



College of Arts & Sciences

2019-2020 Annual Report Department Reports



Dr. Katrina Bell-Jordan
Dean

Dr. Sudha Srinivas
Acting Associate Dean

Dr. Timothy R. Libretti
Acting Associate Dean

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*Not Available

COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT

Executive Summary

The 2019-2020 brought extraordinary challenges that necessitated a team-led approach to problem-solving to meet these challenges, and reminded all of us in the College of Arts and Sciences (CAS), how resilient a community we are.

The academic year launched with a university wide, two-day Faculty Institute in August 2019 which included an inaugural College-focused day of activities. The College of Arts and Sciences kicked off the CAS portion of the Faculty Institute with a professional development workshop for CAS department chairs and program coordinators, followed by a faculty gathering to review and celebrate the accomplishments of the CAS community, and to preview the goals for the upcoming year. The activities concluded with a College Assembly that engaged CAS faculty in dialogue on the CAS strategic planning.

The Fall semester launched the programming related to another inaugural CAS event – the College of Arts and Sciences Themed Semester set for Spring 2020, built around the central topic of Climate Change. Fall 2019 saw the CAS hosting several events that tied in with the launch of the One Book, One Chicago selection for 2019-2020, *The Sixth Extinction* by Elizabeth Kolbert. These included a panel discussion of NEIU experts at the Chicago Public Library, Albany Park around Climate Change; a series of scientific colloquia by climate and environmental scientists; the screening of the documentary *Cooked: Survival by Zip Code* and a panel discussion on Racial Inequalities following the screening. Spring 2020 saw the realization of curricular focus on Climate Change, as disciplines across the CAS – from Fine Arts through Humanities; Social and Behavioral Sciences to the STEM disciplines found ways to address the topic of Climate Change via a multi-faceted exploration from several different disciplinary perspectives.

The Spring semester kicked off the curricular aspects of the themed semester, with a total of 67 courses offered across the College of Arts and Sciences addressing climate change in scientific terms, in historical, geopolitical, behavioral and sociological terms, as well as through art, culture, and language. The CAS also welcomed Dr. Katrina Bell-Jordan as the new Dean of the College of Arts and Sciences in March 2020.

The COVID-19 pandemic and the subsequent move to remote learning in Spring 2020 brought challenges and problem-solving opportunities to the CAS as it worked on operationalizing NEIU's pivot to remote instruction following the State's mandate universities to operate remotely amidst a rising pandemic. The CAS developed

resources to help faculty and students keep teaching and learning remotely in the early days of the remote learning, and developed and implemented a Continuity of Operations Plan for the college and all its academic units to ensure an uninterrupted high-quality academic programming and support for our students during this unprecedented period.

The College's ability not just to survive this moment but also to pursue innovative curricular initiatives to address pressing social challenge is rooted in the strong disciplinary foundations of its departments across the four anchor areas.

The College of Arts and Sciences houses the University's General Education/Distributive Learning Program, its developmental education programs, and to offer 27 majors and 50 minors across the Fine Arts, Humanities, Social/Behavioral Sciences, and STEM areas. The CAS also continues to serve graduate students by offering degrees in 16 disciplines and three certificate programs. In the 2019-2020 academic year, the CAS conferred a total of 824 degrees and continues to generate the most credit hours in the University by offering approximately 63% of the total credit hours generated this year.

Here are just some of the highlights of the accomplishments of CAS faculty, staff and students during the 2019-2020 academic year:

CAS faculty produced over 300 scholarly publications, presentations, creative works and/or performances in the 2019-2020 academic year. CAS graduate and undergraduate students also presented their research and/or creative activities at NEIU's 28th Annual Student Research and Creative Activities Symposium.

We congratulate the finalists and the recipients of the Brommel Distinguished Research Professor Award and the Audrey Reynolds Distinguished Teaching Award.

Dr. Chielozona Eze was chosen as the 2020 Bernard J. Brommel Distinguished Research Professor. Dr. Bernard J. Brommel, Professor Emeritus, Communication, Media and Theatre, established the Bernard J. Brommel Distinguished Research Professor Award to be given annually to the tenured/tenure-track member of the Northeastern Illinois University faculty who best demonstrates excellence in research and scholarship. Of this year's nominees, the committee selected three finalists after careful consideration of a bibliography of their works and nomination letters submitted by their colleagues. The finalists were Drs. Chielozona Eze, English; Sangmin Bae, Political Science; and Jon Hageman, Anthropology.

The recipient of the Audrey Reynolds Distinguished Teaching Award was Dr. Sarah Cordell, Mathematics. CAS Professor Emerita Audrey Reynolds (Linguistics), established the award which is given annually to the Northeastern faculty member who best demonstrates excellence in teaching. The finalists for the 2019 Audrey Reynolds Distinguished Teaching Award were Sarah Cordell, Mathematics; Alireza Dorestani, Accounting, Business Law and Finance; and Durene Wheeler, Educational Inquiry and Curriculum Studies. The Reynolds Award Committee selected the three finalists after careful consideration of nomination letters submitted by colleagues and other members of the Northeastern Illinois University community. The finalists demonstrated evidence of excellence in teaching, and in each of the dossiers the committee found evidence of innovation, high standards, and a positive impact on students at the University.

The College of Arts and Sciences welcomed eight new tenure-track faculty in the Fall 2019 semester: Ariana Bancu (Linguistics), Maura Cherney (Communication, Media and Theatre), Senyung Lee (Teaching English to Speakers of Other Languages, Lauren Meranda (Art), Manar Mohaisen (Computer Science), Olubunmi Oyewuwo-Gassika (Social Work), Beth Reinke (Biology), and Andrew Young (Psychology).

In August 2019, NEIU's Board of Trustees announced Tenure and Promotion to Associate Professor and Promotion to Professor to the following:

Tenure and Promotion to Associate Professor

Emily Booms, Biology
Rachel Adler, Computer Science
Elisabet Head, Earth Science
Hardik Marfatia, Economics
Rachel Birmingham, Justice Studies
Lewis Gebhardt, Linguistics
Katherine Bird, Mathematics
Matthew Graham, Mathematics
Joseph Hibdon Jr., Mathematics
Nabil Kahouadji, Mathematics
William Adler, Political Science
Amiee Hilado Villalpando, Social Work

Promotion to Professor

Tracy Luedke, Anthropology
Emina Stojkovic, Biology
Christina Bueno, History
T.Y. Okosun, Justice Studies

We congratulate the following CAS faculty members as recipients of the Instructor/Academic Support Professional/Academic Resource Professional Excellence Award for their achievements and contributions to the academic community in the academic year 2018-2019.

- Jeremy Babcock, CASEP
- Amanda Goldblatt, English
- Nawaf Habib, Biology
- Denana Miodragovic, Chemistry
- Elizabeth Otto-Cramer, Communication, Media and Theatre
- Cheryl Park, Biology
- Christine Swanson, ELP

We also recognize the following CAS recipients of NEIU's Faculty Excellence Award for 2020 for their achievements in the academic year 2018-2019:

Service

- Elyse Bolterstein, Biology
- Jorge Cantu, Biology
- Amina Chaudhri, Teacher Education
- Sarah Fabian, Communication, Media and Theatre
- Lisa Hollis-Sawyer, Psychology
- Jeanine Ntahirageza, TESOL
- Russell Wartalski, Literacy, Leadership and Development

Teaching/Performance of Primary Duties

- Pamela Geddes, Biology
- Gregory Neddenriep, Political Science
- Ryan Poll, English

Research/Creative Activities

- William Adler, Political Science
- Jennifer Banas, Health Sciences and Physical Education
- Christina Bueno, History
- Chielozona Eze, English
- Ryan Gallagher, Economics
- Adam Goldstein, Communication, Media and Theatre
- Hardik Marfatia, Economics
- Erica Meiners, Educational Inquiry and Curriculum Studies
- Cindy Voisine, Biology
- Xiwei Wang, Computer Science
- Zhonggang Zeng, Mathematics

The following Faculty and Level I-V Administrators were awarded sabbatical or educational leaves for academic year 2019–2020

Sabbatical Leaves:

- Rachel Adler, Assistant Professor, Computer Science (Fall 2019)
- William Adler, Assistant Professor, Political Science (Spring 2020)
- Sangmin Bae, Professor, Political Science (Fall 2019/Spring 2020)
- Christina Bueno, Associate Professor, History (Fall 2019/Spring 2020)
- Tracy Luedke, Associate Professor, Anthropology (Spring 2020)
- Nathan Mathews, Associate Professor, Art (Fall 2019)
- Anna Mitina, Professor, Mathematics (Fall 2019)
- Selina Mushi, Associate Professor, Teacher Education (Spring 2020)
- Vida Sacic, Associate Professor, Art (Spring 2020)
- Joshua Salzman, Associate Professor, History (Fall 2019)
- Melinda Storie, Associate Professor, Geography and Environmental Studies (Spring 2020)
- Jing Su, Associate Professor, Chemistry (Fall 2019/Spring 2020)
- Cindy Voisine, Associate Professor, Biology (Fall 2019)

Educational Leaves (Full-Time Instructors)

- Olivia Cronk
Purpose: Study and Research
Spring 2020
- Michael Davros
English
Purpose: Study and Research
Fall 2019
- Denana Miodragovic
Chemistry
Purpose: Study and Research
Fall 2019

Educational Leaves (Level I-V Administrators)

- John Albazi, Department Chair, Chemistry (Fall 2019)
- Nont Dhiensiri, Associate Dean, College of Business and Management (Spring 2020)
- Travis Heath, Department Chair, Music (Spring 2020)
- Isaura Pulido, Department Chair, Educational Inquiry and Curriculum Studies (Spring 2020)
- Sudha Srinivas, Associate Dean, College of Arts and Sciences (Spring 2020)
- Shedah Tavakoli, Department Chair, Counselor Education (Spring 2020)

Our retirees for 2019 will be missed. They are:

John Albazi (CHEM)
James Albright (CS)
Leo Bacino (HIST)
Jose Castaneda (MUS)
Kathleen Kane (CMT)
T. Y. Okosun (JUST)
Kathleen Petefish (WLC)
Lawrence Roth (MATH DEV)
Laura Sanders (ESCI)
Greg Sarchett (MUS)

The College of Arts and Sciences continues to be proud of the dedication and hard work of our exceptional faculty and staff. This year has been especially challenging for everyone, and we recognize the many contributions they have made to our programs and to serving our students.

Katrina Bell-Jordan, Dean, College of Arts and Sciences

AFRICAN/AFRICAN AMERICAN STUDIES (Minor)

Annual Report 2019 – 2020

Submitted by Sharon L. Bethea

I. 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 and Gender Studies, and Latino and Latin American Studies programs. AFAM is designed to provide a curriculum that prepares its minors for advanced graduate studies in African/African American and African Diaspora Studies, international affairs, education, social work, social policy studies, and legal and professional training as well as in such fields as communications, writing, teaching, theatre, and dance. The mission of AFAM is to provide a high quality undergraduate interdisciplinary academic curriculum and services to enrich the educational experiences of Northeastern Illinois University's diverse faculty, staff, and student body.

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

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

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

2019/2020 COURSES - AFRICAN & AFRICAN AMERICAN STUDIES PROGRAM

AFAM 109 First Year Experience

AFAM 200 Intro. To African & African American Studies

AFAM 301 Foundations of Africans Civilizations

AFAM 302 Foundations of Africans in the Diaspora

AFAM 303: Global Collaborations: Cross Cultural Research in Ghana

AFAM 319/ANTH 319: Prehistory of Africa

AFAM 320/ANTH 320: Religion and Healing in Africa and the African Diaspora

AFAM COURSE OF INTEREST

EDFN 411B African Summer Institute for Teachers

For minor - Electives (Cross-Listed) Courses (9 credits) chosen from (but not exclusive to) any of the following departments:

African and African American Studies

Anthropology

Art

Communication, Media & Theatre - Theatre

English

Geography & Environmental Studies

History

Inner City Studies

Justice Studies

Linguistics

Music

Philosophy

Political Science

Psychology

Social Work

Sociology

Highlights of 2019/2020

During the academic year 2019/2020, AFAM continued to make programmatic developments and organizational strides. Some of these achievements include:

1. AFAM co-implemented the sixteenth annual African Summer Institute for K-12 teachers at Northeastern Illinois University. The Summer Institute is a three-week intensive program designed to provide K-12 teachers in the Chicago area with a knowledge base and pedagogical skills they can utilize to develop lesson plans and classroom curricula about Africa and its peoples. The overall goal of the 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.
2. Member - Committee for Black Student Success – Serving African/African American and African Diasporic students (BSSC).
 - a. Goals BSSC
 - i. Strategic Plan, Mission, Vision, commitment concerning success of Black students
 - ii. Recruitment
 - iii. Retention
 - iv. Support Black students at the NEST
 - v. University Climate Study
 - vi. Assessment and data for the success of Black students
3. Member, Genocide and Human Rights Center – GHRAD Center
 - a. The GHRAD Center consists of a group of concerned faculty and students supported by a larger community of friends, together promoting awareness and acting towards the prevention of genocide and other crimes against humanity in Africa.
 - b. The GHRAD Center aims to:
 - i. Organize courses and workshops and offer fellowships for students and scholars
 - ii. Develop curricula and pedagogies for teachers
 - iii. Organize bimonthly discussions of relevant books, articles and documentaries
 - iv. Hold yearly conference/symposia
 - v. Organize student-centered activism and debates on social justice and human right issues
 - vi. Collaborate with leading organizations and institutions interested in understanding and stopping crimes against humanity
 - vii. Advocate for public policies to prevent future atrocities
4. Member - Genocide Human Rights Research Group
5. Co-sponsored and participated in NEIU's Tribute to the Legacy of Rev. Dr. Martin Luther King, Jr.

6. Co-sponsored Black History Month
7. Member of the Black Heritage Month Committee
8. Participated NEST community dinner sponsored by the Pedroso Center
9. Co- sponsored- Sixth Annual Symposium on Genocide and Human rights
 “Genocide Prevention and Repair” Tuesday November 5, 2019.
 - a. Keynote Jermaine McCaplin - “Dignifying Suffering: Reparations and Restorative Justice in Deeply Divided Societies.
10. Co PI – Proposal for IDEAS Spencer Capacity Building Grant for Human Rights.
11. Coordinator AFAM co-chaired. University Climate Study
12. Coordinated, raised funds and co-sponsored with Social Work and NEIU International Programs Office - Study Abroad Study Research Group with NEIU Students to Ghana – COVID-19 and Illinois Stay at Home Orders grounded the trip.
13. Successfully transitioned to remote learning during the COVID-19 pandemic and the racial violence and international protest concerning violence against Black people, police brutality against Black people and anti-blackness in America.

Collaborations with the Pedroso Center, CCICS, El Centro, Project Success, student organizations, NEIU International Programs, Genocide and Human Rights Center, Chicago Chec Social Work, Committee for Black Student Success and the Black Heritage Committee have blossomed. However, during the 2019 -2020 academic year efforts were hampered by the COVID-19 pandemic, Illinois stay-at-home orders, lack of administrative/professional employees, and civil service employees.

