researching Gender and Sexuality" Northeastern Il University, Chicago IL

**Davis, Georgiann.** April 2011. "Teaching SOC 230: Sociological Analysis as a Critical Thinking course", All Faculty Meeting, Sociology Department.

**Gómez, Christina**

(April 2, 2011). "Consejos: How to Navigate Graduate School." ILACHE, Northeastern Illinois University, Chicago, Illinois.

(October 16, 2010). "Ready to Lead: Charla with Parents." Congressional Hispanic Caucus Institute, NEIU, Chicago, Illinois.

**Gómez**, Christina and Erica Meiners, Maria Luna-Duarte and Daysi Diaz-Strong. (October 13, 2010). "Papers: Undocumented Students in Higher Education." Annual Equity in Action Conference, NEIU, Chicago, Illinois.

**Oliva**, Sonia. (Fall, 2010). "Playing the Race Card: Race-conscious and color-blind ideologies to "fix" Black and Latino tensions" in the Sociology Club Brownbag Series

**Perlow**, Olivia

((March 30, 2011). "Overload: Tips on Balancing Work, School and Family Life." Presenter at 1<sup>st</sup> Annual Women's Conference, "A Woman's Worth."

**Stockdill**, Brett.

"Status of LGBTQ Immigrants & Immigrants with HIV/AIDS." Experience the World in Albany Park—Globalization in Our Backyard Conference. NEIU. April 13<sup>th</sup>, 2011.

"The Odyssey of the Utterly Fabulous Mario Sierra: Living in the Borderlands of Sexuality, Immigration, and HIV." Equity in Action Conference. NEIU. October 12th,

### **c. Local Service**

**Gomez**, Christina.

Conducted a workshop for the Ancona School, *Dia de Español*, May 20, 2011

Judge, Chicago Metro History Fair, March 2011.

Volunteer, Hyde Park School of Dance, 2010-2011.

**Jenkins**, Cristen

Graduate Student Council, Division B, American Educational Research Association

Board of Directors, Chicago Youth Initiating Change

**Perlow**, Olivia.

Keynote Speaker on "Black Women in History," for the Black History Month Celebration at St. Andrew's Pentecostal Church, Evanston, IL. on February 19, 2011.

**Stall**, Susan

16<sup>th</sup> Street Theater, President of Board, Berwyn, IL. February, 2009-Present

**Thompson**, Martha

Director (volunteer), IMPACT Chicago: Women's Self-Defense Training

Meditations on Activism Committee, Thousand Waves Martial Arts and Self-Defense Center

## **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications

**Ahlm**, Jody, Illinois Sociological Association, Fall, 2010.

2. Acceptance to graduate or professional school, or other honors and awards

**Ahlm**, Jody accepted with full funding to UIC's PhD program in sociology.

3. NEIU Service

**Hussain**, Bilal, President of the Sociology Club, 2010-2011.

**Kreitz**, Eric, NEIU Peer Leader, 2010-2011.

### Sociology Club

Our Sociology Club meets weekly and regularly brings speakers to campus, engages in topical discussions, and attempts to reach out to and engage our commuter students. During the 2010-2011 academic year, the Sociology Club at Northeastern Illinois University hosted and performed numerous activities that reflect the energy, creativity, and generosity of our department's students and faculty. Through the work of the new officers and club activists and innovative programming, the membership grew, as did our club's email list serve--including students who were unable to attend meetings but wished to be kept abreast of our activities and discussions.

A partial list of the activities of the Sociology Club this past year include:

- Engaging NEIU students by holding weekly meetings during activity hour,
- Hosting two successful "Café Societies," discussion groups--the first on "Islamophobia and the Anti-Mosque Protest in the U.S. in Fall, 2010, and "Wikileaks, the Media, and the Government" in Spring, 2011.
- "Hosting a Graduate School Panel which included NEIU Sociology faculty and graduates.
- Hosting two Brown Bag Series Events. Dr. Sonia Oliva shared her dissertation research in Fall, 2010, and Rachel Allisaon shared her on-going research in Spring, 2011.
- Securing monies through the Student Union to pay the registration for 5 Sociology students who attended the Midwest Sociological Society (MSS) meetings in St. Louis in April 2011.

In summation, activities of NEIU's Sociology Club included: engaging students in discussions of social issues, supporting issues of local/national/international concern, participating in university programming, community building, and coming joining together with the larger sociological academic society.

## C. Alumni News

**Poulos**, Chris, admitted to the Master's Program in the Department of Urban Planning and Policy, University of Illinois-Chicago. Spring 2011.

**Jarosz**, Joanna admitted to Master of Arts Program in Rehabilitation Counseling. Fall 2010.

**Wicklund**, Ingrid (Sociology '09) admitted to Loyola University Chicago, Cultural and Educational Policy Studies MEd, 2011

# SOCIOLOGY

## Assessment Report 2010-2011

Submitted by Susan Stall

### A. Survey of Our Graduating Majors

An Evaluation Survey, adapted from an American Sociological Association (ASA) departmental survey, was again administered in the fall, 2010 and spring, 2011 in our capstone courses to our graduating seniors. These survey results will be analyzed in the upcoming year and will be used this as we assess and reshape our sociology curriculum and our department's mission and goals.

### B. ASA EXTERNAL REVIEW

The American Sociological Association consultant, Dr. Diane Taub, conducted an external review of our Sociology Program in April, 2006. (Refer to past Annual Reviews and our Program Review). Dr. Taub made 25 Recommendations in four issue areas. In the fall, and spring semesters 2010-2011, we continued to address her comprehensive recommendations. In a few cases the remedy or response depends on the decisions of administrators and/or increased funding for higher education. For this report I have included only Recommendations that we particularly addressed this past year.

*The Department's Role and Scope:*

**Recommendation 2:** Rely less on part-time instructors to teach sociology courses and to advise students. Part-time instructors do not seem to adequately advance the department's mission.

**Response:** Our tenure-track and full-time faculty now more frequently teach our SOC 100: Introduction to Sociology course; this may be one reason for our increase in Sociology majors.

**Recommendation 5:** Update the department's web pages to include faculty links, current syllabi, and information about the undergraduate program. This source can be very effective in the recruitment of faculty and in the recruitment and retention of students.

**Response:** This past year we again worked with Freddy Porps, this time to incorporate information about the Albany Park conference on our website. Also, we worked harder to consistently update our website with the assistance of our student aide, Jon Antols, and faculty, Mike Armato.

*Undergraduate Curriculum:*

**Recommendation 6:** Review each course title and description to ensure that they are up-to-date and appealing. In addition, each syllabus should list explicit objectives or goals of the course.

**Response:** An immediate goal of the upcoming academic year is to do the work to submit several news courses and curriculum changes: a 300-level seminar course to accompany our SOC 342: Sociology Internship course; a proposal for a Sociology of Sports course, and a proposal to require our SOC 230: Sociological Analysis course for our majors (now required for our minors).

*Academic Advisement and Career Preparation:*

**Recommendation 16:** Consider updating the department handbook, which would include such information as listing of faculty members and their office numbers, major and minor requirements, opportunities and awards, as well as available sociology courses and the semesters they will be scheduled.

**Response:** Olivia Perlow worked on a Faculty Handbook this past year and it will be ready for the this fall semester, and will be made available on our Departmental Website.

**Recommendation 17:** Consider developing, and then distributing, a department newsletter to current majors and graduates. Such a newsletter would especially be timely with the recent personnel changes.

**Response:** We developed and circulated our first department newsletter in December (Fall/Winter 2006). Since then we have created and circulated 7 more newsletters, the most recent, Fall 2010, Spring, 2011, Volume VIII, during the latter spring. These newsletters are posted on the NEIU and Departmental websites and are sent out electronically to our alumni, majors and minors.

**Recommendation 18:** Consider sponsoring department brown bags on such topics as resume preparation, preparing for graduate school, and job searching.