AFAM Program Goals and Student Learning Outcomes:

Goal 1: To ground students in an African-Centered epistemological framework that focuses on the cultural and human realities of African and African Diasporic thought and practice

Outcome 1.1: Students understand the language, concepts and theoretical paradigms of African and African American Studies

Outcome 1.2: Students appreciate the continuities and discontinuities among the peoples of Africa and the African Diaspora

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

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

Outcome 2.1: Students have a framework and necessary skills to take a comprehensive approach to challenging and critiquing racist paradigms, assumptions, and theories that dehumanize and marginalize Africans and African Diasporic peoples

Outcome 2.2: Students are able to recognize and debunk prevailing myths and stereotypes about Africa and its peoples throughout the world

Outcome 2.3: Students have the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora

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

Outcome 3.1: K-12 teachers can develop lesson plans and classroom curricula about Africa and its peoples throughout the world

Outcome 3.2: Students have relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships

Outcome 3.3: Students have international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

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

II. Program Plan

A. Long term goals

The AFAM program goals and learning outcomes are:

Goal 1: To ground students in an African-Centered epistemological framework that focuses on the cultural and human realities of African and African Diasporic thought and practice

Outcome 1.1: Students understand the language, concepts and theoretical paradigms of African and African American Studies

Outcome 1.2: Students appreciate the continuities and discontinuities among the peoples of Africa and the African Diaspora

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

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Outcome 3.1: K-12 teachers can develop lesson plans and classroom curricula about Africa and its peoples throughout the world

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Outcome 3.3: Students have international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

B. Program Plan Requirements/Ongoing 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.
- **Secretarial and Student Help:** The AFAM, WSP, and LLAS Programs together have one part-time administrative assistant.

C. Ongoing 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 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), Chicago CHEC, Genocide and Human Rights Center, Northwestern University, the Chicago Urban League, Chicago Public School, Evanston School District etc. See the Frank Lectureship, discussed above.

ANTHROPOLOGY

Annual Report 2019 – 2020

Submitted by Lesa Davis

I. Executive Summary

The Anthropology Department provides an exciting and engaging academic program emphasizing student success and field and research opportunities across the three subfields of anthropology: cultural anthropology, biological anthropology, and archaeology. As the study of what it means to be human, anthropology combines humanistic, interpretive, and scientific approaches with methods and theories of the natural and social sciences. All anthropology faculty and instructors bring their research expertise from the field and lab into the classroom.

During the 2019-20 academic year, anthropology had four tenure line Anthropology faculty members, all Full Professors: Tracy Luedke (cultural anthropology), Jon Hageman (archaeology), Lesa Davis (biological anthropology), and Russell Zanca (cultural anthropology). Anthropology is interdisciplinary and by nature and our faculty serve key roles in other programs as well:

Tracy Luedke continues as the founding Coordinator of the Global Studies (GS) program and teaches GS and Honors Program classes in addition to Anthropology courses. Luedke also is an active part of NEIU's CHEC grant.

Jon Hageman teaches for and serves as the Coordinator of the University Honors Program.

Lesla Davis is in her 3rd year as Chair of the combined Anthropology, English Language Program, Global Studies, Philosophy, and TESOL Department, after serving nearly 15 years as the Anthropology coordinator.

Each of the four anthropology faculty teach a mix of General Education and 300 level courses in Anthropology so we can both serve our majors at the upper levels and recruit and connect with students at the freshman and sophomore levels too. With our tenure line faculty spread thin with administrative assignments, we rely on our five instructors and adjuncts to fill in: Shimelis Gebru, Ph.D. (biological anthropology), Martin Giesso, Ph.D. (archaeology), Lara Ghisleni, Ph.D. (archaeology), Edward Maher, Ph.D. (archaeology), and Matilda Stubbs, Ph.D. (cultural anthropology). Our instructors and adjuncts also teach across the course levels and occasionally develop new courses for us. This year Dr. Ghisleni taught her new ANTH 347 Archaeology of Colonialism course. And Dr. Stubbs created and taught a successful ANTH 363 Anthropology of Tourism class. She also taught ANTH 109e Sweet Home Chicago FYE class which she has modified and updated for the program.

This year brought a unique challenge to the program in the Spring when Tracy Luedke took a sabbatical and Lesa Davis took a leave and sabbatical. Russell Zanca stepped in as coordinator of anthropology from January-August 2020 and Jeanine Ntahirageza took over the chair duties for the larger department during Davis' absence. In early March, prior to the pandemic shut down, Jon Hageman hosted and chaired the 43rd annual conference on Mesoamerican Archaeology and Ethnohistory at NEIU. According to Russell Zanca, program activities from January to August focused on responding to the pandemic. Many anthropology faculty, instructors, and adjuncts already had experience in teaching in a virtual environment and the others worked to take advantage of online training workshops and Quality Matters training to get up to speed.

II. Program Plan

A. Long term goals

NEIU Anthropology's long-term plans are to reshape our program and curriculum to highlight the connections across the three subfields. We believe the strength of anthropology and its utility in the world lies within the perspective that draws from all 3 subfields, instead of 3 distinct perspectives. The benefits of this approach were first realized in the team-taught course developed by Tracy Luedke and Lesa Davis, ANTH 343 Anthropology of the Body. This unique and successful course looks at topics related to the body and considers them from both cultural anthropology and biological anthropology perspectives.

Our future plans also include exploring the development of an online Anthropology major that has the above cross subfield focus and the added experience of internships and field experiences in the student's area of choice. These two components of an online degree would set the NEIU Anthropology online degree apart from all other online anthropology degrees and has the potential for drawing in a diversity of interests. We will continue to develop these ideas in the next few years. These goals are in sync with President Gibson's interest in creating more online degrees at NEIU. While Anthropology regularly modifies and adjusts its program and adds new courses, we have not undergone a wholesale program revision since 2004 when we focused on balancing our program requirements equally across the three subfields. Our current efforts to focus on the connections across the subfields is a natural next step.

B. Projected needs

1. Faculty: Archaeologist with expertise in historical archaeology, urban archaeology, or similar. Specifically, we would like to hire an anthropologist who could develop an archaeological field school in the Chicago area. Archaeology, like the rest of anthropology has many natural connections with other fields of study and a combined hire in Archaeology and History or Art or Environmental Science would serve Anthropology and the University quite well.
2. Equipment: The media console and technology in our dedicated classroom (BBH 156) needs significant updates.
3. Other Resources: Renovation for the Anthropology Lab (BBH 125) to include separated workspaces, plumbing, and venting for both faculty and student research.

III. Accomplishments

2. Book Chapters, Regional Exhibitions or Performances

Hageman, Jon B. 2020 An Undeserved Reputation: How Contract Courses Can Work for a Small Honors Program. In *Building Honors Contracts: Insights and Oversights*, K.A. Miller, ed., pp. 81-101. National Collegiate Honors Council Monograph Series, Lincoln, Nebraska.

4. Conference Presentations, Group Shows

Jon Hageman hosted and chaired the 43rd annual conference on Mesoamerican Archaeology and Ethnohistory at NEIU

C. Alumni News

Elise Adams, ANTH '18, was accepted into the M.A. program in human skeletal biology at Mississippi State University

Ryan Brokamp, B.A. ANTH '14, M.A., LING '16, took a new position as Intake and Support Specialist for Resources for Community Living in Chicago.

Joseph Majalca, ANTH '12, began the Biomedical Visualization M.S. program at University of Illinois Chicago

Rachel Martiniak, ANTH '12, took a new position as an eLearning Specialist in the Gies College of Business, UIUC

Kelsey Nordine, ANTH '10, completed her Ph.D. in Anthropology, Washington University, S. Louis.

Yesenia Taveras-Cruz, ANTH '16, completed her M.S. in Experimental Psychology at Northeastern University in Boston and is continuing as a doctoral candidate in the same program.

Toni Villasenor-Marchal, ANTH '15, completed her Master of Design from the School of the Art Institute of Chicago.

ART + Design

Annual Report 2019-2020

Submitted by Kim Ambriz

I. Executive Summary

The Art + Design Department continues to provide a comprehensive liberal arts degree in Art (BA), with concentrations in Studio Art, Art History and Art Education, as well as a professional degree in the applied field of Graphic Design (BFA). We also offer an array of minors that focus on fine and applied art and art history (Interaction Design, Photography, Studio Art, Art History). As a small department in a public university, we house a range of disciplines with studios and faculty to match, and we plan to continue to strengthen our reputation and get the word out that in a city full of art programs, we are a hidden gem (stated by our National Association of Schools of Art and Design accreditors during their last visit) with a full range of disciplines and facilities to match. We continue to work on recruitment plans and initiatives to change this narrative and bring us to the attention of more students who seek a degree in Art or Design. The department was scheduled to undergo a full National Association of Schools of Art and Design accreditation visit in Fall 2020, and has since moved the visit to Fall 2021.

In upcoming news, starting in Fall 2020, our department name will be updated from “**Art**” to “**Art + Design**”, which will better reflect our programs, bring us in line with other universities and improve marketing strategies. The department welcomed **Assistant Professor, Lauren Meranda**, in Fall 2019. This hire was a direct result of the BFA in Graphic Design reaching, and surpassing, program projections. By the end of August 2019, we had 47 BFA candidates, comprised of both pre-majors and majors. FY20 continued to be productive for the department and we were busy with multiple initiatives and continued to update curriculum and studio spaces in response to program need. As with all departments, some of our initiatives were halted due to the switch to remote learning in March 2020 and we continue to plan and investigate ways to deliver recruitment initiatives remotely. Our first ever **Art + Design Saturday Open House**, scheduled on the Saturday before spring recess, had momentum to be a unique first event for us but was ultimately canceled due to the pandemic. Although open to all, we had 50+ RSVPs to the event which was to include creative coding workshops given by alumni, Risograph workshops sponsored by Hallagan, open studios and tours, among other activities. We are excited to launch this type of event in the future and currently, we are focusing on free remote workshops for high school students, especially in schools where our alumni teach as well as CPS schools that have a relationship with NEIU.

In Fall 2019, the department hosted the annual **Illinois Higher Education Art Association** (IHEAA) meeting. This meeting brought together representatives from Illinois two-year and four-year institutions and the theme for the meeting focused on student mental health in academia. In February 2020, the department hosted a workshop by the **Chicago Lawyers for the Creative Arts**. The workshop was free and open to the entire university and surrounding community. The event was held in the Recital Hall in the Fine Arts Center and included such topics as: *Protecting Your Creative Content, Using Content of Others in Your Work, Fair Use, Consignment of Art to Galleries, Commission, Loan-Out and Sales Contracts and Sales Tax Issues in Selling Art*.

As result of an initiative brought to fruition by Professor KT Duffy, we put in place the **Artists' Cooperative Residency and Exhibitions (ACRE) Alumni Scholarship**. This scholarship covers the cost of attendance for one alum to attend a two-week artist residency. This residency award is competitive and provides studio time and room and board to complete work and to conduct studio research and experiment, all in a setting free of interruptions. **James Welch (BA '18)**, current MFA in New Media candidate at University of Kansas – Lawrence, was our first scholarship recipient and will attend the residency once it reopens. The residency schedule has been moved due to the pandemic.

The department awarded our second round of **MakeSpace Fellowships** in Spring 2020 to **Thomas Wallace** and **Xena Lopez**. This fellowship is an award opportunity for declared BA in Art or BFA in Graphic Design majors who show a dedication to the area of Art + Technology and/or declared Interaction Design minors. The fellowship supports the awardee(s) with a \$250-\$500 stipend for the completion of a self-guided project created with Art + Tech resources and gives students experience in a leadership role (since they dedicate two hours of service in the studio) and fosters the development of their artistic practice outside of the classroom. Due to access issues and a remote campus for the last half of Spring 2020, the fellowship duration was extended into FY21. This will give the fellows more time to work remotely on their projects.

The department once again took part in the **Interdisciplinary Seminars for Illinois Teachers** series, a program where high school teachers take part in workshops at NEIU in order to earn CPDU credits. We ran a sculpture plaster casting workshop led by Professor Shencheng Xu and plan to continue to offer workshops as part of future program offerings. We once again supported the **Women in Science exhibition**, part of the larger conference put on by ChicagoCHEC, by offering department exhibition space and help installing the art contest exhibition for high school and college students.

In conjunction with the **NEIU Weekend**, the department hosted the biennial *Juried Art + Design Alumni Exhibition* and invited Alumna Millicent Kennedy (BA '14) as the juror. This alumni event and reception took place in the Fine Arts Center Gallery and featured alumni at various stages in their artistic careers and who represented a breadth of creative practices.

The department was again involved in the planning and implementation of the annual **Art in Response to Violence Conference** in October and worked with the Psychology department to coordinate exhibitions in various department galleries and exhibition spaces throughout campus as well as workshops in the studios. The department also supplied the conference with spaces and supplies for art healing rooms and a gallery walk was led by associate professor, Nate Mathews. New faculty member Lauren Meranda wrote and received an Illinois Arts Council grant to digitize ARV conference processes and Nate Mathews facilitated the installment of the permanent ARV exhibition on campus. As part of the conference this year, the **Peace Paper Project** returned to NEIU and a papermaking workshop was held in the Drawing studio. Students were invited to bring articles of clothing to be turned into paper pulp, which was then used to make handmade sheets of paper. This was an intense hands-on workshop that directly related to art and healing and students were very excited to participate.

Spring 2020 was filled with faculty led projects that responded to both the pandemic and the array of social justice initiatives in the community and beyond. In response to the dire situations around lack of PPE in local hospitals and in community in the early days of the pandemic, **Nate Mathews** and **KT Duffy** worked on a project to produce face shields for local hospitals and used the 3D printers in the department MakeSpace studio. We donated printing supplies and also received funding support for printing filament from the CAS dean's office. **Lauren Meranda** worked on an involved project with Chicago artist Alexandria Eregbu for the National Public Housing Museum. Lauren and Alexandria produced 800+ cloth face masks that were distributed to residents in Chicago Public Housing communities. Alexandria produced the masks, while Lauren printed the cards that were included with each mask. The card included a storied history of mask wearing in the US and instructions on how to safely wear and care for the mask. The cards were printed on the Art + Design Department's Risograph printer, which is ecofriendly, uses rice-based ink, and works like a cross between screen printing and a xerox machine. **Todd Irwin** donated time to design and print 200 protest signs for Chicago Teachers Union marchers at Union Park (Chicago) and also digitized BLM designs by Nurse Signs (Jamaica) and Matt Goias for free online distribution (PDF download) and at Brooklyn Museum (NYC).

Students and faculty continued to be active in a variety of community events during the 2019-2020 academic year. Our students, alumni and faculty produced independent exhibitions, took part in residencies, gave talks, received awards and current Art + Design students mounted capstone senior exhibitions and had work showcased in the annual juried student exhibition.

The department continues to focus energy on intentional **recruitment efforts** and responded to opportunities on and off campus. In addition to general recruitment events that the university attends and hosts, the department took part in recruitment activities that specifically highlighted the Art + Design Department and its offerings. As the pandemic thwarted many of our in-person events, we were still able to participate in the **Illinois High School Art Exhibition College Fair in Bridgeport (Bridgeport Art Center)**. On hold for FY20 were the aforementioned Saturday Department Open House

as well as our community college juried exhibition. Our department continues to enroll a large number of transfer students and in order to keep this an ongoing trend, we hold a community college exhibition in the Fine Arts Center Gallery between exhibitions. The exhibition is always juried and participants are typically from an array of area two-year schools. We usually procure donated Blick Art Materials gift cards that are awarded to first, second and third place works at the opening reception. This recruitment endeavor will be revisited once the gallery reopens in FY21. Going forward, we plan to track students in the exhibition and whether or not they enroll at NEIU.

2019-2020 Academic Year Gallery Season Summary

During the 2019-2020 academic year, the Fine Arts Center Gallery hosted six exhibitions and a sale of student work in ten months (August 2019-March 2020). Due to the pandemic, two shows were rescheduled and the last exhibition (juried student exhibition) was delayed, ultimately installed and disseminated on the department website. This summary will focus on the programming and exhibitions of the last academic year. All exhibitions (with the exception of the student sale and student and faculty exhibitions) included a gallery talk and/or workshop given by the exhibiting artist(s). The university hosted receptions for all exhibitions in conjunction with the Jewel Box concerts on Friday evenings with the goal of expanding the audience for visual arts on campus.