**Response:** We had three departmental brown bags this year. Two of them featured research presentations from our faculty and students, and the third was a panel of our newer faculty and a sociology student recently accepted to graduate school on the topic of Graduate School issues. These brown bags will continue in the upcoming year.

**Recommendation 19:** Consider maintaining separate public bulletin boards or spaces for sociology majors, which could include such items as career information, internship availabilities, job openings, academic/college deadlines, and announcements of relevant speakers in other departments or on campus.

**Response:** We continue to rework and updated our Sociology public bulletin boards, including the bulletin boards in our former “Sociology Classroom,” CLS 2094. Our glass case bulletin boards portray departmental and student activities and what our students are doing in their internships. Our central bulletin board now includes featuring “Sociologists in the News” and announcements about the achievements of our faculty and students.

*Teaching and Learning Environment/Academic Advisement and Career Preparation:*

**Recommendation 20:** Consider utilizing work-study students and student aides in a more productive manner when they are not working on office assignments.

**Response:** Our two student aides now consistently have specific projects that they are responsible for in addition to regular office tasks (e.g. newsletter, updating our major and minor contact lists, etc.).

**Recommendation 22:** Consider systematically gathering outcome assessment data from sociology students and alumni every year, and using such information in planning curricular modifications. Assessment measures could include a capstone project, an exit interview with each graduating sociology major, focus groups, and alumni surveys.

**Response:** We are in the process of completing the updating of the comprehensive list of our Sociology alumnae from the past 10 years with their e-mails and phone numbers. We also updated our Sociology Facebook page and are gradually receiving more postings from current and former sociology students.

**Recommendation 25:** Continue to try to convince university administrators of the need for more classroom space, faculty offices, and department space. Additional classrooms are needed to provide learning environments in which current teaching technologies and methodologies, such as computers, multimedia equipment, small group interaction, and whole class discussion can be utilized...

**Response:** We have communicated our wish office spaces for our full-time and part-time instructors. We have been happy with the addition of the media and internet enhanced classrooms in Lech Walesa Hall and in the Fine Arts and Science Buildings.

# TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE

## **Annual Report 2010-2011**

### **Submitted by Lawrence N. Berlin**

#### **Executive Summary**

During the 2010-2011 academic year, the Teaching English as a Second/Foreign Language Program (TESL/TEFL) has continued to experience growth in terms of student enrollments. The number of actively enrolled graduate students who are pursuing the Master of Arts was highest this past spring at 130 actively enrolled students, representing a 60% increase since the same time the year before or 13 times greater than when the program was inaugurated in summer '09. The undergraduate minor has also been experiencing a modest growth with the highest number of actively enrolled students at 131, representing an 11% increase since the same time the year before.

In addition to the students who are identified as “TESL” according to their MA program or undergraduate minor program, the numbers of students enrolled in TESL courses at the graduate level in order to complete the 6-course sequence leading to the endorsement in TESL with the State of Illinois also seems to be increasing. Plans are underway to establish some way to code these students as current numbers do not reflect or account for their participation in the program in any way; a full accounting of these students will be important for accurate reporting through the College of Education to the Illinois State Board of Education for teacher preparation programs, as well as for demonstrating the continued viability of the TESL/TEFL Program in today’s job market and the need for additional faculty to meet the needs of students. A degree or endorsement in TESL/TEFL is seen as a clear asset for careers in language teaching in particular, but has also come to be recognized in the areas of curriculum development, program administration, educational publishing, product branding, speech pathology, natural language processing, translation and interpretation, law, education, and other professions within the social and behavioral sciences, especially those concerned with language policies and practices in multilingual settings. Students may view the MA as a terminal degree or as a bridge to PhD programs.

Insight into future opportunities in the profession and professional advancement extends beyond the classroom. TESL/TEFL faculty have been professionally active on several fronts as demonstrated in their research activities (see Section III.A.1-4) and



their service activities (see Section III.A.6). In particular, TESL/TEFL faculty have undertaken more active roles in the state organization, Illinois Teachers of English to Speakers of Other Languages and Bilingual Educators (ILTESOL/BE), including Board membership, editing, and presentations at the ILTESOL/BE Convention and workshops.

Faculty have not been alone in their scholastic endeavors, either. This year's Student Symposium had a record representation of TESL/TEFL students presenting their original research under the tutelage of TESL/TEFL faculty (see Section III.B.1), further underscoring the commitment of the faculty to student progress.

Part of this surge in student involvement in research is due to the introduction of new courses to the curriculum, for example TESL 447: Pragmatics, which was taught for the first time in Fall 2010. Other notable additions to the program (i.e., taught for the first time in the past year) include TESL 451: Lexically-Based Language Instruction and TESL 471: Evolution of Laws and Policies in Language Instruction. Other course offerings which garnered notable student interest included TESL 430: Structure of Language and TESL 442: Using Technology with Second Language Learners. Finally, due to the increase in program and non-program students, multiple sections of both the graduate and undergraduate sections of the assessment course needed to be added (i.e., TESL 468 and TESL 343 respectively).

As a pivotal course in the program and the endorsement, the redesign of the TESL assessment assignments in order to align student outcomes with program goals (under Teachers of English to Speakers of Other Languages, Inc. [TESOL] and the National Council for Accreditation of Teacher Education [NCATE]) has also had an added benefit to the program overall. Graduate student submissions of new student evaluation forms have led to the development and adoption of a new assessment tool for the program (first utilized in Summer 2011). Furthermore, the tool was instrumental in the development of the TESL/TEFL Application of Criteria, aligning expectations for faculty performance in part with student evaluations.

## **I. Assessment**

The TESL/TEFL Program has aligned its program standards with professional standards advanced by TESOL, under the guidelines established by NCATE. Working with representatives in the College of Education, TESL/TEFL reports required information to the Illinois State Board of Education regarding teacher preparation and is developing a Specialized Professional Associations (SPAs) assessment under NCATE. In addition to ensuring its effectiveness and recognition as a program that prepares teachers for the expectations of the professional job market within the State of Illinois, TESL/TEFL also offers a unique educational experience for those not wishing to become classroom teachers under the auspices of the state (i.e., certified preK-12 classroom teachers) through a rigorous, comprehensive, and competitive curriculum that addresses both the academic and career interests and needs of our students by focusing on the applied aspects of language teaching and language acquisition.

The evaluation of the program is based on:

- Active student enrollment (see Table 1);
- Student performance (demonstrating alignment of program standards and outcomes (adopted from TESOL using NCATE guidelines) (see Table 2);
- Faculty evaluations (newly revised);
- Faculty involvement in research and service;
- Student involvement in extracurricular activities; and
- Creation of two new program codes for accurate accounting of all students;

Table 1. Student Enrollment

	Summer '09	Fall '09	Spring '10	Summer '10	Fall '10	Spring '11	Summer '11
<b>GRADUATE STUDENTS PURSUING MA*</b>							
New Admits during AY	8	30	18	15	28	15	7
Actively Enrolled	10	64	81	67	106	130	76
Graduated	N.A.	1	3	1	4	5	
<b>UNDERGRADUATE STUDENTS PURSUING MINOR*</b>							
Actively Enrolled	59	113	118	78	125	131	72
Graduated	4	13	17	5	11	0	