The gallery continues to be dedicated to expanding its outreach on and off campus with a special emphasis on reaching out to NEIU Art Alumnae, continued collaboration with other departments, and presenting the most current movements and practices occurring in contemporary art.

The Fall 2019 schedule began with the ***Biennial Juried Art Alumni Exhibition***, a juried exhibition of work by NEIU alumni who graduated with a major or minor in Art. This alumni event and reception took place in the Fine Arts Center Gallery and featured alumni at various stages in their artistic careers and who represented a breadth of creative practices. Millicent Kennedy (BA '14) served as the juror.

The second exhibition of the season was the ***Chicago Printers Guild: 10th Anniversary Exhibition***. This juried exhibition to marked the 10th anniversary of the Chicago Printer's Guild whose mission is to foster awareness of print culture as it bridges the gap between commercial and fine art printing.

The third exhibition, ***Handmade by Robots***, showcased Chicago based artists who use digital media to assist, influence, or augment the process or final art piece.

At the end of the Fall 2019 semester, the gallery hosted its annual ***Student Art Sale***. The popular sale provides students with the opportunity to have their work shown in the main gallery on campus, learn how to present and price their artwork, and make extra money for the holidays. Many people from all parts of the campus come to the gallery at this time thus broadening our outreach on campus.

The Spring 2020 gallery calendar of exhibitions opened with the **Marina Kuchinski's solo exhibition: *Unbecoming Animals***. Through ceramics, mixed media, and installation, Marina Kuchinski investigates the human experience, the animal experience, and the way animals have been perceived in both historical and contemporary contexts.

The faculty exhibition was followed by ***Hide and Seek by Margie Criner***. Criner's abstract wooden sculptures reveal a hidden miniature narrative within, which deals with themes ranging from the banality of everyday life to the human desire to escape from it.

The spring semester was to close with **The Annual Juried Student Art + Design Exhibition**, a yearly juried exhibition of work in all media created by NEIU students with a declared major or minor in Studio Art or major in Graphic Design. This exhibition introduces students to the process by which they will submit their work for exhibition upon graduation and teaches students the practical aspects of presenting, pricing, and selling their art. Due to the pandemic, this exhibition was delayed and ultimately installed and shared digitally on the Art + Design department website.

Summer exhibitions that were postponed were the **Juried Community College Student Exhibition** and a solo exhibition by Chicago Artist **Yoonshin Park**.

The integrity of the gallery can be seen in the wide breadth of educational opportunities provided through its exhibitions and programming on a very fiscally sound budget, which is carefully adhered to. The gallery is always accessible, free of charge, and open to all. Beyond successful exhibitions, the gallery is committed to continual growth and engaging educational activities. Lastly and most importantly, the gallery continues to contribute to the university's educational curriculum and to provide opportunities for cultural enrichment.

II. Program Plan

A. Long term goals

- Continue to update studio areas in response to contemporary trends in disciplines;
- Write and implement an online/low residency Master of Arts in UI/UX;
- Write and implement a Graphic Design Minor;
- Finalize our new Fabrication Lab/Maker Space;
- Recruitment for all areas with a focus on the BFA in Graphic Design;
- Plan for our Fall 2021 accreditation visit from the NASAD and successfully receive 10-year accreditation;
- Add BFA in Graphic Design to our NASAD accreditation;
- Add another design lab or mobile classroom to augment the BFA in Graphic Design and other areas in the department that require digital arts technology;
- Provide updated technology and equipment to areas that need to remain current in the field;

- Offer summer programming for high school students as well as programming during the traditional CPS high school schedule (weekends, spring breaks, etc.);
- Put in place eight-week Saturday workshops for high school students (in planning stages with CAPE office);
- Increase community-based initiatives;
- Continue to integrate and develop the new Art and Technology concentration into the studio art curriculum both as a stand-alone concentration as well as into studio areas and foundations courses;
- Strengthen our Visiting Artist Program in the department;
- Continue to review and propose curricular changes and new courses to better serve students and strengthen the program;
- Continue to review Studio Safety Plans and continue to revise and keep up-to-date individual area safety manuals;
- Increase enrollment via recruitment efforts by actively reaching out to all two-year institutions and area high schools via snail mail and digital outreach;
- Revise and update recruitment materials;
- Continue recruitment efforts on and off campus with a focus on a Saturday Open House with activities each semester;
- Foster community among art + design majors;
- Continue to improve advising in the department;
- Improve alumni relations and better tracking of alumni.

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

1. Faculty

Gallery Coordinator: Fine Arts Center Gallery

The Fine Arts Center Gallery Coordinator resigned in Fall 2019 and it is imperative that this position be filled as soon as possible. In FY 20, the Art + Design department chair took over this A&P, 20 hour per week, position and will continue in this role until the position is returned to the gallery. The position was eliminated without any consultation on the implications to visual arts programming on campus and unfortunately, the gallery does not run itself. While the department gallery committee (advisory) has helped with scheduling future programming, the chair has taken on all administrative duties, student aide supervision, planning and implementation of artist receptions, workshops and artist lectures, facilitated exhibition planning and installations and managed the budget and purchasing, to name a handful of duties related to the gallery. The Fine Arts Center Gallery is part of the fabric of the Chicago art community and requires a professional at the helm; it is not sustainable for the department chair to continue running gallery operations. This is a critical half-time position that needs to be reinstated into the university budget.

Ceramics/ Painting & Drawing

As mentioned in the previous reports, each studio discipline in the department has a FT/TT faculty member as the area head and the **Ceramics** area has been without a faculty member since 2011. The **Painting and Drawing** area has also been without a FT/TT faculty member since 2014. It is very important to have someone as the key faculty member since along with course load, each studio faculty member is responsible for their area and oversees anything from daily maintenance to improvements and updates. An area faculty member also serves as a point person and advisor to students in a given area. The ceramics concentration serves the studio art concentration, is a K-12 requirement and general education classes in ceramics are traditionally full. The painting and drawing concentrations are also without an area faculty member and enrollment and curriculum in the concentration has suffered as a result.

2. Equipment and Space

Additional Design Lab

The new program in graphic design will be able to operate in our current design lab, which is used for photography, graphic design and foundations courses, for a few more years but as the program grows we will need a second design lab. Even though we have reconfigured spaces in the past, we have reached the end of that prospect and will need to expand beyond the space we have now. More and more curriculum is (and has to) incorporating digital technologies. This is necessary to remain contemporary in the field and to better prepare students as they graduate. We now have a small digital photography lab, but we continue to run into scheduling problems and the ability to offer open studio time for students to work on their projects outside of class.

Laptop Cart/Mobile Classroom

As stated in previous reports and above, the department is not allocated new spaces for studio needs and has relied on reinventing and remodeling studios when the need arises to update student resources in relation to curriculum. Since acquiring an additional dedicated lab seems a bit out of reach at this point in time, the department plans to once again request funding for a mobile classroom in the form of a laptop cart. This mobile classroom will consist of 22 MacBook Pros loaded with the Adobe Creative Cloud Suite and will be able to be used in Foundations courses, Art + Tech courses and advanced Graphic Design courses. Course scheduling will be improved as our dedicated spaces will not dictate course offerings and we will be able to use the laptop cart directly in a class that needs it, especially if the other two classrooms are booked. We will also be able to use the laptop cart for recruitment initiatives and workshops.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Duffy, Katie

The Ways We Record the Universe Are Evidence of Our Own Primitive Nature,
Ortega Y Gasset Projects, Brooklyn, NY

Residency (Award):

ChaNorth, Pine Plains, NY

Artist Lecture:

Coding for Painters Workshop, Ortega Y Gasset Projects, Brooklyn, NY

Irwin, Todd

Published by the Artist, International Print Center of New York, NYC

Kommanivanh, Chantala

8th Beijing International Art Biennale, National Art Museum of China, Beijing,
China

Between Two Worlds, Herbert F. Johnson Museum, Cornell University, Ithaca, NY

Artist Lecture:

Between Two Worlds, Herbert F. Johnson Museum, Cornell University, Ithaca, NY

Sacic, Vida

Residency (Award):

Penland School of Craft (Winter Residency), Bakersville, NC

2. Book Chapters, Regional Exhibitions or Performances

Criner, David

Along the Way, Box Factory for the Arts, St. Joseph, MI

Living Proof, Susan O. Ahern Gallery, Thelma Sadoff Center for the Arts,
Fon du Lac, WI

Duffy, KT

Artist Lecture:

Coding as Feminist Practice, New Media Caucus Border Control Conference,
University of Michigan

Residency (Award):

ACRE Residency, Steuben, WI

Irwin, Todd

Printmaking as Resistance, Morgan Conservatory, Cleveland, OH

Mathews, Nate

Midwest SPE Exhibition, Brooks Stevens Gallery, Milwaukee, WI

Sacic, Vida

Letters Home, Kerredge Gallery, Copper Country Community Arts Center,
Hancock, MI

Tangible Type: Contemporary Letterpress Art, Du Charme Erdmann Gallery,
Manitowac, WI

Acute Accents, Caitich Gallery, St. Ambrose University, Davenport, IA

Residency (Award):

Artist in Residence, Copper Country Community Arts Center,
Hancock, MI

Artist Lecture:

“A Tool for Understanding: Giving Voice to Diverse, Non-Traditional and Low-
Income Students Through Letterpress Printing,” TypeCon, Minneapolis, MN

“Letterpress Printing in Chicago: Its Current State, History and Legacy,”
roundtable discussion, College Art Association conference, Chicago, IL

Xu, Shencheng

Fly, Harmony and Evolution Exhibit, Ruth Davis Design Gallery, Madison, WI

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

Carreño, Dubhe

This Quiet Dust: “One of a Kind Show,” Merchandise Mart, Chicago, IL

American Craft Exposition: This Quiet Dust Ceramics, Botanic Gardens,
Glencoe, IL

Sedimentary: a New Collection by Dubhe Carreño, Studio 6F, Chicago, IL

Material Possessions Store: Featuring the work of Dubhe Carreño, Art in The
Village Art Fair, Winnetka, IL

Publication (featured artist):

“A Bowl of Soup by Dubhe Carreño,” Pottery Making Illustrated, June 2018

Criner, David

Larger Than Life, The Clancy, Chicago, IL

Awake, St. Xavier University Gallery, Chicago, IL

Winter Exhibit, Woodlawn Arts Academy, Sterling, IL

One Inspired Evening, benefit auction, Venue West, Chicago, IL

Art Open House, Anois Studios, Dixon, IL

Chuck Kane Scholarship Event, auction fundraiser for Northeastern Illinois
University students, Wheeling, IL

Duffy, KT

Jurassic Warp, Ground Level Platform, Chicago, IL
Points of Unity, Terrain Biennial, Evanston, IL (as PIXELFACE)
Scry til You Know Why, Donnelly Foundation, Chicago, IL

Awards:

NEIU Faculty Travel Award, Northeastern Illinois University

Artist Lecture:

Visiting Artist, Art + Technology MFA, School of the Art Institute of Chicago,
Chicago, IL

Artist Talk, Core Studio, School of the Art Institute of Chicago, Chicago, IL

Coding as Feminist Practice, College Art Association Annual Conference,
Chicago, IL

Brutalist Web Code workshop, Latitude, Chicago IL

Irwin, Todd

Chicago Printer's Guild 10 Year Anniversary Exhibition, NEIU Fine Arts Center
Gallery, Chicago, IL

Kommanivanh, Chantala

Commission:

Stony Island Arts Bank, Rebuild Foundation, Chicago, IL

Krueger, Deanna

Membranes of Perception, Zhou B Art Center, Chicago, IL

ART-IN-PLACE, Terrain Exhibitions/CNL Projects, Chicago, IL

Mathews, Nate

People Made Visible, Gallery 200, West Chicago, IL

750 Art Installation, Bahá'í House of Worship, Wilmette, IL

750 Art Installation, Rockefeller Chapel, University of Chicago, Chicago, IL

Art in Response to Violence Permanent Exhibition, Building D North Gallery,
Northeastern Illinois University, Chicago, IL

750 Art Installation, Art in Response to Violence 2019 Conference Exhibition,
Ronald Williams Library, Northeastern Illinois University, Chicago, IL

Slideshow 2019, Roman Susan Gallery, Chicago, IL

Meranda, Lauren

Envisioning Justice Exhibition, Stockyard Institute, Chicago, IL

Listed, Chicago Architectural Biennial, (Head Designer), Chicago, IL

Belonging Exhibition: Tonika Johnson, (Head Designer), Chicago, IL

Porterfield, Mary

Solo Exhibition, Hofheimer Gallery, Chicago, IL
Third Midwest Open, Womanmade Gallery, Chicago, IL
8th Annual Art Competition, Bridgeport Art Center, Chicago, IL

Award:

Honorable Mention, *Third Midwest Open*, Womanmade Gallery, Chicago, IL

Articles/Reviews:

Damien James. "A Breath of Compassion: A Review of Mary Porterfield at Hofheimer Gallery", NewCity Art, September 2019.

Ruiz, Juan

Figure, Form, and Body, Salt Air Gallery, Chicago, IL
Biennial Juried Alumni Art Exhibition, Northeastern Illinois University, Chicago, IL

Sacic, Vida

The Bridge Program Showcase, Hyde Park Art Center, Chicago, IL
Controlling Time, Langer Over Dickie Gallery, Chicago, IL
Chicago Printer's Guild 10 Year Anniversary Exhibition, NEIU Fine Arts Center Gallery, Chicago, IL

Residency (Award):

The Bridge Program, Hyde Park Art Center, Chicago, IL

6. Service

Duffy, KT

Planning Committee, New Media Caucus Border Control Conference
Communication Committee Chair, New Media Caucus, CAA Conference 2020
Coordinator, Header/Footer Gallery

Mathews, Nate

Juror, RJ O'Brien & Associates photography contest
Illinois Higher Education Art Association Board of Officers
Illinois Higher Education Art Association, Webmaster

Meranda, Lauren

Guest Critic, Kent State University Architecture Review
Guest Critic, Rutgers University-Camden Senior Portfolio Review
Board of Directors, Chicago Design Archive
National Public Housing Museum, Cloth Mask Project, Designer.

B. Student Achievements

Art + Design Department Student Merit Awards

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

Award Recipients:

Best in Show (1):	Xena Lopez
Best 2D:	Shirley Vargas
Best 3D:	Katelyn Krabacher
Honorable Mention:	Michael Maura
Honorable Mention:	Ziqi Kong

C. Alumni News

Graduate School

James Welch (BA '18) is in his second year in the MFA program in Expanded Media at University of Kansas, Lawrence. James received full funding for three years.

Alison Greer (BA '13) is currently in their last year in the MFA program in Sculpture at University of Illinois-Champaign-Urbana.

Katrina Ramirez (BA '19) is currently in the M.A. program in Clinical Psychology at the Chicago School of Professional Psychology.

In other alumni news:

Millicent Kennedy (BA '14) is currently the Gallery Director at Rockford University.

Rachelle Hill (BA '14), is the Coordinator of Studio Programs and Labs as well as a Teaching Artist at **Marwen**. She is also the president of the Chicago Printer's Guild.

Todd Irwin (BA '11), runs Bitmap Press, an independent, small screenprinting business in Chicago.

Will Velez (BA '09) is a general manager at Blick Art Materials.

Lisa Stefaniak (BA '13), is the art gallery manager at Gallery Oh! in Chicago.