Table 2. Specialized Professional Associations (SPA) Assessment Report

Domain	Standard	Where Met	Instrument	SPA
1. Language	a. Describing Language	TESL 402/Graduation Project	Project/Graduation Project	1, 2
	b. Language Acquisition and Development	TESL 460/Graduation Project	Project (Assignment #2)/Graduation Project	1, 2
2. Culture	a. Nature and Role of Culture	TESL 445/Graduation Project	Final Exam/Graduation Project	1, 2
	b. Cultural Groups and Identity	TESL 445/Graduation Project	Final Exam/Graduation Project	1, 2, 5
3. Planning, Implementing, and Managing Instruction	a. Planning for Standards-Based ESL and Content Instruction	TESL 468/Graduation Project	Project #1/Graduation Project	1, 2, 3
	b. Managing and Implementing Standards-Based ESL and Content Instruction	TESL 410*/Graduation Project	Project/Graduation Project	1, 2, 3, 4
	c. Using Resources Effectively in ESL and Content Instruction	TESL 410	Checklist	1
4. Assessment	a. Issues of Assessment for ESL	TESL 468/Graduation Project	Final Exam/Graduation Project	1, 2, 3
	b. Language Proficiency Assessment	TESL 468	Project #2	1, 2, 3, 5
	c. Classroom-Based Assessment for ESL	TESL 468	Project #1	1, 2, 3
5. Professionalism	a. ESL Research and History	TESL 414/TESL 460/Graduation Project	Reflective Journal/Annotated Bibliography/Graduation Project	1, 2
	b. Partnerships and	TESL 460/TESL	Project/Project	1, 2, 5

	Advocacy	468/Graduation Project	#2/Graduation Project	
	c. Professional Development and Collaboration	TESL 452**/Clinical Experience***/Graduation Project	Action Research Project**/Teaching Observation***/Graduation Project	4, 5

In the preceding table, the five SPA areas which we attend to are as follows: #1: Content Knowledge, #2: Content Knowledge, #3: Ability to Plan, #4: Field or Clinical, and #5: Impact on Student Learning—are discussed in terms of the individual assessments.

#### Notes

\* Project may be slightly different depending on professor, but general content remains the same.

\*\* Course and associated project are not required of all students.

\*\*\* At present, students are not required to work through the program to complete their state-required 100 clinical hours; therefore, documentation may not exist within the program. Efforts are underway to establish a 1-credit course whereby graduate students would earn credit for undertaking their clinical experience and be assured faculty observation and input.

## II. Program Plan

### A. Long Term Goals

TESL/TEFL faculty looks toward ensuring that students at both the graduate and undergraduate levels are successfully prepared to engage in future pursuits, whether in educational programs beyond the master’s level or in professional endeavors beyond the classroom. Alignment with professional standards, involvement with professional organizations, and collaboration with colleagues in our college, in the College of Education, around the city and the state, and beyond, will ultimately guarantee opportunities for our graduates as TESL/TEFL professionals. Part of its long-term goals (also addressed under B below) include the expansion of its course offerings and the search for a dedicated observation classroom space.

### B. Program Plan Requirements/Projected Needs

#### 1. Faculty

The TESL/TEFL Program has continued to serve the increasing number of students it serves and maintain a current curriculum for its students. Beyond the traditional MA students who are undertaking the program, the areas which continue to increase demand and are not separately categorized are those students who are seeking the MA together with a state endorsement in teaching ESL and the students who are not pursuing an MA, but only seeking the endorsement. Plans are underway to submit paperwork that will allow the program to code these separate groups of students in order to provide a full and accurate account of the full impact of the program and its efficacy for the university. To that end, the ongoing request for new faculty positions in accordance with program growth can be fully accounted for and, consequently, additional areas within the curriculum can be developed despite the continued economic concerns of the university.

#### 2. Equipment

The TESL/TEFL Program would like to explore the possibility of a dedicated observation classroom at the university for conducting research within the discipline. As the number of students keeps growing, there is also a concomitant growth in the need for students to conduct observations of ESL classes (for individual class purposes as well

as the 100 clinical hours required for the state endorsement), and for the possibility of cultivating and fostering student research (see III.B.1). A dedicated observation classroom space will provide the opportunities not only for storing materials to demonstrate different teaching methods and conducting the classes themselves, but also for the purposes mentioned above.

### 3. Other Resources

Given the possibility to hire new faculty, the TESL/TEFL Program seeks release time (alternating) in order to prepare a sequence of:

- Online classes which are in great demand (albeit time-consuming in preparation) and which have been requested by interested students since the establishment of the program;
- Curriculum development for the delivery of ESL modules to be delivered “offsite”—the aforementioned ESL modules have been previously requested of the program by the international office in its efforts to market the university and its offerings to foreign constituents (partner schools, etc.), but require significant advanced planning to be able to develop and train graduate students to deliver as requested. The development of these modules can not only aid in the development of a course in curriculum development which would greatly benefit the program, but also lead to future career opportunities in a variety of venues for Northeastern graduates.

In order to enhance the preparedness of students pursuing a minor in TESL/TEFL, the program seeks:

- A graduate assistant position for someone who will be available to tutor in conjunction with the Learning Center.

In order to increase the viability of the program both within the university and in terms of attracting international applicants, the program seeks:

- Two graduate assistant positions to work with faculty on current and future research projects, identify and disseminate information about TESL/TEFL jobs in the US and abroad, and assist in the development of new initiatives (e.g., cohorts, professional workshops).

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Books

Nasser, I., **Berlin**, L. N., & Wong, S. (Eds.) (2011). *Examining Education, Media, and Dialogue under Occupation: The Case of Palestine and Israel*. Bristol, UK: Multilingual Matters.

#### 2. Book Chapters:

**Berlin, L. N.** (2011). Fighting words: Hybrid discourse and discourse processes. In A. Fetzer & E. Oishi (Eds.), *Context and contexts: Parts meet whole?* (pp. 41-65). Amsterdam/Philadelphia: John Benjamins.

**Berlin, L. N.** (2011). Language & the Art of Spin: Commendation & Condemnation in Media Discourse. In I. Nasser, L. N. Berlin, & S. Wong (Eds.), *Examining Education, Media, and Dialogue under Occupation: The Case of Palestine and Israel* (pp. 149-170). Bristol, UK: Multilingual Matters.

**Bofman, T. H., Ntahirageza, J., & Prez, P.** (2010). Writing a bilingual learner's dictionary: A case study of Kirundi. In I. J. Kernerman & P. Bogaards (Eds.), *English Learners' Dictionaries at the Dictionary Society of North America 2009*. Tel Aviv: K Dictionaries.

### **3. Articles and Abstracts:**

**Berlin, L. N.** (2011). Redundancy and markers of belief in the discourse of political hearings. *Language Sciences*, 33, 268-279.

**Berlin, L. N.** (2011). El Modelo Multinivel de Contexto: un marco para explorar la manipulación del lenguaje y la manera en que lo mediático y lo político se fusionan en un discurso híbrido. *Discurso y sociedad*, 5 (1), 9-40.

### **4. Conference Presentations**

**Berlin, L. N.** (September, 2010). The making of a new American Revolution or a wolf in sheep's clothing: "It's a time to reload". Würzburg International Symposium on Dialogue in Politics, University of Würzburg, Würzburg, Germany.

**Berlin, L. N.** (February, 2011). Becoming a true facilitator: Less is more. Illinois TESOL-BE 37th Annual Convention: "Re-Connect, Re-Energize, Re-Emerge". Naperville, IL.

**Berlin, L. N.** (April, 2011). *Dialogue Under Occupation: Concerns and Considerations*. 13<sup>th</sup> Conference of the International Association of Dialogue Analysis: "Dialogue and Representation". Montréal, Québec, Canada.

**Bofman, T. H.** (May, 2011). What we know from language-learning research. Truman College, Chicago, IL.

**Ntahirageza, J.** (2011). [Diachronic and synchronic account of loanword nativization](#). International Linguistic Association, Rutgers University, New Brunswick, NJ.

**Ntahirageza, J., & Duchaj, K.** (2010). "Sister Sarah": Political community identification as expressed by opponent reference. 49<sup>th</sup> Annual Names Institute, New York, NY.

**Ntihirageza, J., & Duchaj, K.** (2010). [Identity construction and destruction as a function of face threats on Facebook](#). Face and identity on and off-line panel. 5<sup>th</sup> International Symposium on Politeness, Basel, Switzerland.

**Ntihirageza, J., & Duchaj, K.** (2011). [The position and function of direct address by name in two-party conversation: Case of political interviews](#). LSA/ANS Annual Conference, Pittsburgh, PA.