Students with positions in the applied field of Graphic Design:

Felicia Akus (BA '16): Graphic Designer, Frost Chicago

Kristin Best (BA '11): Graphic Designer, Art Institute of Chicago

Erica Briggans Jones (BA '14): Senior Designer, Visual Merchandising at philosophy,
NYC

Christa Forgione (BA '16): Designer and Product Manager at Litera Microsystems

Joey Grant (BA '16): Senior Designer, Freeosk, Inc

Lou Newton (BA '14): Art Director, Publications International Ltd.

Sofia Park (BA '14): Graphic Designer at Northwestern University - Kellogg School of
Management

Rebecca Lang (formerly Price) (BA '14): Graphic Designer, Oak Park Library

Damian Loma (BA '16), Graphic Design Instructor at NEIU

Rebecca Deimler (BA '16), Loft Lucia, Manager and Designer

Lidiya Mutafchieva (BA '18), Graphic Designer, MedGyn Products, Inc

Kate (Ryzhenko) Cherevko (BA '18), Visual Designer, Avande

Vitalii Emelianov (BFA, '20) Part-time Junior Graphic Designer, Art Institute of
Chicago

BIOLOGY

Annual Report 2019 – 2020

Submitted by Jennifer Slate

I. Executive Summary

The Department of Biology is one of the largest departments in the College of Arts and Sciences, with over 300 students pursuing a B.S. in Biology, nearly 50 students minoring in Biology, and over 30 students pursuing an M.S. degree in Biology. We also offer general education courses (a total of 28 sections during Fall 2019, Spring 2020, and Summer 2020). Thus, we enjoy serving both the large number of students who are pursuing degrees within our program in addition to students from programs across NEIU.

In Fall 2019 we welcomed Dr. Beth Reinke as our newest tenure-track faculty member and Ms. Corey Palmer as our newest Instructor. Beth received a Ph.D. degree in Evolutionary Biology from Dartmouth College and conducts research on the evolution and physiology of animal coloration. Corey received an M.S. degree in Plant Biology and Conservation from Northwestern University and conducts research on prairie restoration. They join thirteen other tenure-track faculty (which includes Dean Michael Stern of the College of Graduate Studies and Research) and ten other Instructors.

Exemplary Faculty and Staff

Biology faculty and staff were honored with numerous awards and accolades during the 2019-2020 academic year. Dr. Elyse Bolterstein, whose expertise areas are molecular genetics and toxicology, obtained tenure and was promoted to Associate Professor. Mr. Kip Conwell, Laboratory Manager for Biology, was recognized for innovation, teamwork, and contribution to student success with an Employee Excellence Award. Six faculty received Excellence Awards for the 2018-2019 academic year, which would have been announced in spring 2020 if not for delays due to COVID. Dr. Cheryl Park and Mr. Nawaf Habib received Instructor Professional Excellence Awards for their outstanding teaching. Faculty Excellence Awards were also bestowed on Dr. Pam Geddes (teaching), Dr. Cindy Voisine (research), and Drs. Elyse Bolterstein and Jorge Cantú (service). Many in our department were recognized for years of dedication to NEIU: Ms. Tina Pennekamp, Administrative Aide (30 years), Dr. Sue Mungre (20 years), Dr. Jennifer Slate (15 years), Dr. Pam Geddes (10 years), Dr. Aaron Schirmer (10 years) and Dr. Elyse Bolterstein (5 years).

Faculty were also recognized for their scholarship. Dr. Cindy Voisine received a sabbatical award and spent the fall of 2019 at the University of Heidelberg in Germany, conducting neurobiology research on proteins associated with degenerative diseases

including Amyotrophic Lateral Sclerosis (ALS). The data she obtained is providing the framework for research projects for six students at NEIU. Dr. Elyse Bolterstein also received a sabbatical award to conduct research on oxidative metabolic stress in aging fruit flies. Dr. Emily Booms (with Dr. Jung Su, Chemistry) obtained a Research Community award for interdisciplinary work to identify anti-fungal compounds from soil bacteria. Finally, Summer Research Stipends were awarded to Dr. Sue Mungre (2019) and Drs. Voisine and Reinke (2020).

Academic Excellence and Innovation

Our commitment to provide excellent educational experiences continued during the pivot to remote learning that occurred mid-semester in Spring 2020. In regular, department-wide support meetings held over Zoom, we exchanged ideas and shared our approaches. A “tips, tricks and strategies for transitioning to online” document in which faculty and staff added suggestions for online lecture and lab activities grew to eighteen pages. Student evaluations showed that these efforts were successful. In Spring 2020, a total of 97% of student answers to evaluation questions across the 46 sections were in the Excellent (78%), Very Good (13%), or Good (6%) categories. In Summer 2020, 95% of answers across the 11 sections were Excellent (71%), Very Good (14%) or Good (10%). These evaluation questions rated biology faculty on knowledge and preparation, ability to communicate and stimulate interest, and attitude toward students.

In May 2020, the Biology Department created a Virtual Student Research Symposium to provide students the opportunity to present the results of research projects conducted during the academic year. Twelve undergraduate and two graduate students recorded presentations that were viewed and commented upon by students and faculty from throughout the department. The research projects, mentored by eight different faculty, included topics as diverse as genetics, ecology, biochemistry, and science education. Vada Becker (mentored by Dr. Elyse Bolterstein) and Melissa Carillo (mentored by Dr. Emina Stojković) received Best Oral Presentation awards. Victoria Puccini de Castro (mentored by Drs. Cindy Voisine and Michael Stern) and Astrid Vargas (mentored by Dr. Sue Mungre) received Best Poster Presentation awards.

In June 2020, in response to the Black Lives Matter movement, we developed a Statement of Solidarity in support of our Black students, alumni, and colleagues. The statement was a department-wide effort, with twenty-two faculty and staff contributing to its development. The statement, sent to all Biology students and posted on the department website, was accompanied by an invitation to attend listening sessions. In two open Zoom sessions that any student could attend, we were humbled to hear about their experiences in the Biology Department, at NEIU, and in the community.

Enhanced University Operations

We took several steps to make it easier for students to access information about our program and to feel welcome. Outdated information on bulletin boards was replaced with visuals that describe the requirements of the major and minor and that profile students and faculty. A 55-inch LED screen, with a rotating slide show that is regularly

updated with announcements, was installed in an area where students congregate. With its new design, our NEIU Biology T-shirt was ordered by seventy students and faculty. For the first time, all faculty in our department are now profiled on our website. We now also have an infographic and newly redesigned handouts that highlight our strengths and describe our program to potential students.

The Biology Department Seminar Series allowed students to hear about cutting-edge research from distinguished speakers. Four monthly seminars occurred before the pandemic began. We welcomed Dr. Michael Mahon from the Environmental Change Initiative at the University of Notre Dame, Dr. Bart van Alphen from the Department of Neurobiology at Northwestern University, and Dr. Heather Pinkett from the Department of Molecular Biosciences at Northwestern University (sponsored by MARC). We were also honored that our newest faculty member, Dr. Beth Reinke, gave a seminar about her research. Finally, the Biology Department sponsored Dr. Wil Burns, from the Institute for Carbon Removal Law and Policy at American University, to give a public talk for the College of Arts and Sciences theme semester on climate change.

Fiscal Strength

External funding obtained by Biology faculty (as P.I., co-P.I., or collaborator) totals over \$5 million. These grants are described in this section and in the following two sections (Student Success and Urban Leadership). The BioXFL grant (Dr. Emina Stojković, \$145,000 from National Science Foundation) supported the research of graduate student Melissa Carrillo, who graduated in May 2020 and is now a first-year PhD student at Paul Scherrer Institute in Switzerland. The Experiential Learning in Applied Statistics (ELIAS) Fellows Program (collaborator Dr. Pam Geddes, \$378,765 from United States Department of Agriculture) is providing a stipend, supplies, and travel for the research project of Environmental Science major Samantha García. The Julius M. Frankel Foundation (\$50,000) is supporting the collaborative research of students working in the laboratories of Drs. Bolterstein and Schirmer. An R15 AREA (\$165,000 from National Institutes of Health) is funding the collaborative research of Dr. Cindy Voisine, Dr. Michael Stern, and their students.

Student Success

The Maximizing Access to Research Careers (MARC) training grant (\$1.35 million, funded by National Institutes of Health) was renewed for an additional 5 years. Dr. Emina Stojković (with Dr. Breckie Church from Psychology and Dr. Joe Hibdon from Mathematics) is directing the training of undergraduate students in research who want to pursue PhD degrees in biomedical and/or behavioral fields. Nineteen students have completed the program thus far, 90% of which were admitted to PhD programs at schools including University of Illinois at Chicago, Michigan State University, and University of Wisconsin, Madison. Of the most recent biology scholars, Moraima Noda is in her first year of a PhD program at Indiana University and Luis Aldama was accepted to PhD programs at Northwestern University and the University of Chicago.

Dr. Pam Geddes (with Dr. Ken Voglesonger from Earth Science and Dr. Saszik from Psychology) is implementing the Agua en Comunidades Experimentales (ACE) program (\$1.5 million, funded by National Science Foundation), that addresses barriers faced by underrepresented groups in STEM majors. First-year students who place into developmental math, writing, and/or reading courses join learning communities that foster a sense of belonging and a self-identity as a scientist. With their peers, they engage in faculty-mentored scientific research and receive academic and social support.

Urban Leadership

The Noyce Scholars Program (\$1.45 million from the National Science Foundation) recruits STEM students to become teachers in high-need high schools. Dr. Joel Olfelt (along with Dr. Huseyin Colak of Educational Inquiry and Curriculum Studies and Dr. Matt Graham of Mathematics) is overseeing the recruiting, mentoring, and imparting of scholarship support by Noyce. Jake Ballasch, a Noyce scholar who graduated in 2019 with Bachelor's Degrees in Biology and Secondary Education, is now a biology teacher at Von Steuben High School in Chicago.

II. Program Plan

A. Long term goals

Evaluate our undergraduate curriculum for alignment with Vision and Change. Vision and Change is a transformative movement in undergraduate biology education sponsored by the American Association for the Advancement of Science, the National Science Foundation, the Howard Hughes Medical Institute, the National Institutes of Health, and the United States Department of Agriculture. Biology department teaching faculty will be invited to participate in evaluating and revising our program goals in relationship to Vision and Change and to identify key assessments that we can embed in core courses based on revised goals.

Develop a 4+1 Bachelor/Master Degree Program. The Biology M.S. degree is attractive to our undergraduate students; 30% of our current graduate students obtained a bachelor's degree from NEIU. We believe that we can increase that number by developing a 4+1 (or 3+2) Bachelor/Master Degree program that would allow strong undergraduates to take graduate-level course as electives and thus get an early start on an M.S. degree. Local universities such as North Park University, that lack a graduate program in Biology, are interested in partnering with us to also allow their students to seamlessly enter our M.S. Program. Thus, a 4+1 Bachelor/Master Degree program provides an excellent opportunity to increase recruitment.

Create interdisciplinary minors in collaboration with other departments.

We are currently working with the Mathematics Department to develop a Biomathematics Minor and with multiple departments (Anthropology, Art and Design, History, and GES) to develop a Museum Studies Minor.

Update the department website and expand our outreach through social media. The recent Enrollment Services audit made it clear that students are looking for “program value” when they search for a university to attend. We plan to add a video and student testimonials to our website that show potential students that they can be successful as a Biology Major at NEIU. We will also increase our social media footprint by continuing to regularly post on Facebook, Instagram, and Twitter (@NEIUbiology).

B. Projected needs

1. Faculty

Biology faculty are prolific researchers and involve students in their projects. A total of sixty-eight conference presentations by students are listed in this report. We need more space to accommodate faculty researchers and the students that they mentor. Two underused spaces could be converted to productive research labs. BBH 105 has a chemical fume and sink, but needs updating (the room is primarily used for storage). BBH 324, 328A, and 328B are small, adjacent rooms that could become a dedicated research space for a faculty member to work with students, if walls were removed.

2. Equipment

Several years of budget cuts to commodities and contractual lines are damaging our ability to provide effective educational experiences. Common equipment used in nearly every classroom laboratory (e.g., micropipettes, high-precision balances, hotplates, spectrophotometers, microscopes, pH meters) are aging and not always reliable. Specialty equipment such as a plant growth chamber and a housing unit for model organisms would allow us to expand upon the research opportunities that we provide for students via classroom activities and through mentored research experiences. In short, an updating of our equipment is necessary to offer our students the opportunity to learn state-of-the-art techniques and to successfully compete with other universities in our ability to attract students.

3. Other Resources

Several resource improvements would benefit the recruitment and retention of students:

- Create a Biology Community Center: BBH-342 is currently underused and is filled with slow, decade-old, desktop computers. With minor renovation, it could be made a Biology Community Center for students to congregate, study, and obtain tutoring and advising. In a recent survey of current biology students (136 responses), 60% said that feeling that a sense of community within the Biology Department is “Very Important” or “Important” to them. The top two things that they would like within the department are a quiet study space and a student lounge space to relax. It is common to see students sitting in hallway floors; they need a welcoming space to feel a sense of belonging as a biology student at NEIU.
- Renovate at least one laboratory classroom: The vast majority of our laboratory classrooms remain largely unchanged since BBH was built in the early 1970s. The rooms have an outdated footprint; functionality should be improved by installing movable lab tables and increasing available bench space for experiments. Making

our classroom space more usable and attractive to students is crucial for providing effective educational experiences and for recruitment.

- Reestablish climate control in the greenhouse: Our greenhouse, which we are very fortunate to have at a mid-sized university, is widely used for teaching and research. To continue its effective use, we need to reestablish climate control. Temperature regulation, especially in summer, is nearly impractical because motors for rooftop vents are not functioning and because easily adjustable shade cloth needs to be installed.

III. Accomplishments

Throughout, the names of biology **faculty members** are in bold, names of undergraduate students are underlined, and names of *graduate students* are italicized.

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Voisine, C. and M. Brehme. 2019. HSP90 et al.: Chaperome and Proteostasis Deregulation in Human Disease. *In*: Alexzander A.A. Asea and Stuart Calderwood, editors. Heat Shock Protein 90 in Human Diseases and Disorders. Springer Press. ISBN 978-3-030-23157-6

2. Articles, Peer-Reviewed

Cassidy, D., D. G. Epiney, C. Salameh, L. T. Zhou, R. N. Salomon, A. Schirmer, M. McVey, and E. Bolterstein. 2019. Evidence for premature aging in a *Drosophila* model of Werner syndrome. *Experimental gerontology* 127: 110733. DOI: 10.1016/j.exger.2019.110733

Claesson, E., W. Y. Wahlgren, H. Takala, S. Pandey, L. Castillon, V. Kuznetsova, L. Henry, M. Panman, *M. Carrillo*, J. Kübel, R. Nanekar, L. Isaksson, A. Nimmrich, A. Cellini, D. Morozov, M. Maj, M. Kurttilla, R. Bosman, E. Nango, R. Tanaka, T. Tanaka, L. Fangjia, S. Iwata, S. Owada, K. Moffat, G. Groenhof, **E. Stojković**, J. A. Ihalainen, M. Schmidt, and S. Westenhoff. 2020. The primary structural photoresponse of phytochrome proteins captured by a femtosecond X-ray laser. *Elife* 9: e53514. DOI: 10.7554/eLife.53514

Monick, S., V. Mohanty, M. Khan, G. Yerneni, R. Kumar, **J. Cantú**, S. Ichi, G. Xi, B. R. Singh, T. Tomita, and C. S. Mayanil. 2019. A phenotypic switch of differentiated glial cells to de-differentiated cells is regulated by folate receptor alpha. *Stem Cells* 37:1441–1454. DOI: 10.1002/stem.3067

Pini, A. K. and **P. Geddes**. 2020. Fungi are capable of mycoremediation of river water contaminated with *E. coli*. *Water, Air, and Soil Pollution* 231:83. DOI: 10.1007/s11270-020-4464-7

Reinke, B., L. Hoekstra, A. Bronikowski, F. Janzen, and D. Miller. 2020. Joint estimation of growth and survival from mark-recapture data to improve estimates of senescence in the wild. *Ecology* 101(1):1-7. DOI: 10.1002/ecy.2877

Sanchez, J. C., **M. Carrillo**, **S. Pandey**, **M. Noda**, **L. Aldama**, **D. Feliz**, E. Claesson, W. Y. Wahlgren, **G. Tracy**, **P. Duong**, **A. Nugent**, **A. Field**, V. Šrajer, C. Kupitz, S. Iwata, E. Nango, R. Tanaka, T. Tanaka, L. Fangjia, K. Tono, S. Owada, S. Westenhoff, M. Schmidt, and **E. Stojković**. 2019. High-resolution crystal structures of a myxobacterial phytochrome at cryo and room temperatures. *Structural Dynamics* 6(5):054701. DOI: 10.1063/1.5120527

Sandhof, C. A., S. O. Hoppe, S. Druffel-Ausustin, C. Gallrein, J. Kirstein, **C. Voisine**, and C. Nussbaum-Krammer. 2020. Reducing INS-IGF1 signaling protects against non-cell autonomous vesicle rupture caused by SNCA spreading. *Autophagy* 16: 878-899. DOI: 10.1080/15548627.2019.1643657

Schirmer, A.,* C. Gallemore,* T. Liu,* S. Magle, E. DiNello, H. Ahmed, and T. Gilday, 2019. Mapping behaviorally relevant light pollution levels to improve urban habitat planning. *Scientific Reports* 9(1): 1-13. DOI: 10.1038/s41598-019-48118-z
*authors contributed equally

3. Conference Presentations and Invited Talks **Regional, national, and international venues:**

Bolterstein, E., **V. Becker**, **D. Cassidy**, **D. Epiney**, **R. Milutinovic**, **D. Onofrei**, **C. Salameh**, **L. T. Zhou**, Robert Salomon, **A. Schirmer**, and M. McVey. Modeling aging and degenerative disease in DNA repair-deficient *Drosophila*. Environmental Mutagenesis and Genomics Society 50th Annual Meeting. Washington D.C., September 2019.

Geddes, P. Identifying cattail species and their hybrids using molecular markers: Lessons learned. Minnesota Water Resources Conference. St. Paul, Minnesota, October 2019.

Nuss, K. Strategies for a More Inclusive Biology Classroom. National Association of Biology Teachers (NABT) Annual Conference. Chicago, Illinois, November 2019.

Sanders, L., M. Erber, **P. Geddes**, S. Saszik, and K. Voglesonger. Can a cohort-based research community increase success for students who start college taking developmental courses? National Science Foundation Principal Investigators Meeting, Washington, D.C., 2019.

Schirmer, A. Effects of photopollution on circadian activity rhythms. Lincoln Park Zoo Symposium Series. October, 2019 (invited talk).

Schirmer, A., B. L. Smarr, A. L. Ishami, and M. Vujnovich. Analysis of learning management system logins identifies interactions between social jetlag, gender, and academic performance. Society for Neuroscience. Chicago, Illinois, October 2019.

Stojković, E. Structural basis for light-control of cell development: new insights from bacterial phytochrome proteins. Department of Chemistry, University of Wisconsin-Milwaukee, July 2019 (invited talk).

Stojković, E. and M. Schmidt. Myxobacterial phytochromes as light-regulated enzymes suitable for XFEL studies. 5th International Conference on Ultrafast Structural Dynamics. Daejeon, South Korea, July 2019.

Stojković, E., M. Schmidt, and S. Westenhoff. The primary structural response in bacterial phytochrome proteins captured by XFELs. 7th BioXFEL Annual Conference. San Juan, Puerto Rico, January 2020.

**10th Annual Faculty Research and Creative Activities Symposium,
Northeastern Illinois University, 15 November 2019:**

Bolterstein, E. and **A. Schirmer**. Modeling aging and degenerative disease in DNA repair-deficient *Drosophila*.

Mungre, S. Inhibitory effect of 6-shogaol on viability of tumor cell lines.

Reinke, B. and K. J. Macleod. Coloration and the evolution of live birth.

Prete, F. Helping blind and visually impaired children to feel the world around them: my life comes full circle.

Schirmer, A., T. Liu, **E. Bolterstein**, S. Magle, C. Gallemore, and E. DiNello. Effects of photopollution on circadian activity rhythms.

Additional NEIU venues:

Geddes, P. and E. Head. 2020. Inclusivity in the classroom: exploring culturally relevant pedagogies for our diverse students. Learn and Lead Symposium.

Fuller, L., **P. Geddes**, and V. Byard. Faculty conversations on classroom, culture, and curriculum: Inclusive syllabi. Pedroso Center (invited talk).

Fuller, L., **P. Geddes**, E. Head and D. Wheeler. Faculty conversations on classroom, culture, and curriculum: inclusive teaching and advising. College of Arts and Sciences (invited talk).

Fuller, L., **P. Geddes**, E. Head and D. Wheeler. Faculty conversations on classroom, culture, and curriculum: microaggressions, stereotype threat, unconscious bias. College of Arts and Sciences (invited talk).

4. Funded grants

Butts-Wilmsmeyer, C. (P.I.), M. Villamil (co-P.I.), A. Lipka (co-P.I.), M. Bohn (co-P.I.), and **P. Geddes** (collaborator). Preparing undergraduates for new frontiers in data analysis: experiential learning in applied statistics (ELIAS) fellows program. United States Department of Agriculture/National Institute of Food and Agriculture. April 2019 - March 2023, \$378,765.

Bolterstein, E. (P.I.) and **A. Schirmer** (P.I.). Exploring the link between circadian rhythms and DNA repair. Julius N. Frankel Foundation. 2019 - 2021, \$50,000.

Church, B. (P.I.), **Stojković, E.** (co-P.I.), and J. Hibdon (co-P.I.). Maximizing access to research careers (MARC): Northeastern Illinois University's undergraduate student training in academic research (NU-STAR). National Institutes of Health. Successful 5-year renewal: 2019 - 2024, \$1,350,000.

Kolack, H. (P.I.), **J. Olfelt** (co-P.I.), and M. Graham (co-P.I.). University and Community College Collaboration for STEM Teacher Education: Northeastern Illinois University & City Colleges of Chicago Noyce Mathematics and Biology Scholars Program. National Science Foundation. Spring 2017 - Spring 2022, \$1,450,000.

Lo, T.-W. (P.I.), **Stern, M.** (co-P.I.), and **C. Voisine** (co-P.I.). Signaling Specificity Mediated by the *C. elegans* FGF Receptor Tyrosine Kinase. National Institutes of Health R15 Academic Research Enhancement Award (AREA). Feb 2017 - 30 Jan 2020, \$345,043 (\$164,997 awarded to NEIU).

Sanders, L. (P.I.), **P. Geddes** (co-P.I.), K. Voglesonger (co-P.I.), S. Saszik (co-P.I.), and M. Erber (co-P.I.). A longitudinal research-based learning community to address critical transitions of underprepared freshmen in STEM. National Science Foundation HSI Program: Building Capacity. October 2018 - December 2023, \$1,500,000.

Stojković, E. (P.I.) and M. Schmidt (collaborator). Z/E Isomerization in Phytochromes from Myxobacteria. National Science Foundation BioXFEL Science and Technology Center Awards. 2019 - 2021, \$145,000.

5. Service

Bolterstein, E. Co-chair of the Education, Student, and New Investigator Committee for the Environmental Mutagenesis and Genomics Society

Schirmer, A.

- Planning board member for the Chicago Symposium Series: Excellence in Teaching Mathematics and Science
- Illinois District 72 School Board Member

Stern, M. Internal Advisory Committee (IAC) Co-chair, ChicagoCHEC

Stojković, E. Co-chair of the 7th Annual BioXFEL Conference

Voisine, C.

- Through her service on the Fulbright Specialist Roster, Dr. Voisine serves as an expert to help faculty bring research projects into the undergraduate curriculum
- Executive Secretary in organizing the annual Chicago Society for Neuroscience meeting
- Co-organizer for the annual Chicago Area Worm meeting
- Institutional representative for the Summer Immersion Program that provides research opportunities for NEIU Master's degree students to spend a summer doing research at Northwestern's Feinberg School of Medicine
- Advisory committee for the University of Illinois at Chicago PREP program, which seeks to increase the number of underrepresented students entering biomedical fields with the larger goal of diversifying the nation's biomedical workforce

B. Student Achievements

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

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Conference, Honolulu, Hawaii. 31 October – 2 November 2019:

Ali, Yaseen, Yuriy Khlopas, and C. Voisine. Mutated TDP-43 is more aggregate prone than wild type TDP-43 in *Caenorhabditis elegans*.

Epiney, Derek and E. Bolterstein. The role of Werner protein in responding to oxidative stress in *Drosophila melanogaster*.

Hamm, Alexis L. and E. Booms. Synergistic properties of essential oils with antibiotics against multidrug resistant *Pseudomonas aeruginosa*.

Palalay, Jessica, Jason E. Webb, Carolina Gaudenzi, C. Voisine, Te-Wen Lo, and M. Stern. The role of SEM-5/Grb2 recruitment in FGF receptor tyrosine kinase signaling in *C. elegans*.

Puccini de Castro, Victoria, Jessica Palalay, Xenia Alava, Omar Payan Parra, Mariya Stefinko,

C. Voisine, Te-Wen Lo, and M. Stern. A genetic screen to identify new FGFR signaling components in *C. elegans*.

Ríos, Gloria, Samantha García, and P. Geddes. Molecular tools may help with early detection of invasive plant species: a case study with *Typha domingensis*.

Rouhotas, Christina, Maria Garcia, Ezekiel Oluyadi, and J. Cantú. Modeling neurofibromatosis Type 2 in Zebrafish (*Danio rerio*).

Solis, Karla S., Gabriela Naveda, Rachel M. Santymire, and **A. Schirmer**. Effects of photopollution on mammalian glucocorticoid production.

Vujnovich, Michael A., Annick Laure Ishami, Benjamin L. Smarr, and **A. Schirmer**. The impact of seasonality and social jetlag on academic performance.

Yalda, Emily T. and **E. Booms**. The inhibitory effects of soil bacteria on *Batrachochytrium dendrobatidis* zoospore survival.

Annual Biomedical Research Conference for Minority Students (ABRCMS), Anaheim, California. 13-16 November 2019:

Aldama, Luis, Juan Sanchez, Melissa Carrillo, Suraj Pandey, Moraima Noda, Denisse Feliz, Gregory C. Tracy, Phu Duong, **A. Nugent**, Andrew Field, Marius Schmidt, and **E. Stojković**. Crystal structures of myxobacterial photoreceptor reveal key residues for light-driven signal transduction. **Best Poster Award in Biochemistry.**

Becker, Vada, Deborah Onofrei, Shreejana Paudel, and **E. Bolterstein**. Characterizing the role of TDP1 during development in *Drosophila melanogaster*.

Khlopas, Yuriy, Yaseen Ali, and **C. Voisine**. Cytoplasmic aggregates of human TDP-25 protein in *C. elegans* challenge proteostasis.

Noda, Moraima, **E. Stojković**, Denisse Feliz, Dorina Bizhga, Alberto Orama, Krista Lotesto, and Heidy Cure. The molecular mechanism of photomorphogenesis in non-photosynthetic myxobacteria. **Best Poster Award in Microbiology.**

Sticha, Amy, Christina Rouhotas, Hannah Nuszen, and **J. Cantú**. The role of Rohon-Beard cells and PIG11 in early motor development in zebrafish.

Illinois Louis Stokes Alliance for Minority Participation Program (ILSAMP) Conference, Lisle, Illinois. 28-29 Feb 2020:

Sikora, Natalia and **J. Olfelt**. Genetic Diversity in North American *Rhodiola rosea*.

Ishami, Annick Laure, Michael Vujnovich, Benjamin L. Smarr, and **A. Schirmer**. Gender differences in the stability of login times and academic performance. **First Place Oral Presentation.**

Dragon, Ginger L., Giselle Mazur, and Francisco Iacobelli. Internet searching behaviors of low-literacy breast cancer survivors: observation and analysis. **First Place Poster Presentation.**

Khlopas, Yuriy, Yaseen Ali, and **C. Voisine**. Cytoplasmic aggregates of human TDP-25 protein in *C. elegans* challenge proteostasis. **Third Place Poster Presentation.**

**Midwest Ecology and Evolution Conference, Macomb, IL. 28 February 2020
– 1 March 2020.**

Sochacki, Brianne, Sandy Gomez, and **J. Slate**. Busse Lake's south pool is ideal for piscivorous fish populations due to high zooplankton densities.

Ceballos, Cassandra, Sara Crow, and **J. Slate**. Freshwater sponges of the Upper Midwest and Canada.

Crow, Sara, Hanna Karic, Angelica Adams, and **J. Slate**. Epizoic organisms on captive snapping turtles.

Tran, Gina, Terrie Lee Barrios, and **J. Slate**. Phytoremediation of wastewater: using green algae for phosphorus removal.

Additional regional, national, and international venues:

Becker, Vada, Deborah Onofrei, Shreejana Paudel, and **E. Bolterstein**. Characterizing the role of TDP1 during development in *Drosophila melanogaster*. **Environmental Mutagenesis and Genomics Society 50th Annual Meeting**. Washington D.C., September 2019.

Epiney, Derek and **E. Bolterstein**. The role of Werner protein in responding to oxidative stress in *Drosophila melanogaster*. **Environmental Mutagenesis and Genomics Society 50th Annual Meeting**. Washington D.C., September 2019.

García, Samantha, Gloria Ríos, and **P. Geddes**. Are microsatellite markers useful in detection of invasive plant species? A case study with *Typha domingensis*. **Wisconsin Wetlands Association 25th Annual Conference**. Elkhart Lake, Wisconsin. February 2020.

Stuart Thiel and **J. Slate**. An agent-based ecological model of West Nile Virus for classroom use. **International Symposium on Biomathematics & Ecology Education & Research**. LaCrosse, Wisconsin, October 2019.

Carrillo, Melissa and **E. Stojković**. Time resolved SFX on a classical phytochrome from *S. aurantiaca*. **7th Annual BioXFEL Conference**. San Juan, Puerto Rico, January 2020.

Aldama, Luis and **E. Stojković**. High resolution crystal structures of a red-light photoreceptor from the non-photosynthetic myxobacterium *Stigmatella aurantiaca*. **7th Annual BioXFEL Conference**. San Juan, Puerto Rico, January 2020.

**10th Annual Student Center for Science Engagement Research Symposium,
27 September 2019:**

Alegado, Robynne, Astrid Vargas, and **S. Mungre**. Inhibitory effect of 6-shogaol on growth of tumor cell lines.

Ali, Yaseen, Yuriy Khlopas, and **C. Voisine**. Evaluating the aggregation propensity of TDP-43 using *Caenorhabditis elegans*.

Becker, Vada, Deborah Onofrei, and **E. Bolterstein**. Characterizing the role of TDP1 during development in *Drosophila melanogaster*.

Chappel, Alexis, Astrid Vargas, Robynne Alegado, Summer Kelly, and **S. Mungre**, A comparative study of lactoferrin and lysozyme in preterm and full-term human milk.

Dragon, Ginger L., Giselle Mazur, and Francisco Iacobelli. Internet searching behaviors of low-literacy breast cancer survivors: observation and analysis.