**Stone, W.** (October, 2010). If you're not having fun, you're not learning. Plenary talk presented at Illinois TESOL/BE Fall Workshop, Skokie, IL.

**Stone, W.** (2011). Differentiated Learning in TESL. Teacher Training Workshop for Illinois Education Association. Northeastern Illinois University, Chicago, IL.

**Stone, W. & Bofman, T.** (February, 2011) Semantic awareness and the teaching of vocabulary. Paper presented at Illinois TESOL/BE Convention, Naperville, IL.

**Vamarasi, M.** (2011). Survivor Fiji: The adverse impact of globalization on small language groups. 16<sup>th</sup> Annual Asian American Heritage Conference. Northeastern Illinois University, Chicago, IL.

**Vamarasi, M., Bofman, T., Kang, J. Y., & Parrillo, K.** (April, 2011). Languages and language learning in Albany Park. Globalization in our backyard conference, Northeastern Illinois University, Chicago, IL.

**Vamarasi, M., & Silver, D.** (February, 2011). Using the lexical approach to find the opinion in opinion pieces. Illinois TESOL/BE Convention, Naperville, IL.

## **6. Service**

**Berlin, Lawrence N.**

- Dialogue Under Occupation (DUO V) Conference, Okinawa, Japan (Co-Organizer).
- Illinois TESOL/BE (Board; Co-Chair: Professional Development).
- International Association for Dialogue Analysis (Executive Board; Treasurer).
- *The Reading Matrix* (Editorial Board).
- SAGE Open Journal (Guest Editor).

**Bofman, Theodora H.**

- Illinois TESOL/BE Newsletter (Book Review Editor).

**Ntihirageza, Jeanine**

- Refugee Resettlement Intervention (Community Advisory Board).

## **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications

**Berkman**, Susan L. (2011). Tibetan use of formal & informal lexicons in America. 19<sup>th</sup> Annual Student Research & Creative Activities Symposium. Northeastern Illinois University, Chicago, IL. (Faculty Sponsor: L. N. Berlin).

**Francis**, Courtney L. (2011). African-American Vernacular English and its implications for college academic writing. 19<sup>th</sup> Annual Student Research & Creative Activities Symposium. Northeastern Illinois University, Chicago, IL. (Faculty Sponsor: J. Ntahirageza).

**Gencheva**, Denitsa. (2011). The pragmatic act of selling: Adapting the new script. 19<sup>th</sup> Annual Student Research & Creative Activities Symposium. Northeastern Illinois University, Chicago, IL. (Faculty Sponsor: L. N. Berlin).

**Lee**, Kum Young. (2011). The impact of first language literacy on generation 1.5 academic writing and its implications for teaching writing. 19<sup>th</sup> Annual Student Research & Creative Activities Symposium. Northeastern Illinois University, Chicago, IL. (Faculty Sponsor: J. Ntahirageza).

**Ramirez**, Mary J. (2011). Gender-neutral language across the ages. 19<sup>th</sup> Annual Student Research & Creative Activities Symposium. Northeastern Illinois University, Chicago, IL. (Faculty Sponsor: M. Vamarasi).

**Wang**, Baoliang. (2011). Who is my neighbor? A literary pragmatic reading of *Luke 10: 25-37*. 19<sup>th</sup> Annual Student Research & Creative Activities Symposium. Northeastern Illinois University, Chicago, IL. (Faculty Sponsor: L. N. Berlin).

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

**Barzyk**, Andrea (MA). (2011). Georgetown University English Language Fellow. Serbia.

**Chmiel**, Radoslaw (UG Minor). (2011). Teaching and Korean Experience (TaKE) – NEIU ESL Teacher Exchange Program with the Chungnam Office of Education, Korea.

### **C. Alumni News**

**Barzyk**, Andrea (MA TESL/TEFL, 2011). Community English Program faculty (Summer 2011). Teachers College, Columbia University, New York, NY.

# WOMEN'S STUDIES PROGRAM

## **Annual Report 2010-2011**

### **Submitted by Durene I. Wheeler**

#### **Executive Summary**

The Women's Studies Program's faculty, staff and students actively participate in the life of the university and the community beyond. We sponsor educational programs, participate in college and university committees, and our excellence in teaching and research continues to be recognized. This year was especially great for our students!

Eight Women's Studies students (four minors and four majors) graduated this year, including Monica Geber, Magna Cum Laude; Delia Saucedo, Cum Laude; and Lakeesha Harris, Cum Laude. Additionally, Lakeesha Harris was the recipient of the BarBara Scott Women's Studies Distinguished Student Award for high academic achievement and the NEIU Lincoln Laureate Award. Julia Gutierrez was also the recipient of the BarBara Scott Women's Studies Distinguished Student Award and the NEIU Hispanic Leadership and Academic Excellence Award. Alison Greer received the Renny Golden Student Activism Award. There were three majors who made the Dean's List: Alison Greer, Rachel Lara, and Jenifer Mooses. We continue to support and advise all the students, twenty-three majors and sixteen minors, in our Program.

Due to the developments with the Adult and Women Services Program, the Women's Studies Faculty and students took an active role in advocating and educating the campus and its leadership of the desperate need for this type of service for NEIU students. Women's Studies Faculty, Advisory Board, staff, students and the Feminist Collective members reviewed and submitted feedback and recommendations for the "Proposal for Addressing the Needs of Women and LGBTQ Students at Northeastern Illinois University" prepared by the Work Group on the Needs of Women and LGBTQ Students submitted to the NEIU President's Council. Laurie Fuller as advisor for the Feminist Collective student club developed a collaborative relationship with another student organization Latinas in Power (LIP). Together these two student groups organized a Take Back the Night event and Vagina Monologues production. Women's Studies is proud of our association with such an active and positive group of students on campus. Another way we supported students and built community was to co-sponsor with African and African American Studies and Latino and Latin American Studies an Activist Graduation Party with cupcakes and stole making! It was a huge success with more than a dozen students recognized for their accomplishments.



Additionally, Women's History Month was fabulous. We organized numerous events including the Sixth Annual Women's Studies Student Symposium, where nine students presented their feminist persuasive speeches and received feedback from faculty discussants Kristen Over and Olivia Perlow. We held a screening and panel discussion of two films: *For Colored Girls* in conjunction with the Black Heritage Committee for Black History Month; and *Winter's Bone*. There were several co-sponsored programs this year: *The Brown Girl Chronicles* with El Centro; Jennifer Pozner presenting *Project Brainwash: Why Reality TV is Bad for Women* with Communication, Media and Theater, Political Science and Sociology ; a Student Activists Panel with Latino and Latin American Studies; and "Post-Apocalyptic Africa in Fiction and Film" with the Black Heritage Committee, African and African American Studies, English and the Angelina Pedroso Center for Diversity and Intercultural Affairs. During International Women's Day, the Program hosted a 100<sup>th</sup> anniversary party and raffle. This first time fundraising event raised \$1500 for our newly established Women's Studies Student and Faculty Travel Foundation Account.

The Women's Studies faculty participate at all levels of the university serving on the college academic affairs committee, faculty council on academic affairs, faculty senate, university personnel committee, task-force on global studies, advisory committee for the non-traditional degree programs and many more committees and boards in our communities. Shelley Bannister and Nancy Matthews were awarded the Martha Thompson Outstanding Women's Studies Faculty Award in May 2011. Women's Studies Faculty, Erica Meiners, Laurie Fuller, Brett Stockdill, Shelley Bannister as well as faculty and staff through out the NEIU campus began collaborating to develop an LGBTQ minor to be housed in Women's Studies. Approval has been received for an introductory course *Introduction to Lesbian, Gay, Bisexual, Queer, and Transgender Studies* which will be offered Fall 2011.

Another way the Women's Studies Program contributes to the university is through enhancing student learning. The implementation of our assessment plan has been very instructive in improving student learning and focusing the Program goals. After reviewing the state of assessment in the field of Women's Studies across the country, NEIU is among the leaders in the productive implementation of our assessment plan and the responses we have made to assessment findings.

## **I. Assessment**

This year six faculty met as the Assessment Working Group to assess our students' learning and our Program. The meeting serves as a time for the group to reflect and ascertain the strength to which the Women's Studies program meets its goals and learning objectives. Conversations entailed creating more of a scaffolding model for students in all classes taken including cross-listed course to aid in clear understanding and application of concepts. Please see the report below for details.

## **II. Program Plan**

*Ensure the growth of the Women's Studies Program.*

Recommendations:

- Secure funding for another tenure line for permanent Women's Studies faculty and two joint lines in Women's Studies and affiliated departments.
- Implementation of a plan to rotate the Coordinator position, among core faculty, to continue to bring new strengths and expertise to the Program.
- Recruit new Women's Studies affiliated faculty to help expand course offerings, especially in the Colleges of Business and Education.
- Meet with university advisors to educate them on the Program and our course offerings.
- Develop marketing plan to increase the number of majors and minors.
- Update advising materials and forms and make them available online.
- Increase enrollment and course offerings in Women's Studies.
- Maintain currency in the WS curriculum through recruitment of new affiliated faculty, supporting faculty professional development, and using assessment to listen to student needs.
- Continue to use assessment to strengthen the curriculum and student learning, for example, consider incorporating a clear and effective writing goal into the major.

*Increase high quality and diverse extracurricular programming on campus and in the community.*

Recommendations:

- Cultivate partnerships/co-sponsorships with campus and non-campus organizations, especially with the other interdisciplinary programs (African and African American Studies and Latino and Latin American Studies) and with the proposed Women's Center, proposed LGBTQ Center and the Angelina Pedrosa Center for Diversity and Intercultural Affairs.
- Maintain active membership in the Chicago Area Women's and Gender Studies Network and the National Women's Studies Association to connect students and faculty to the local and national Women's Studies community through conference presentations, attendance and national committee participation.
- Organize more field trips to Women's Studies related events (art exhibits, plays, films, etc.).
- Coordinate more campus events featuring Women's Studies related speakers/authors/musicians.

*Broaden our visibility and enhance our image by educating the campus and community about the Women's Studies Program.*

Recommendations:

- Continue to enhance our image through updated brochures and user-friendly website.
- Continue to promote the Women's Studies Program within the University and community through participation in university-wide committees, Open House events and community initiatives.
- Continue to develop the Alumni Network and connect with them about Women's Studies events and happenings.

- Continue to promote and co-sponsor Activist Graduation event and other events that contribute to and celebrate student success.

*Ensure the professional development, growth, and retention of Women's Studies faculty, students and staff through effective mentoring, networking, research and teaching opportunities.*

Recommendations:

- Explore possibilities for Women's Studies faculty mentoring of untenured faculty.
- Visit all academic departments affiliated with Women's Studies and encourage them to adopt language in their departmental criteria for tenure and promotion documents supporting faculty contributions to Women's Studies.
- Establish the practice of writing letters for Women's Studies faculty annual reviews.
- Lobby to get language supporting the contributions of Women's Studies faculty in departmental review documents, so they receive credit for their work.
- Strengthen the Library holdings of DVDs, streaming video, journals, and books for Women's Studies curriculum.
- Continue to participate in the Chicago Area Women's and Gender Studies Internship and Job Fair for students.
- Strengthen relationships with community organizations to increase internship and job possibilities for students.
- Keep the alumni connections vibrant so current students can more fully understand their possible career opportunities.
- Facilitate Women's Studies staff development and support.
- Develop and implement a plan assisting students to find employment after graduation.

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

1. Faculty: Secure funding for another tenure line for permanent Women's Studies faculty and two joint lines in Women's Studies and affiliated departments.
2. Equipment: Continue to support and update the Empowering Students' Computer Lab in LWH 2096.

## **III. Accomplishments**

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

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

**Marino, Elizabeth.** Poems and Memoir. *Debris: Poems & Memoir*. This chapbook was re-released by Puddin' head Press, Chicago. May 2011.

Ayers, B., Kumashiro, K., **Meiners Erica.**, Quinn, T, and Stovall, D. (2010). *Teaching toward democracy*. Activism toolkit series. Boulder, CO: Paradigm Publishers.

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

**Meiners, Erica.** (2010). "Building an Abolition Democracy; or, The Fight Against Public Fears, Private Benefits, and Prison Expansion." In S. J. Hartnett (Ed.), *Education or Incarceration? Reclaiming Hope and Justice in a Punishing Democracy*. Urbana: University of Illinois Press.

Quinn, T., and **Meiners, Erica.** (2010) Seeing Red: Teacher Educators, Social Justice and other "Lightning Rods." (2010). A. Ball & C. Tyson (Eds), *Studying Diversity in Teacher Education*. AERA (American Educational Research Association) commissioned volume, AERA book Publication.

**Over, Kris.** "Hybridity Reconsidered: Rewriting the Literary Welshman in Historia Peredur vab Efracw," in *Other Nations: Hybridization of Insular Mythology and Identity*, ed. by Wendy Marie Hoofnagle and Wolfram R. Keller (Heidelberg: Winter, 2011), 109-125.

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

**Gómez, Christina.** (2011, April). Purged: Undocumented Students, Financial Aid Policies, and Access to Higher Education, (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners) *Journal of Hispanic Higher Education* 10 (2):107-119.

**Gómez, Christina** (2010, May-June). Undocumented youth and community colleges, (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, L.Valentin) *Academe Magazine*, May-June 96 (3).

**Gómez, Christina** (2010, June). Organizing tensions: From the prison to the military industrial complex?, (with D. Diaz-Strong, M. Luna-Duarte, E. Meiners, L.Valentin) *Social Justice* 36 (2): 73 – 84.

**Johnson, Joan Marie.** Review of Review of Entering the Fray: Gender, Politics, and Culture in the New South, edited by Jonathan Wells and Sheila Philps, for *Journal of American History* (Dec. 2010).

**Luedke, Tracy.** Luedke, Tracy. 2011. Intimacy and Alterity: Prophetic Selves and Spirit Others in Central Mozambique. *Journal of Religion in Africa* 41:154-179.

**Marino, Elizabeth.** Poem. "Legacy Saplings: Tanka for Japan." Published on La Bloga, as one of five poets chosen for an "On-Line Floricanto," on a national Latino/a blog ([www.LaBloga.blogspot.com](http://www.LaBloga.blogspot.com))week of April 19, 2011.

**Marino, Elizabeth.** Poem. "The Dance Hall." After Hours. (Oak Park) Summer 2010, 10th Anniversary issue.

**Marino, Elizabeth.** Radio. Group interview with the Next Objectivists. WLEW (Loyola). Wordslingers with Shelly Nation. June 6, 2010.

**Meiners, Erica.** and Winn, Maisha. (September, 2010). Incarceration and Education: Dismantle, Change, and Build. Special journal issue of *Race, Ethnicity and Education* 13 (3). (Special Issue Journal Edited).

Galaviz, B., Palafox, J., **Meiners, Erica.** and Quinn, T. (2011). “The Militarization and the Privatization of Public Schools.” *The Berkeley Review of Education* 2 (1), 27-45.

Diaz, D., Gómez, C., Luna-Duarte, C., **Meiners, Erica.** (2011). “Purged: Undocumented Students, Financial Aid Policies, and Access to Higher Education.” *Journal of Hispanic Higher Education* (10), 107-119.

**Meiners, Erica.** (2011). “Fear and Loathing: The Challenge of Feelings in Anti-Prison Organizing.” *WSQ: Women’s Studies Quarterly* 39 (1 & 2): 268 – 288.

**Meiners, Erica.** (2011). “A queer time and place: Educational analysis and intervention in the prison nation.” *Powerplay: A Journal of Educational Justice* 3 (1): 71 – 86.