Epiney, Derek and **E. Bolterstein**. The role of Werner protein in responding to oxidative stress in *Drosophila melanogaster*.

Evans, Nkosi M., Isaac Oguike, Peter Zieba, Matt von Konrat, and **T. Campbell**. Monitoring air quality in an urban area using moss.

García, Samantha, Gloria Ríos, and **P. Geddes**. Molecular tool may help with early detection of invasive plant species: a case study with *Typha domingensis*.

Golas, Jennifer, Lawannah Boyden, and Elisabet Head. Nanocrystals in melt inclusions from Nyamuragira Volcano: A window into degassing processes.

Gurneau, Jordan L., Anthony Merisko, and Aaron I. Packman. Edaphic influence on plant species community and species distribution within a high-quality tall-grass prairie in Markham, IL.

Hamm, Alexis L. and **E. Booms**. Synergy of essential oils with antibiotics against multidrug resistant *Pseudomonas aeruginosa*.

Ishami, Annick Laure, Michael Vujnovich, Benjamin L. Smarr, and **A. Schirmer**. Gender differences in the stability of login times and academic performance.

Jan, Jazmine and **C. Voisine**. Developing a model to screen for small molecule treatments that reduce advanced glycation end products using *C. elegans*.

Khlopas, Yuriy, Yaseen Ali, and **C. Voisine**. Cytoplasmic aggregates of human TDP-25 protein in *C. elegans* challenge proteostasis.

Noda, Moraima, Kylie Jacobs, and Gustavo Arrizabalaga. Effects of potential interactors of mitochondrial fission protein FIS1 on mitochondrial dynamics in the human parasite *Toxoplasma gondii*.

Oguike, Isaac, Nkosi M. Evans, Matt von Konrat, and **T. Campbell**. Ways to use moss as an indicator of air quality.

Oluyadi, Ezekiel, Christina Rouhotas, Maria Garcia, Greg Cox, and **J. Cantú**. Establishing mutagenic effectiveness in Crispr/Cas9-injected zebrafish (*D. rerio*) using the heteroduplex mobility assay (HMA).

Palalay, Jessica, Jason E. Webb, Carolina Gaudenzi, **C. Voisine**, Te-Wen Lo, and **M. Stern**. The role of SEM-5/Grb2 recruitment in FGF receptor tyrosine kinase signaling in *C. elegans*.

Puccini de Castro, Victoria, Jessica Palalay, Xenia Alava, Omar Payan Parra, Mariya Stefinko, **C. Voisine**, Te-Wen Lo, and **M. Stern**. A genetic screen to identify new FGFR signaling components in *C. elegans*.

Rouhotas, Christina, Maria Garcia, Ezekiel Oluyadi, Hannah Nuszen, and **J. Cantú**. Modeling neurofibromatosis type 2 in zebrafish (*Danio rerio*).

Solis, Karla S., Gabriela Naveda, Rachel M. Santymire, and **A. Schirmer**. Effects of photopollution on mammalian glucocorticoid production.

Sticha, Amy E., Maren Salzmann-Sullivan, Isabel R. Schlaepfer, and **J. Cantú**. Assessing CPT1A regulation at the transcriptional and translational level.

Uddin, Sarah and **E. Bolterstein**. Response of *Drosophila melanogaster* deficient in Werner protein to oxidative stress.

Vargas, Astrid, Alexis Chappel, Robynne Alegado, Summer Kelly, and **S. Mungre**. Determination of immunoglobulin A and antibacterial activity in human breast milk. **Best Poster Award.**

Vujnovich, Michael A., Annick Laure Ishami, Benjamin L. Smarr, and **A. Schirmer**. The impact of seasonality and social jetlag on academic performance.

Yalda, Emily T., Jason M. Block, and **E. Booms**. The inhibitory effects of soil bacteria on *Batrachochytrium dendrobatidis*.

Biology Department Virtual Research Symposium, NEIU, 1-10 May 2020:

Aldama, Luis, Juan Sanchez, Melissa Carrillo, Suraj Pandey, Moraima Noda, Denisse Feliz, Gregory C. Tracy, Phu Duong, **A. Nugent**, Andrew Field, Marius Schmidt, and **E.**

Stojković. High-resolution crystal structures of a red-light photoreceptor from the non-photosynthetic myxobacterium *Stigmatella aurantiaca*.

Becker, Vada, Shreejana Paudel, and **E. Bolterstein.** Determining the function of the *Drosophila melanogaster* gene, mus109. **Best Oral Presentation Award.**

Boyden, Lawannah, Luis Almeda, and **C. Voisine.** AGEs and methyglyoxal's role in cancer.

Carillo, Melissa and **E. Stojković.** Development of myxobacterial phytochrome as a model system for X-ray Free Electron Lasers (XFELs). **Best Oral Presentation Award.**

Crow, Sara, Hanna Karic, Angelica Adams, Katie Bargo, Michael McShan, and **J. Slate.** Epizotic organisms on captive snapping turtles.

Ceballos, Cassandra, Sara Crow, and **J. Slate.** Freshwater sponges of the Upper Midwest and Canada.

García, Samantha and **P. Geddes.** Macroinvertebrates as biological indicators: the role of artificial floating wetlands in aquatic ecosystems.

Noda, Moraima, Dorina Bizhga, Denisse Feliz, Alberto Orama, Krista Lotesto, Heidi Cure, and **E. Stojković.** The molecular mechanism of photomorphogenic response in the non-photosynthetic myxobacteria *S. aurantiaca* and *M. fulvus*.

Puccini de Castro, Victoria, Jessica Palalay, Jason E. Webb, Carolina Gaudenzi, Xenia Alava, Omar Payan Parra, Mariya Stefinko, C. Voisine, Te-Wen Lo, and **M. Stern.** A genetic screen to identify new FGFR signaling components. **Best Poster Presentation Award.**

Teralandur, Saritha, Maria Patino, and **E. Bolterstein.** *Drosophila melanogaster* do not show sensitivity to paraquat.

Tran, Gina, Terrie Lee Barrios, and **J. Slate.** Phytoremediation of wastewater: Using green algae for phosphorus removal.

Vargas, Astrid, Summer Kelly, and **S. Mungre.** Determination of antibacterial activity in human breast milk. **Best Poster Presentation Award.**

2. Acceptance to graduate or professional school

Abdullahi Abdi (M.S. 2020) is currently in his first year of a doctoral degree in the Indiana BioMedical Gateway (IBMG) program at Indiana University School of Medicine.

Yadira Alonzo (B.A. 2019 in Anthropology, with minors in Biology and Linguistics) was accepted to the Doctor of Audiology program in the Department of Speech and Hearing Science at the University of Illinois Urbana-Champaign.

Luis Aldama (expected B.S., May 2021) was accepted to PhD programs at Northwestern University and at the University of Chicago.

David Alvarado (B.S. 2019) will complete his M.S. degree at the University of Illinois at Urbana-Champaign (UIUC) in May 2021 and was accepted to the PhD program in Nutritional Sciences at UIUC.

Diana Alzate (B.S. 2017) was accepted into the Genetic Counseling Program at University of California Los Angeles.

Melissa Carrillo (M.S. 2020) is a first-year PhD student at the Paul Scherrer Institute, Switzerland.

Chris Corso (B.S. 2018) was accepted to the Idaho College of Osteopathic Medicine.

Greg Cox (B.S. 2018) was accepted to the Physician Assistant program at Rosalind Franklin University.

Alexandra Gokee (B.S. 2017) was accepted to the School of Medicine at University of Missouri-Kansas City.

Jordan Gurneau (B.S. Environmental Science, 2020) is a first-year PhD student in the Civil and Environmental Engineering program at Northwestern University.

Alexis Hamm (B.S. 2019) began a Master Degree program in the College of Nursing at Rush University.

Rolan Milutinovic (B.S. 2019) was accepted to University of Minnesota Dental School.

Lynette Murphy (B.S. Environmental Science, 2019) is a Master Degree student at the Paul H. O'Neill School of Public and Environmental Affairs, Indiana University.

Fareha Nazneen (B.S. 2017) is a first-year student in the Podiatric Medicine program at Rosalind Franklin University.

Moraima Noda (B.S. 2020) is a first year student in the PhD program in Pathology at Indiana University.

Jessica Palalay (B.S. 2019) is a first-year PhD student in the Department of Molecular and Cellular Biology at the University of Illinois at Urbana-Champaign.

Victoria Puccini de Castro (B.S. 2020) is a first-year PhD student in the Biomedical and Biological Sciences Ph.D. Program, MCGD Track, at Yale University.

Eva Renteria (B.S. 2018) was accepted to the nursing program at Aurora University.

Dominic Ridolfi (B.S. 2019) is a first-year medical student at the University of Pittsburgh.

Heidi Rivas (B.S. 2020) was accepted to DePaul University's Master's in Clinical Mental Health Counseling program, to begin in Fall 2021.

Joanna (Paige) Peterson (B.S. 2020) is a first-year dental student at Midwestern University in Glendale, Arizona.

Juan Sanchez (M.S. 2019) is a second-year PhD student in Biophysics at the University of Wisconsin, Madison.

Angel Teji (B.S.) was accepted to the Doctor of Occupational Therapy program at the College of Saint Mary in Omaha, Nebraska.

Phoenix Toboz (M.S. 2019) is a first-year PhD student in the Graduate Education in Medical Sciences program at University of Illinois at Chicago.

C. Alumni News

Assadullah Ahmadi (B.S. 2015) completed his PharmD at Rosalind Franklin University in 2020.

Dan Arrecis (B.S. 2014) is working with the Food and Drug Administration as a Consumer Safety Officer (Investigator).

Jake Ballasch (B.S. and Secondary Ed 2019) is a biology teacher at Von Steuben High School, Chicago.

Lilyvette Barajas (B.S. 2015) is the animal caretaker at The Peggy Notebaert Nature Museum.

Chris Brandon (B.S. 2009) completed a PhD degree at the University of South Carolina in 2015 and is an Assistant Professor in the Biology Department at Florida Southern College.

David (Mosher) Brick (B.S. 2009) is working in Sacramento, California for the Bureau of Reclamation as a Natural Resources Specialist.

Malgorzata Durham graduated from Illinois College of Optometry in 2019 and is now working as an optometrist.

Karl Gnaedinger (B.S. Environmental Science, 2019) and late Northeastern Biology Professor Robert Betz were featured in a Chicago Tribune article regarding the conservation of the Gensburg-Markham Prairie.

James Hopkins (B.S. 2014) defended his PhD thesis in August, 2020 in the Department of Pharmacology, University of Illinois-Chicago.

Brendon Reidy (B.S.) works as a Research Coordinator in Phenology at Morton Arboretum.

Natalia Sikora (B.S. and Secondary Ed 2020) is a biology teacher at Amundson High School, Chicago.

Alejandra Villegas (B.S. 2018) was the Brommel Doctoral Scholarship winner.

CHEMISTRY

Annual Report 2019 – 2020

Submitted by Kenneth T. Nicholson

I. Executive Summary

The B.S. degree program in Chemistry at Northeastern Illinois University meets the needs of a diverse student body achieve their academic goals while also preparing them for careers in the government, industry and academia. The program is accredited by the American Chemical Society (ACS) and meets the standards established by the ACS committee on Professional Training. The Chemistry Department has submitted the 2019-2020 annual report to indicate its compliance with the guidelines established by the American Chemical Society (ACS) Committee on Professional Training.

This academic year has been a unique one, for sure, for the Department of Chemistry, with a change in leadership combined with the challenges presented to all of us by the ongoing COVID-19 pandemic. First, we needed to plan for a change in leadership. Professor Emeritus John Albazi retired June 30, 2020 after more than 30 years of service to the NEIU community. His teaching, research in the field of analytical separation science, and his service including, but not limited to, his commitment to the organization of the NEIU Faculty Research and Creative Activities as well as the Student Research and Creative Activities symposia are certainly missed. Before John's retirement, the Department unanimously elected Kenneth Nicholson as Chair. John and Ken worked together to make the transition in leadership as smooth as possible.

The COVID-19 pandemic has changed the way we plan, deliver, assess courses as well as research activities in the Department of Chemistry. In March 2020, NEIU converted to entirely remote learning. As a discipline that relies on hands-on laboratory work as a part of its curricula, this presented a real challenge. In Spring 2020, faculty used various simulation websites as well as videos of others performing lab experiments to provide students at least some exposure to the missed in person work. Students would gain practice preparing laboratory reports by using data collected in the simulation, video, or data collected at NEIU in a previous term. By Summer 2020, while NEIU was still in an entirely remote learning mode, the Department began integrating Labster simulations into all of our 200 level laboratory courses. These simulations provided some experiences that at least attempt to mimic a hands-on experiment. Students are presented with a problem and are provided background information and virtual tools to solve a problem. While students agreed the simulations do not replace in person experiences, they were an effective substitute in these challenging circumstances.

The teaching challenges presented by COVID-19 go beyond missed laboratory experiences. Faculty needed to learn how to build an effective virtual classroom on Zoom. In order to prepare, Chemistry faculty attended workshops hosted by the CTL that helped familiarize them with the platform as well as provided tools that could be used to keep students engaged at home. In fact, two of our faculty (Samantha Brown-Xu and Denana Miodragovic) completed the Quality Matters coursework. Faculty changed the ways exams are administered and the means and tools that are used to assess their teaching and the students' achievements of the learning outcomes.

Research in Chemistry, in many cases, is experimental. With the ongoing pandemic, the laboratory manager, Niroshi Meegoda, worked very hard in collaboration with ILSE and facilities to create safe laboratory environments for undergraduate and graduate students to continue experimental research projects beginning in the Summer 2020 term. This work involved designing and implementing new safety protocols and training for all students and faculty conducting research activities on campus. Further, this work involved managing Google Classrooms, logging sign in and sign out sheets for contact tracing (if necessary) and training graduate assistants and work study students to safely and effectively clean lab spaces. This work laid the foundation for us to be able to offer many of our 300-level laboratory as well as our Writing Intensive Program courses as hybrid during the Fall 2020 and Spring 2021 terms. For these hybrid courses, rotation groups of 5 students + 1 faculty member were formed to enable six-foot social distancing in the lab spaces.

Faculty also accepted the challenge to design new research projects that did not involve on campus, face to face, work. Ken Nicholson, in collaboration with Greg Anderson (Physics) and Elisabet Head (Earth Science) engaged four undergraduate students in data science project that involved using statistical software such as R and Python to build models of seasonal air pollution in the Chicago metropolitan area and beyond. Samantha Brown-Xu worked with two undergraduate students with the goal of using density functional theory and other semi-empirical methods to model electron transfer and to predict spectroscopic signatures of monomers that can be polymerized into multifunctional materials. Stefan Tsonchev continued his research in quantum dots by engaging two undergraduate students in theoretical calculations. All three of these projects were funded by the Student Center for Science Engagement Summer Research Program and all produced student presentations at the annual Fall Symposium hosted by NEIU. Some of the students presented their work at the national (virtual) SACNAS conference. Denana Miodragovic also continued her research program in collaboration with Northwestern University involving the design and development of platinum prodrugs that will deliver arsenic trioxide as a targeted therapy for breast cancer. Jing Su completed a sabbatical leave where she prepared a manuscript for publication, began a new project where she applied for funding (CORE Grant), and organized a Women in STEM event. Her report with more details was submitted Fall 2020.

II. Program Plan

A. Long term goals

1. Increasing the number of research opportunities for our undergraduate and graduate students

This goal is directly connected to our most pressing need (See B), the hiring of additional tenure line faculty. With only four tenure line faculty, after two recent retirements, the time and availability of faculty to mentor students is severely strained. Simply, we have more students who want to do research than our faculty can reasonably accommodate.