Horn, S., **Meiners, Erica.**, North, C., & Quinn, T. (Fall 2010). “Visibility matters: Policy work as activism in teacher education.” *Issues in Teacher Education* 19 (2): 65-80.

Jackson, J. and **Meiners, Erica.** (2010). “Feeling like a failure: Teaching/learning abolition through *the good the bad and the innocent.*” *Radical Teacher (special issue on teaching the PIC)* 88: 20-30.

Diaz, D., Gómez, C., Luna-Duarte, C., **Meiners, Erica.**, Valentin, L. (2010). “Organizing tensions: From the prison to the military industrial complex.” *Social Justice: A Journal of Crime Conflict and World Order.* Special Issue Policing, Detention, Deportation and Resistance 36 (2) 73-84.

Diaz, D., Gómez, C., Luna-Duarte, C., **Meiners, Erica.**, Valentin, L. (May/June 2010). Dreams Deferred. *Academe.*  
<http://www.aaup.org/AAUP/pubsres/academe/2010/MJ/feat/diaz.htm>

**Meiners, Erica.** and Quinn, T. (2010). “Doing and Feeling Research in Public: Queer Organizing for Public Education and Justice.” *International Journal of Qualitative Studies in Education* 23 (2) 147-164.

**Meiners, Erica.** (public forum collaboratively organized). *Flaunt It! Queers Organizing for Public Education and Justice.* (November 4, 2010). Chicago, Jane Addams Hull-House Museum.

**Meiners, Erica.** *Chicago Communiversity: Engaging with the Prison Industrial Complex* (January – May 2010). Chicago Freedom School/Project NIA.

**Stockdill, Brett.** “Living in the Borderlands.” Four part series for The Bilerico Project: Daily Experiments in LGBTQ.

[http://www.bilerico.com/2011/05/the\\_odyssey\\_of\\_the\\_utterly\\_fabulous\\_mario\\_sierra.php](http://www.bilerico.com/2011/05/the_odyssey_of_the_utterly_fabulous_mario_sierra.php). May 3-6, 2011.

**Stockdill, Brett.** Review of *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies* by Rafael de la Dehesa. *Mobilization: An International Journal*. Volume 16, Number 1, March 2011.

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

**Armato, Michael,** Shelly Bannister, Laurie S. Fuller and Nancy Matthews. “The Effects of Violence on Student Success in Higher Education.” Paper presented at the NEIU Faculty Research Symposium (11/12/2010).

**Armato, Michael,** Shelly Bannister, Laurie S. Fuller and Nancy Matthews. “Gendering our Understanding of Violence: Violence against Male Students and its Academic Implications.” Paper presented at the annual meetings of the Midwest Sociological Society, St. Louis, Missouri (3/25/11).

**Caftori, Netiva.** Presentation about Fulbright experience. Global Connections: Our Collective Destiny for Peace and Understanding Conference, NEIU, (2/1/2011).

**Fuller, Laurie.** (November 2010). *Changes and Collaborations: Are Leadership Transitions Difficult Dialogs?*, National Women’s Studies Association Annual Conference, Denver, Colorado.

**Fuller, Laurie.** (March 2011). *Feminists Imagine Gender: Speculative Fiction and Social Change*, 30th Annual Gender Studies Symposium at Lewis & Clark College, Portland, Oregon.

**Fuller, Laurie.** (April 2011). Moderator, *Gendering Theoretical Issues*, Illinois State University Sixteenth Annual Women’s and Gender Studies Symposium, Normal, Illinois.

**Fuller, Laurie.** “Changes and Collaborations: Are Leadership Transitions Difficult Dialogue?” Roundtable with Beth S. Catlett, Ellen O'Brien, Ann Russo, and Durene Wheeler, National Women's Studies Conference, November 2010.

**Gómez, Christina.** (April 12, 2011). “Undocumented Latino Youth: Strategies for Accessing Higher Education” American Educational Research Association, New Orleans, Louisiana.

**Gómez, Christina.** (April 2, 2011). “Consejos: How to Navigate Graduate School.” ILACHE, Northeastern Illinois University, Chicago, Illinois.

**Gómez, Christina** and Erica Meiners, Maria Luna-Duarte and Daysi Diaz-Strong. (February 24, 2011). "Undocumented Latino Youth." University of Chicago, Center for the Study of Race, Politics and Culture, Chicago, Illinois.

**Gómez, Christina.** (February 15, 2011). "Bilingualism & Education in the Latina/o Community." Dartmouth College, Latina/o Community Dinner, Hanover, New Hampshire.

**Gómez, Christina.** (October 24, 2010). "Diversity in the Workplace." University of Chicago Booth School of Business, Chicago, Illinois.

**Gómez, Christina.** (October 18, 2010). "Preparing Minority Students for College" Spencer Foundation, Chicago, Illinois.

**Gómez, Christina.** (October 16, 2010). "Ready to Lead: Charla with Parents." Congressional Hispanic Caucus Institute, NEIU, Chicago, Illinois.

**Gómez, Christina** and Erica Meiners, Maria Luna-Duarte and Daysi Diaz-Strong. (October 13, 2010). "Papers: Undocumented Students in Higher Education." Equity in Action Conference, NEIU, Chicago, Illinois.

**Hoagland, Sarah.** "Giving Testimony and the Coloniality of Knowledge," Midwest Society for Women in Philosophy, October 23, 2010.

**Hoagland, Sarah.** "Giving Testimony and the Coloniality of Knowledge," "Colonization, Class and Women," John Carroll University, November 6, 2010.

**Hoagland, Sarah.** Giving Testimony and the Coloniality of Knowledge," Northeastern Illinois University 1<sup>st</sup> Annual Faculty Symposium, November 12, 2010.

**Hoagland, Sarah:** Moderator, session at the California Roundtable on Philosophy and Race, Northwestern University, October 9, 2010.

**Johnson, Joan Marie.** "When the Philanthropist was a Scientist: Exploring the Influence of Katharine Dexter McCormick on the Development of the Oral Contraceptive," American Association for the History of Medicine, Philadelphia, April 2011.

**Johnson, Joan Marie.** Commentator, "Southern Women in State and Nation: Regional Identity in National Women's Organizations," Southern Historical Association Meeting, Charlotte, NC, November. 2010.

**Meiners, Erica.** University Diversity Annual Lecture Series. Oakland University. March 31, 2011.

**Meiners, Erica.** Peace and Justice Annual Lecture. Marian University. March 3, 2011.

**Meiners, Erica.** Workshop. Reproduction of Race and Racial Ideologies, University of Chicago. February 24, 2011.

**Meiners, Erica.** Keynote. Chicago History Museum, *Sexicon: Language and Identity*, January 27, 2011.

**Meiners, Erica.** Author meets Critic. Response to Lynne Haney's *Offending Women* (University of Chicago Press, 2010). Social Science History Association, November 2010.

**Meiners, Erica.** Pre-Conference Session. Bergamo Conference. October 2010.

**Meiners, Erica.** Panelist. National Cradle to Jail Conference, Roosevelt University, Mansfield Institute, October 2010.

**Natcone, Audrey.** *Chicago Rocks and the Pursuit of Happiness: Tearing Down the Silos at an Urban Commuter University*, 30<sup>th</sup> National Conference on the First Year Experience, Atlanta, Georgia. February 2011.

**Stockdill, Brett.** "Status of LGBTQ Immigrants & Immigrants with HIV/AIDS." Experience the World in Albany Park—Globalization in Our Backyard Conference. NEIU. April 13<sup>th</sup>, 2011.

**Stockdill, Brett.** "HIV Positive, Immigrant Queers: Theorizing at the Intersections of Immigrant Status, Sexuality, Race, Class and HIV." Midwest Sociology Society Annual Meeting. St. Louis, MO. March 26<sup>th</sup>, 2011.

**Stockdill, Brett.** "The Odyssey of the Utterly Fabulous Mario Sierra: Living in the Borderlands of Sexuality, Immigration, and HIV." Equity in Action Conference. NEIU. October 12<sup>th</sup>, 2010.

**Wheeler, Durene.** "Changes and Collaborations: Are Leadership Transitions Difficult Dialogue?" Roundtable with Beth S. Catlett, Laurie Fuller, Ellen O'Brien and Ann Russo, National Women's Studies Conference, November 2010.

**Wheeler, Durene.** "The Continued Search for Sisterhood: The Contemporary Marginalization of African and African American Women in Women's Studies." Panel Discussion with Wamucii Njog, Olivia Perlow and BarBara Scott, Oakton Community College Women and Gender Studies Conference, April 2011.

## **5. Funded grants/Awards**

**Caftori, Netiva.** Specialist Fulbright grant to Houdegbe North American University, Cotonou, Benin.



**Meiners, Erica.** 2010 Critics Choice Award American Educational Studies Association, Flaunt It!

## **6. Service**

### **Byard, Vicki.**

- Chair of the work group that authored the “Proposal to Address the Needs of the Women and LGBTQ Students at Northeastern Illinois University.”

### **Gomez, Christina**

- Judge, Chicago Metro History Fair, March 2011.
- Volunteer, Hyde Park School of Dance, 2010-2011.
- Conducted a workshop for the Ancona School, *Dia de Español*, May 20, 2011
- Visiting Associate Professor of Latin American, Latino and Caribbean Studies Program, Dartmouth College, Hanover, New Hampshire, Summer 2010.
- Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, Summer 2010.

### **Hoagland, Sarah.**

- Studies, Fall 2010.
- Editorial Board, HYPATIA.
- Director, Institute of Lesbian Studies.
- Conference Organizer and host: The Institute of Lesbian Studies Summer Retreat (3 day).

### **Johnson, Joan Marie**

- Southern Association for Women Historians: Executive Council Member, 2011-2013.
- Southern Historical Association: Membership Committee, 2010-2011.
- South Carolina Historical Society: George C. Rogers Book Award Committee, 2010.
- Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL.

### **Marino, Elizabeth.**

- Developed and and continue to lead SAGE Women’s Creative Writing Workshop for the Center on Halsted, Chicago, February 2011.

### **Over, Kristen**

- Elected Council Member, Medieval Academy of America (2010-2013).

### **Stockdill, Brett**

- Conference Session Organizer, “Combating Gender(ed) Violence.” Midwest Sociology Society Annual Meeting. St. Louis, MO. March 25<sup>th</sup>, 2011.

## **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications

**Emmanuel-Egobi, Bolanle.** “The Effect of Colonialism on Nigerian Women.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Emmanuel-Egobi, Bolanle.** Conference presentation, *Gendering Theoretical Issues*. Illinois State University Sixteenth Annual Women’s and Gender Studies Symposium, Normal, Illinois, April 29, 2011.

**Geber, Monica.** “Men’s Violence in Mexico: A Political Social and Cultural Perspective.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Greer, Alison.** Conference presentation, *Gendering Theoretical Issue*. Illinois State University Sixteenth Annual Women’s and Gender Studies Symposium, Normal, Illinois, April 29, 2011.

**Guillen, Angelica.** “Who Benefits from Rape?” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Gutierrez, Julia.** “Poor Women of Color in the U.S.: Agency vs. Structure.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Gutierrez, Julia.** “The Impact of Gang Violence on Latinas.” Roundtable on Latina Feminism, John Carroll University, April 29, 2011.

**Harris, Lakeesha.** “Sex Work: Removing the Stigma Through a Harm Reduction and Restorative Justice Framework.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Harris, Lakeesha.** Conference presentation, *Gendering Theoretical Issue.*, Illinois State University Sixteenth Annual Women’s and Gender Studies Symposium, Normal, Illinois, April 29, 2011.

**Lara, Rachel.** “Sex Trafficking : A Global Phenomenon.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Rueda, Ryan.** “Women, Silence and Language.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Salgado, Mayra.** “Undocumented Women and Domestic Violence.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

**Sayad, Ashley.** “Feminism for All.” 6<sup>th</sup> Annual Women’s Studies Student Symposium, NEIU, April 8, 2011.

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

**Gutierrez, Julia.** Accepted into Gender and Women's Studies Masters Program at UW-Madison.

### C. Alumni News

**Chaves, Maria.** Received Masters Degree in the Philosophy, Interpretation and Culture Program at SUNY-Binghamton.

## WOMEN'S STUDIES PROGRAM

### Assessment Report 2010-2011

Submitted by Durene I. Wheeler

The Women's Studies Assessment Working Group (Brett Stockdill, Mike Armato, Nancy Matthews, Jill Althage, Kristen Over and Durene I. Wheeler) met and assessed the student portfolios and speeches (see the charts below). There was much discussion about student learning.

#### ***Women's Studies Major Assessment Rubric for the Portfolios 08-09, 09-10 & 10-11***

5	Outstanding	Effectively addresses goal/objective
4	Strong	May address some parts of goal/objective
3	Adequate	Adequately addresses goal/objective
2	Limited	Goal/objective addressed inadequately
1	Unsatisfactory	Goal/objective not addressed
0	Not Applicable	

**Below are the Women's Studies assessment committee averages for the 9 portfolios assessed in 2009, the 6 assessed in 2010 and the 9 assessed in 2011.** Starting in 2007 all the goals and objectives were assessed. As part of our assessment outcomes we want the student averages to be at 3 or above in all applicable categories. If they are not, then the assessment committee makes recommendations about programmatic changes to help students achieve those goals and objectives.

<b>Women's Studies Goals and Objectives</b>	<b>2008/9 Ave</b>	<b>2009/10 Ave</b>	<b>2010/11 Ave</b>
Understand implications and applications of feminist theories.	<b>3.2</b>	<b>2.4</b>	<b>3.8</b>
1) Read and understand feminist theory	<b>3.3</b>	<b>3.4</b>	<b>3.9</b>
2) Compare different theories	<b>3.1</b>	<b>2.9</b>	<b>3.1</b>
3) Create own feminist perspective	<b>3.5</b>	<b>3.6</b>	<b>3.6</b>
Recognize intersections of inequality, power and oppression and apply them to own and others' lives.	<b>3.3</b>	<b>3.0</b>	<b>4.0</b>
1) Understand how feminist theory about inequality, power and oppression is related to personal experiences	<b>3.6</b>	<b>2.9</b>	<b>3.8</b>
2) Understand how inequality, power and oppression affect women's lives	<b>3.8</b>	<b>3.9</b>	<b>4.0</b>
3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.	<b>3.3</b>	<b>3.4</b>	<b>3.6</b>
Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.	<b>3.7</b>	<b>3.1</b>	<b>4.1</b>
1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system	<b>3.6</b>	<b>3.4</b>	<b>3.5</b>
2) Analyze the relationship between past feminist struggles and social change	<b>3.9</b>	<b>2.8</b>	<b>3.2</b>
Evaluate women's changing status, using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	<b>3.4</b>	<b>3.1</b>	<b>4.0</b>
1) Demonstrate familiarity with substantive information about women's diverse experiences	<b>3.4</b>	<b>3.5</b>	<b>3.2</b>
2) Compare and contrast women's changing status historically using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	<b>3.2</b>	<b>3.6</b>	<b>3.1</b>
Development of clear and effective writing in the discipline	na	<b>3.4</b>	na
1) Understand audiences	na	<b>3.6</b>	na
2) Makes clear argument	na	<b>3.7</b>	na
3) Develops conclusions and implications	na	<b>3.6</b>	na
4) Mechanics	na	<b>3.8</b>	na
5) Appropriate academic style (APA, Chicago, etc.)	na	<b>3.4</b>	na
Development of thinking and writing skills	na	na	<b>4.1</b>
1) Compare and contrast concepts and ideas	na	na	<b>3.7</b>

2) Conceptualize different understandings of feminisms	na	na	<b>3.4</b>
3) Craft a theoretical perspective	na	na	<b>3.5</b>
Development of research skills by distinguishing the relative weight and value of library sources	<b>3.4</b>	<b>3.5</b>	<b>3.8</b>

***Women's Studies Assessment Rubric for the Presentations  
Spring 2009 - 2011***

5	Outstanding	Effectively addresses goal/objective
4	Strong	May address some parts of goal/objective
3	Adequate	Adequately addresses goal/objective
2	Limited	Goal/objective addressed inadequately
1	Unsatisfactory	Goal/objective not addressed

**Below are the Women's Studies assessment averages for 9 presentations in 2009, 6 in 2010 and 9 in 2011.** As part of our assessment outcomes we want the student averages to be at 3 or above in all applicable categories. If they are not then the assessment committee makes recommendations about programmatic changes to help students achieve those goals and objectives.