2. Increase the number and quality of online courses

Our CHEM 103, Chemistry in Society, course is having remarkable success attracting students. The Department imagines other no laboratory classes that can fit into this mode of delivery such as Environmental Chemistry and Principles of Toxicology. We are also considering many of our graduate courses since only a few of them have a laboratory

3. Increase our recruiting efforts

Recently, the biochemistry concentration for our undergraduate program was approved. We need to improve our advertising of this program through the website, visiting local high schools, etc. This is a great program for many students seeking biomedical careers.

4. Rethink the way we do assessment

The Department is also considering the expansion of the way we assess our courses. We are considering an assessment in Organic Chemistry since this is the gateway course to the 300-level.

5. Find ways to incorporate what we have learned through the COVID-19 pandemic into the new normal

We have been challenged by the COVID-19 pandemic as educators. Can we take from what we learned and use it effectively for the future?

B. Projected needs

1. Faculty

We have a pressing need for at least two new tenure line faculty. Ana Fraiman (Organic Chemistry and Chemical Education) and S. John Albazi (Analytical Chemistry) have recently retired. Their teaching and research expertise are severely missed by our students. We have more students (graduate and undergraduate) that desire a research mentor than we can accommodate well. Luckily, we have a couple full time instructors who have shouldered some of this load. Furthermore, our teaching professionals have accepted some overload assignments to accommodate research activities.

The Department worries this way of making things work in paltry times is not sustainable. First, it limits our abilities to do service to the college and the University. Next, the ACS accreditation process hinges on the presence of tenure-line faculty members in each of the major subdisciplines of chemistry: analytical, inorganic, organic, physical and biochemistry.

2. Equipment

- a) Upgrade to Atomic Absorption Spectroscopy instrumentation (~ \$6000)
- b) Replacement of Karl Fischer Titration Equipment (~ \$6000)
- c) Upgrade to Atomic Force Microscope (~ \$9000)
- d) Upgrade to HPLC (~ \$5000)

3. Other Resources

- 1) ChemDraw Software for Organic Chemistry, WIP, and Spectroscopy courses
- 2) Adobe Pagemaker for Department Flyers, Newsletters, Publications
- 3) Simulation software for laboratory courses

III. Accomplishments

Articles and Abstracts, Local Exhibitions or Performances:

Miodragović, Đ., Swindell, E.P., Waxali, Z.S., Bogachkov, A., O'Halloran, T.V. (2019). Beyond Cisplatin: Combination Therapy with Arsenic Trioxide. *Inorganica Chimica Acta*, 496,119013.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7453736/>

Conference Presentations, Group Shows

Jan Mataka attended the 17th Annual Chicago Biomedical Consortium Symposium: "Epigenetics and Disease, " on October 30, 2020

Jing Su "Combining a Biochip Technology and Mass Spectrometry to Examine Protein Phosphatase Activities" given at Department of Biomedical Sciences, the College of Medicine (UIC Rockford campus). The second titled "Development of Hydrogels for Cell and Drug Delivery" was a guest lecture in the course of Biomedical Implants at the Bioengineering Department of UIC.

Service

Kenneth Nicholson and Stefan Tsonchev have served as referees for American Chemical Society (ACS) Journals

Jing Su reviewed journal articles for several ACS and biomedical publications

Jing Su organized a Women in Science Symposia during her sabbatical

B. Student Achievements

Publications and Conference Presentations

Monitoring the Breakdown of Plastic Materials Under Ultraviolet and Visible Light, Brown-Xu, S. E., Carlson, J. C., Brunger, G., NEIU Faculty Research Symposium, Chicago, IL, Nov. 2019.

Denana Miodragovic, Zohra Sattar Waxali, Annie Fritz, Mathew Martin, Wenan Qiang, Thomas O'Halloran, Arsenoplatins – Potent Anticancer Agents Against Triple-Negative Breast Cancer, 10th Annual NEIU Research and Creative Activity Symposium, Chicago, IL, November 5th, 2019.

Annie Fritz, Zohra Sattar Waxali, Wenan Qiang, Matthew Martin, Denana Miodragovic, Thomas V. O'Halloran, Cytotoxicity and Crystal Structure of Arsenoplatin-1-iodide complex, SACNAS conference held in Honolulu, HI, October 31 – November 2, 2019.

Annie Fritz won award for outstanding poster presentation at the 2019 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Conference, held in Honolulu, HI, October 31 – November 2.

Since she won the award in Chemistry, Annie Fritz also got American Chemical Society Student Exchange Award.

Matthew Martin, Zohra Sattar Waxali, Wenan Qiang, Annie Fritz, Denana Miodragovic, Thomas V. O'Halloran, Synthesis, Characterization, and Anticancer activity of Arsenoplatin-4, SACNAS conference held in Honolulu, HI, October 31 – November 2, 2019.

Matthew Martin, Zohra Sattar Waxali, Wenan Qiang, Annie Fritz, Denana Miodragovic, Thomas V. O'Halloran Cytotoxicity and Crystal Structure of Arsenoplatin-1-iodide complex, 4th Annual ECI ACS Undergraduate Research Conference held in Urbana-Champaign, IL, on November 16, 2019.

Annie Fritz won Outstanding Research Award.

Matthew Martin, Zohra Sattar Waxali, Wenan Qiang, Annie Fritz, Denana Miodragovic, Thomas V. O'Halloran, Synthesis, Characterization, and Anticancer activity of Arsenoplatin-4, 4th Annual ECI ACS Undergraduate Research Conference held in Urbana-Champaign, IL, on November 16, 2019.

Annie Fritz, Zohra Sattar Waxali, Wenan Qiang, Matthew Martin, Denana Miodragovic, Thomas V. O'Halloran, Cytotoxicity and Crystal Structure of Arsenoplatin-1-iodide complex, 11th Annual Student Center for Science Engagement Research Symposium, NEIU, El Centro campus, Chicago IL, September 27, 2019.

Matthew Martin, Zohra Sattar Waxali, Wenan Qiang, Annie Fritz, Denana Miodragovic, Thomas V. O'Halloran, Synthesis, Characterization, and Anticancer activity of

Arsenoplatin-4, 11th Annual Student Center for Science Engagement Research Symposium, NEIU, El Centro campus, Chicago IL, September 27, 2019.

Shyam Dedaniya and Chandana Meegoda, “The Effect of Temperature on The Distribution of Chlorogenic Acid in Different Anatomical Parts of The Green Coffee Bean”, 71st Annual Pittcon Conference, Chicago, IL (March 2020).

Shyam Dedaniya and Chandana Meegoda, “The Effect of Temperature on The Distribution of Chlorogenic Acid in Different Anatomical Parts of The Green Coffee Bean”, 4th Annual ACS Undergraduate Research Conference, Champaign, IL (November 2019).

Cynthia Osuna and Allisia Dawkins presented at the 11th Annual Student Center for Science Engagement Research Symposia, NEIU, September 2019

Andrea Valenzuela presented at the SACNAS conference, October 2019. Honolulu, HI

Ezekiel Oluyadi presented at the 12th Annual Student Center for Science Engagement Research Symposium, NEIU, October 2020

Ezekiel Oluyadi presented at the SACNAS conference, October 2020

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

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

Annie Fritz (UIUC) Awarded Illinois Platinum Membership Award

Vanessa DaSilva (UIUC)

Andrea Valenzuela (University of Michigan)

Gabriela Martinez-Ramirez (Loyola)

Winnie Jiang (Loyola)

Natalie Hernandez was accepted to the PhD program in Chemistry at Northwestern University, (Fall 2020)

Sergio Escobar was accepted to the Post-Baccalaureate Research Education Program at the Biological Science Division, the University of Chicago (Fall 20)

C. Alumni News

Graduates recently employed in industry:

James Carlson

Gregg Brunger

Cynthia Osuna

Wendy Ocampo-Aranda

Sergio Batres

Blaire Sorenson (Graduated with Ph.D 2020)

CHILD ADVOCACY STUDIES (Minor)

Annual Report 2019 – 2020

Submitted by Rachel Birmingham-Hoel

I. Executive Summary

Below is the annual report for the Child Advocacy Studies minor. This interdisciplinary program is in its 9th year of existence and continues to serve students across multiple departments in the university. Reflecting larger trends in enrollment, CAST has shown a decline in the past year. Current enrollment indicates that our minor had 55 students enrolled as of Spring, 2020. Course enrollment trends indicate that while we have retained students, seeing them through graduation, there are fewer minor declarations, or students signing up for the program, compared to years past. That is, like the university at large, more attention to recruitment is needed to grow our program once more.

Child Advocacy Studies, as with every program, saw a unique set of challenges and opportunities in the 2019-2020 academic year. In the fall of 2019, October to be exact, the Chicago Teacher's Union went on strike leaving children with no place to go and teachers on the front lines in demand of equal access to resources, including school nurses, across districts. With many student parents, students working within education-based organizations, and others as part of the CTU, it made for a truly educational experience within the CAST program.

The spring of 2020 saw the onset of the Covid-19 Pandemic, with students facing personal fear, questionable financial stability and bereavement, a mid-semester loss of internships following shutdown of schools and community organizations, and the necessitated transition to remote learning for all at the university. In the face of these challenges, our students continued to engage in their coursework, and facilitated setting many needed community services into motion.

By summer of 2020 all were grappling with the isolation surrounding quarantine, when the continued oppression and racial injustice came to head with the brutal police killing of George Floyd. CAST students served in their communities, organizing, marching and helping children process the violence in the world around them to facilitate a long-awaited and still denied healing for many of our oppressed students, their families and the children within their communities. They also served as educators to other NEIU students with their willingness to engage in open conversation in effort to bring about transformative justice. Returning to our enrollment trends, it is striking to note that we were able to retain so many in the face of such tragedy in this challenging year.

Finally, it is important to note that CAST does not exist in a vacuum, as it serves students across the university from all majors and minors. It must be said that the students in this program are reflective of the disciplines they come from, especially Psychology, Sociology, Justice Studies and Social Work. Without question, the hardships of the 2019-2020 academic year allowed NEIU students to shine; and to rise to the occasion of true child advocacy.

Student Success

In the past year, CAST students have successfully entered into child advocacy within their communities. They have served in many organizations including: Erie Neighborhood Association, Casa Central, Des Plaines Park District, Lydia Home (Safe Families for Children), and many others. As in years past, site supervisors continue to report that our students represent us well, and that students come prepared to contribute to fostering the wellbeing of youth in their communities. Additionally, in their final portfolios, students demonstrate a readiness to enter into their communities or move on towards graduate training with confidence and optimism. Overall, late in the academic year they performed well in the face of transitioning to remote learning, with several taking steps to acquire technology that would enable them to successfully complete their coursework. The college of Arts and Sciences is to be commended for the rapid deployment of technology for students in need of resources to continue their learning throughout this time.

One example of student success that stands out was not in the classroom. Indeed, in the fall of 2019, a CAST intern was able to coordinate efforts to see that children from the school she was serving had alternative care during the strike. She was vocal throughout the process and served as a conduit for her peers who were learning about advocating for children in the CPS system. She was involved in negotiations to bring children back into the classroom, and was highly engaged in organizing demonstrations on behalf of teachers and students.

Another example came from a student who was able to serve children during the pandemic through designing a curriculum surrounding rescue animals. She spent the summer working at an animal rescue farm outside of the city, and designed a program that sought to bring children recovering from trauma to work with animals who had been exposed to maltreatment. When the semester was completed, she integrated her service experience into academic success by creating her own grant proposal for a child advocacy non-profit program that was inspired by her experiences during the summer.

Evaluations of courses demonstrate that the CAST curriculum continues to empower them to understand issues facing children in their communities, in the United States and across the world. During this academic term, CAST alumni went on to graduate programs in Social Work and Counselor Education here at NEIU, as well as external graduate programs at the University of Chicago, and DePaul University.

Academic Excellence and Innovation

In the past, academic excellence and innovation in CAST has been demonstrated through accomplishments of both faculty and students, and the application of research, public policy and activism within CAST curriculum. Student evaluations of coursework was, and continues to be a source of information as well. However, given the shift to remote learning, as well as significant hardships with relation to the Covid-19 pandemic, our students demonstrated excellence in new and creative ways. They demonstrated innovation in how they served organizations that were shut down, and how they interacted with children and families in neighborhoods that were devastated by coronavirus, and thrown into chaos surrounding civil unrest associated with an outcry for racial justice. Our students lost family members to the pandemic, and relived trauma related to discrimination and social violence. Yet, they demonstrated integrity, passion and commitment that is unparalleled.

In the summer of 2020, several CAST students in particular stood out, as they organized and marched for racial justice. One reflected to her peers regarding how she helped children in her neighborhood process what was happening around them, from violent protests to community healing. Another compiled a resource list for parents facing hardships due to the pandemic, including information for food banks and shelters. When the university went remote, all students learned to navigate technology in a new and unanticipated way. Three CAST students used the opportunity to design their own non-profit organizations. While many reported it to be the most difficult semester they had faced, their ability to be innovative in the face of these challenges demonstrated true strength.

Finally, through collaboration with the Zero Abuse project, CAST was granted access to use virtual crime scene software, which allows students to identify forensic indicators of child abuse and neglect. This use of technology enabled students to engage with new and complex information in a manner that was not otherwise possible for legal and practical reasons. The new platform allowed for innovative methods to engage our students in analytical reasoning, especially when assessing risk within a child's home environment.

Urban Leadership

With a program like Child Advocacy Studies, the ideas of Academic Excellence and Innovation directly intersect with urban leadership. That is, students demonstrate these qualities within the communities they serve. Indeed, many of the examples provided above would also qualify as urban leadership. CAST continues to work with youth and youth-serving organizations in the Chicagoland area, demonstrating urban leadership. In the 2019-2020 academic year, this leadership often related to real world challenges within their communities. Each semester of the 2019-2020 academic year presented a new challenge, and our students met them head on.

An example of excellent urban leadership comes from a student who worked as parent educators for teenage moms and dads, where she helped them attain their GED, achieve stability and navigate the challenges of early parenthood. Another student worked with “My Block, My Hood, My City”, in the One Block at a Time initiative, which is dedicated to cleaning up different neighborhoods in the city while exposing youth to different cultures and communities. During her time with the organization, she facilitated the delivery of groceries PPE to seniors during the pandemic, and oversaw youth as they cleaned neighborhoods impacted by violent protests over the summer.

Another student demonstrated leadership by shifting her focus from the single internship site that closed due to Covid-19, to an array of organizations that might help families hit hard by the pandemic. She created a repository of information on services for families and children, and used this information to link individuals and families within her own community to area resources, related especially to childcare.

Exemplary Faculty and Staff

CAST faculty have shown exemplary dedication to both students and the community at large through individual and collaborative projects. In all cases, at least one NEIU student has been involved in the projects listed below, either as participants, facilitators or interns. Examples of each are provided below.

In the 2019-2020 academic year Catherine Korda continued to be Chair of the Peterson Parent Advisory Council, President of Friends of Peterson, and on the Hate Has No Home Here Steering Committee. She also helped raise over \$20,000 for the Peterson Community Fund to support families financially during the pandemic.

In the summer of 2020 Dr. Birmingham and Dr. Merchant both sat on the steering committee for the Arts in response to violence conference, which was designed to bring awareness to violence against marginalized peoples and to raise the voices of black and brown artists. Dr. Birmingham was also awarded sabbatical during this time period. Additionally, in the spring of 2020, Dr. Merchant served as program CAST coordinator for the first time.