<b>Women's Studies Goals and Objectives</b>	<b>2009 Ave</b>	<b>2010 Ave</b>	<b>2011 Ave</b>
<b>Understand implications and applications of feminist theories.</b>	<b>3.5</b>	<b>3.9</b>	<b>4.0</b>
1) Read and understand feminist theory	3.7	3.7	4.3
2) Compare different theories	3.3	3.4	4.1
3) Create own feminist perspective	3.5	4.4	4.4
<b>Recognize intersections of inequality, power and oppression and apply them to own and others' lives.</b>	<b>3.7</b>	<b>3.9</b>	<b>4.2</b>
1) Understand how feminist theory about inequality, power and oppression is related to personal experiences	4.0	4.1	4.5
2) Understand how inequality, power and oppression affect women's lives	3.9	4.3	4.6
3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.	3.1	4.0	4.5
<b>Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.</b>	<b>3.3</b>	<b>4.1</b>	<b>4.3</b>

1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system	3.7	4.0	4.5
2) Analyze the relationship between past feminist struggles and social change	3.7	3.8	4.1
<b>Development of thinking and writing skills</b>	<b>na</b>	<b>na</b>	<b>4.0</b>
1) Compare and contrast concepts and ideas	na	na	4.5
2) Conceptualize different understandings of feminisms	na	na	4.0
3) Craft a theoretical perspective	na	na	4.5
<b>Development of presentation skills</b>	<b>3.3</b>	<b>4.2</b>	<b>4.3</b>
1) Adapt verbal messages to a specific audience	3.7	4.1	4.2
2) Use multiple strategies with audiences [such as gestures, eye contact, visual aids, moving from behind the podium, asking questions and more]	3.4	4.1	3.6
<b>Development of discussion skills</b>	<b>4.2</b>	<b>4.5</b>	<b>4.5</b>
<b>Respond effectively to others' arguments; listen to others; identify the main issue(s) in a group discussion; identify points of agreement and consensus</b>			

# WORLD LANGUAGES AND CULTURES

## **Annual Report 2010-2011**

### **Submitted by Paul A. Schroeder Rodriguez**

#### **Executive Summary**

Dr. Denise Cloonan Cortes de Andersen was promoted to Full Professor. She also received the prestigious Audrey Reynolds Distinguished Teaching Award.

The Department received a \$100,000 gift, and talks are ongoing with the donor regarding its use.

We conducted a national search for an Assistant Professor of Spanish specializing in contemporary Mexican Literature, and are happy to report that Brandon Bisbey will be joining us in that capacity in Fall 2011. Dr. Bisbey just completed his doctorate at Tulane University with a dissertation titled “Humor and Homosexuality in Contemporary Mexican Narrative.”

I visited the University of Guanajuato in April 2011 to meet with colleagues in their Departments of Languages and of Literature (two separate departments). Based on the information I gathered, I developed an articulation list of course equivalencies in Spanish language and literature. Separately, I also developed a similar list for courses at our new partner in Madrid, the University of Rey Juan Carlos III. We expect that publicizing these equivalencies will dramatically increase the number of Spanish Majors and Minors who take advantage of our partnerships in Mexico and Spain, and in doing so improve their linguistic and cultural literacy as only immersion can. Already, three of our Spanish Majors will be spending their Fall semester at a partner institution in a Spanish-speaking country: two in Mexico and one in Spain. This compares with only one NEIU student who studied in Guanajuato in the past four years, since that partnership was signed.

The Department sponsored several events during the year, including:

- *Desiertos*, a performance inspired by *Del camino al ahorita*, an award-winning play on the immigration experience by NEIU Spanish Instructor Raúl Dorantes. The program featured the dance company *Colectivo PAUSA en Movimiento* from Cuernavaca, Mexico, and poems by Chicago-based poets Juanita Goergen, Jorge Montiel, and Febronio

Zatarain. The performance was very favorably reviewed in *Hoy* and *Contratiempo*, two Chicago-based Spanish-language publications. April 28, 2011.

- A forum on campus with over twenty poets from throughout Latin America and the Chicago area, as part of *Poesía en Abril*, the annual Spanish-language poetry festival organized by *Contratiempo* in collaboration with DePaul University and NEIU. April 16, 2011. The event was recorded and is being edited for transmission on public access television.
- A poetry reading featuring four students in the Spanish program and guest poet Juan Antonio Meza Compeán, author of the critically acclaimed collection *Revolution Reborn*. April 7, 2011.
- Kathy Johnson, Diplomat in Residence at UIC, presented on careers in the Foreign Service. March 15, 2011.

The following numbers of students served by our degree programs are approximate. They are based on Cognos reports of student enrollment during Summer 2010, Fall 2010 and Spring 2011:

M.A. in Latin American Literatures and Cultures (Enrolled/Graduated): 63/11

	B.A.:	Minor:	TCP:
Spanish	182/39	142/33	3/0
French	24/5	17/2	2/0

Compared to the Cognos-generated numbers from last year, this reflects an increase of 24 students in the M.A. in Latin American Literatures and Cultures, of 40 students the B.A. in Spanish, and of 4 students in the B.A. in French Studies. In terms of number of students who graduated, 7 more students graduated from our M.A. than last year, 6 more graduated from the B.A. than last year, and the number of French Studies Majors who graduated decreased by 2.

## I. Assessment

During AY 2010-2011 we began implementing the new programs in Spanish and French Studies, both of which were approved during AY 2009-2010. We also began using *LiveText*, an electronic portfolio software, to store selected work by Spanish and French Studies Majors at different stages of their studies. The data we collected is allowing us to both assess the effectiveness of the new programs and to meet reporting requirements for the upcoming NCATE review. That said, the collection of data was irregular because of student resistance to buy *LiveText* and because of the steep learning curve for the software, despite the company's assurances to the contrary. We are actively addressing both problems and expect to have more consistent data collection next academic year.

## II. Program Plan



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

During 2010-2011 we will continue to gather and evaluate selected work by all Spanish and French Studies Majors at different stages of their studies. We will also meet to review and possibly edit the assessment rubrics.

### **B. Projected needs**

1. Faculty: None. We will be able to meet the growing demand for M.A. courses with two courses taught by faculty housed in other departments: Emily García (Department of English) and Ana Nieves (Department of Art).
2. Equipment: None. We replaced 38 outdated Dell computers in the Language Lab with state-of-the-art Macs, through the Student Technology Initiative. Terrence Black and Thomas Griffin were instrumental in making this happen.
3. Other Resources: None. We hired Rosa Ortiz Lorenzana (B.A. Spanish, 2011) as our new Office Support Specialist. She will join us in July 2011.

## **III. Accomplishments**

### **Faculty Research/Creative Activities**

#### **Conference Presentations**

Paul A. Schroeder Rodriguez, "The Silent Roots of New Latin American Cinema." Latin American Studies Association, Toronto, October 8, 2010.

#### **Service**

Cloonan Cortez de Andersen, Denise. Editorial Review Board Member: *The Linguistics Journal*.

## **WORLD LANGUAGES AND CULTURES**

### **Assessment Report 2010-2011**

Submitted by Paul A. Schroeder Rodriguez

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

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