II. Program Plan

Long term goals

In the summer of 2020, Dr. Birmingham met with a representative from the Zero Abuse Project. This organization represents the national child advocacy studies association and is responsible for larger coordinated efforts across universities in the country. A partnership was discussed where curricula could be shared. Namely, NEIU has the only CAST program with a specific focus on global children’s rights. We are the only program that has traveled to the United Nations, and thus the incorporation of global advocacy on CAST curricula is a future pathway we intend to explore. Additionally, we are unique in that we keep information on our alumni. Thus,

NEIU offers a ripe atmosphere to assess student outcomes related to the success of CAST as a program. In the coming year, an instrument will be developed to measure alumni perceptions of the CAST program with relation to how prepared they were for advocacy in their field of practice.

Because we take a transformative justice approach to advocacy, NEIU has focused less on criminal Justice and the “law and order” aspect of advocacy, and focuses instead on highlighting and dismantling the structural inequalities that predispose certain youth to risk. Nevertheless, it is still essential that our students acquire information about the trial process where child abuse is concerned, as children are often called to testify, or are subject to the decisions made upon their behalf. Therefore, understanding what children go through in legal cases is essential. As such, CAST will seek out dedicated space to familiarize students with trial process via classroom mock trials, along with fundamentals of forensic interviewing, in cases of child abuse. We also plan to collaborate further with experts in legal process, such as a guardian ad litem, a forensic interviewer, and additional professionals in DCFS.

While the pandemic halted progress in many areas, CAST continues to work towards a post-baccalaureate summer institute, and has plans to continue the work of acquiring a CIP code in attempt to gain state recognition as a discipline. Such a program will both generate revenue for the university and provide professionals with Continuing Education Units (CEUs), for licensed working professionals. We are also working towards engaging more of our students in the Social Work Child Welfare course sequence, as both courses have been launched successfully. This enables them to be certified child wellness experts with DCFS upon completion of an exam.

A final goal of developing a graduate certificate in Child Advocacy studies remains in sight. NEIU now offers masters degrees in Social Work, Counselor Education and Public Health. These graduate programs currently demonstrate the most growth across the university. Therefore, students from these programs with interest in working with children and families would benefit from specialization in child advocacy. The national CAST program is excited with NEIU’s desire to move in this direction.

Projected needs

For Faculty:

CAST needs a dedicated space to hold mock trials in order to familiarize students with courtroom settings. As well as a faculty member familiar who is familiar with courtroom procedure where family law is concerned.

For Other Resources:

CAST continues to request funds to print brochures, and purchase other promotional materials to use at open houses for potential students, including pens or pins. This will increase the visibility of our program. Although it is a minor and not a major, it is the only CAST program in Chicago and having more marketing resources can assist in recruiting students interested in child-serving fields.

III. Accomplishments

Note: CAST has one full time faculty member (CAST/JUST), one full-time instructor (CAST/JUST/WGS) and one part time instructor (CAST). Further, CAST has an associate professor who teaches for the program every other year (CAST/PSYCH). Research, Creative and Community requirements and activity differs dramatically for these faculty members.

Faculty Outreach

Korda, C.

Chair, Parent Advisory Council, Peterson Elementary School
President, Friends of Peterson
Co-Coordinator, Hate Has No Home Here

Faculty Research/Creative Activities

Birmingham, R. (Spring 2020) Awarded Sabbatical for the Spring of 2021.

Stanley, J. (Spring 2020). Eric Klinenberg's book *Heat Wave: A Social Autopsy of Disaster in Chicago* (discussion & groundwork) (2020/2021)

Alumni News

Arce, J (2019). Case manager at BUILD Chicago.

Brubach, L (2015). Graduate student in Humanitarian Health at Johns Hopkins

Carillo, C (2014). Bilingual Social Emotional Implementation Lead for King County, Seattle, WA.

Greglunas, N (2016). Homeless Advocate and student mentor at Safe Haven in Chicago, IL.

Tsinokas, Maria (2014). Founder and Owner of Adelpia home Daycare Center

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Annual Report 2019-2020

Submitted by Jeremy Babcock

I. Executive Summary

The College of Arts and Sciences Education Program (CASEP) marked its nineteenth year of teaching, guiding, and inspiring freshman and sophomore students interested in becoming teachers. After 19 years, CASEP retains much of its original mission. Using a cohort model, careful selection of courses and teachers, as well as support services for students—CASEP continues working to increase student success. This success includes: retaining students at Northeastern, whether they ultimately select Education as their major or not, and decreasing time to degree by encouraging 15 hours of study a semester beginning no later than a first-year student's spring semester. CASEP's ultimate objective, however, is to establish, retain, and foster a diverse group of determined and sagacious students to enter Northeastern's Daniel L. Goodwin College of Education to pursue their goal of becoming teacher-leaders in an urban/suburban environment.

CASEP's Three Main Goals:

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

CASEP began the 2019-20 academic year with 28 first-year, full-time students. Of the 2018-19 class, 17 of 21 students returned for their sophomore year in fall 2019, and in keeping with CASEP's history, **our retention rate of 80%**, no doubt, played a large role in the overall retention rate of mainstream freshman at Northeastern, which was 83%. The CASEP cohort model continues to exemplify a steadfast solution to increasing the overall retention rate at NEIU. Students in our program feel a sense of belonging and a level of engagement that inspires them to move forward with their studies at NEIU. We will continue to see CASEP retention rates remain at higher levels, adding to the overall increased retention rate at NEIU.

How to Assess Student Learning and Engagement in the Program?

CASEP students were administered a comprehensive survey in the Spring of 2020. The survey consisted of nearly twenty questions to assess course offerings, social events, advising, and overall experience and satisfaction with the program. Much of this information will be shared throughout this annual report to highlight student voice, and ensure that it remains a guiding force in how decisions are made with regards to the future direction of CASEP.

The nature of past surveys measured student expectations about CASEP and to determine whether or not those expectations were met. The overwhelming consensus among first-year CASEP students was that:

- smaller class sizes allowed them to feel more comfortable and participate more;
- friendships were fostered among CASEP cohort members;
- faculty teaching in CASEP provided additional academic support;
- the general education courses were well chosen, especially because they could count towards any major at Northeastern;
- CASEP helped students determine whether education was their right path.

Certainly, implementing cohorts is not a panacea. However, elements of involvement (by professors and advisors) as well as methods of teaching (experiential and creative) seem to have a positive effect on our students. All elements must be implemented in an environment where those involved are *genuinely concerned about student success and welfare*. **We are successful because of the people involved in our program.**

Proctoring a student survey in the Spring has become an avenue to determine if students in our cohort are receiving the necessary support to be successful in the program. Our questions include an intentional focus on CASEP courses and initiatives to get a feel for overall satisfaction, and also changes that might need to be made to strengthen our program.

STUDENT VOICES

CASEP students are quality students. Throughout the report, a number of program initiatives are highlighted. From these events and CASEP courses, students have shared feedback and we continue to share these thoughts in our annual reporting. CASEP values and truly appreciates what our students have to say and it will continue to inform the direction of our program.

Included in this 2019-2020 Annual Performance Report are a few responses of note from our Spring 2020 student survey. The survey was administered in an anonymous way so that students could feel inclined to share in a more open and honest way.

- *Question: What do you feel is the strongest/best part of being in CASEP?*
- ⇒ “The passion for teaching is authentic. At the beginning, I was wondering what am I getting myself into, but now I realize that CASEP has continued to serve as the foundational backbone of my academic career at NEIU.”
- *Question: What advice would you give to first-year students who are considering joining CASEP?*
- ⇒ “This is something you do NOT want to miss out on! The program not only has the best staff and professors, but gives every student their time to shine. With this program you become close to peers who share common interest as you, as well as further your education in something you have a passion for...”
- *Question: What advice would you give to professors who teach CASEP courses?*
- ⇒ “It is always extremely helpful to connect class material and lecture to how it applies in the real world with regards to the field of education. As a student, I really appreciate how and why it is important to learn the things we must know as a future educator.”
- *Question: What additional information do you feel you need to determine if teaching is the right career choice for you?*
- ⇒ “I think the trip where we visited a high school was beneficial. It might be helpful to also shadow an elementary school to provide exposure to those looking to pursue elementary and early childhood degrees. Also knowing that the education system that we are about to enter is flawed and needs a lot of work to be done. We as teachers need to understand that we are the ones that can help bring the change to help the children.”

Grade Point Average

CASEP cohort students tend to maintain a high GPAs throughout their time in our program, and it is our hope to begin to highlight and document the number of students who maintain a 3.0 or higher in our annual reporting. **All of the students in our fall 2018 cohort achieved an overall 3.2 GPA or higher at the end of the fall 2019 semester. Our 2019 cohort had 10 students with a 4.0 GPA at the end of the fall 2019 semester---one-third of our students achieved a 4.0.** That is astounding.

We plan to highlight and document the number of students who maintain a 3.0 or higher in our annual reporting. An idea that has been discussed, and a possible long-term goal is to explore the possibility of a CASEP Honors Cohort. This information would be valuable in examining the feasibility of that initiative.

Annual Teacher LEADERSHIP RETREAT

In addition to employing an effective cohort model, CASEP focuses on connecting students to engaging and relevant experiences in the field. It is this thoughtful preparation that assists with the higher retention rates, and creates a vibrant community of learners. Taking the time to reflect on the profession of teaching remains an important aspect of the CASEP program. The overnight leadership retreat is meant to reinforce this introspection to explore the challenges of teaching, the necessary commitment and leadership skills, and also the extreme joy that comes from serving others and making a real change in the community.

This year was set to mark the return of this popular initiative among our program students. Our overnight Future Teacher Leadership Retreat was scheduled to take place over NEIU's Spring Break on March 16-17, 2020. In collaboration with the Math, Science and Technology for Quality Education (MSTQE) program, TRIO Teacher Prep, and Title V grant funding, we were ready to take 28 students (all future teachers) and 4 program staff to YMCA's Camp Duncan in Ingleside, IL.

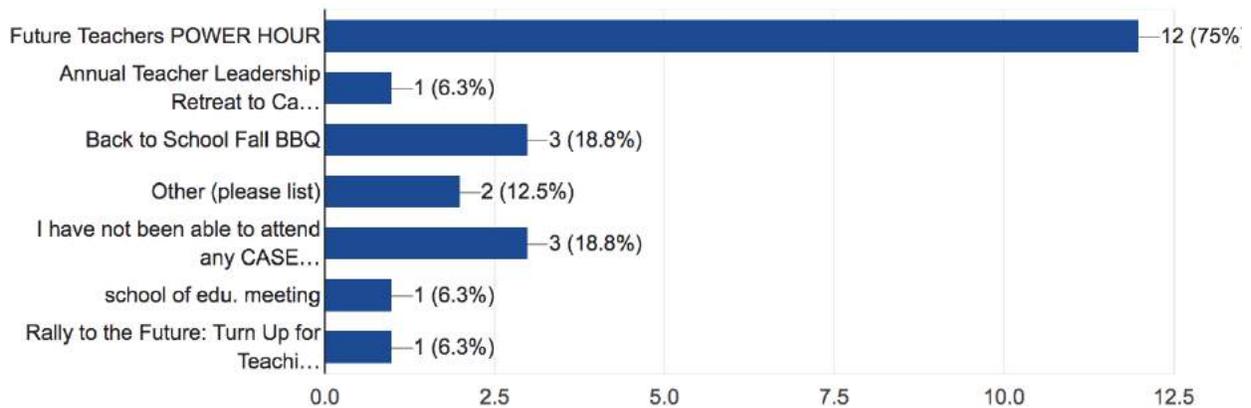
This 2-day intensive experience was to include a number of opportunities for students to step outside of their comfort zones individually, and also explore the importance of working together as a team. From a low-ropes challenge course, to a climbing tower and zipline program at the conclusion of the event, students were to be in a cycle of experience and reflection that focused on their future career as teaching professionals.

Unfortunately, due to the COVID-19 pandemic, we were unable to move forward with this event as scheduled, prioritizing the health and well-being of our staff and students. At this stage of the pandemic, there was a lot of information being released at a rapid pace. There were a number of discussions with Academic Affairs to ascertain if this leadership retreat could, in fact, proceed as planned. Ultimately, we did have to cancel the trip. It was disappointing, but we do hope to continue this tradition in the years to come.

CASEP Monthly Future Teachers Seminar

Another notable achievement in the 2019-2020 academic year for CASEP was the continuation of a monthly future teacher seminar called, "Power Hour!" The idea for Power Hour was inspired by students in our program looking for an event that occurred on a regular basis to connect and learn from luminaries in the field of education.

- **Which of the following CASEP sponsored activities have you attended?**



The process of inviting the speakers is quite organic and adapts to the needs of our program students. Depending on the time of year and from surveying students, we were proud to invite a number of engaging speakers to address our future teachers.

Some of our Guest Speakers for the 2019-20 CASEP “Power Hour” Seminars included:

- ***Students & Staff from Golden Apple Scholars***, A teacher preparation program focusing on placing teachers in schools of need
- ***Crystal Pfeiffer***, Current CPS teacher at Roosevelt High School, and former curriculum design specialist with NEIU’s Center for College Access & Success
- ***Dr. Andrea Evans***, Interim Dean of the Goodwin College of Education and former teacher
- ***Dr. Durene Wheeler***, Director of the Angelina Pedroso Center for Diversity and Intercultural Affairs
- ***Luis Meza from Grow Your Own***, a teacher preparation program focused on excellence and diversity in the teaching force

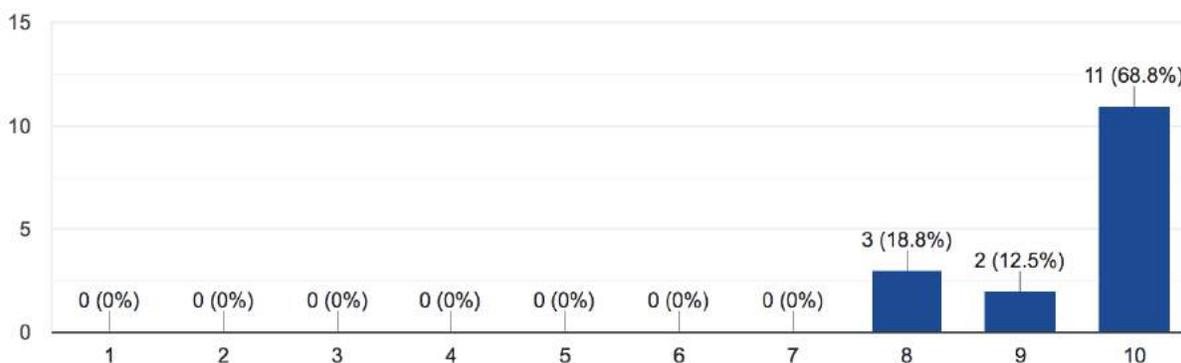
Power Hour continues to be an important addition to the CASEP program this year. Not only does it maintain consistent attendance, but the students are **actively engaged** in the conversations and activities. In addition to the overall popularity of the program, it has also served as a venue to collaborate with other programs at NEIU focused on future teacher preparation. Golden Apple Scholars, Grow Your Own, MSTQE, and TRIO, to name a few, have attended the sessions on a regular basis, and been integral in connecting our students to scholarship information and opportunities to aid them in their path to becoming teachers.

The monthly seminar has also been an important outlet to remain engaged with CASEP alumni, and also NEIU students interested in teaching, but maybe not officially listed as a CASEP student. Our “Friends of CASEP” list is growing and the support will most definitely add to program success and contribute to the positive reputation that CASEP has been built over many years of collaboration.

CASEP Advising

Kendra Stern, CASEP Advisor, is an integral part of program success. She continues to serve as a sounding board for innovation within the CASEP program, in addition to her thoughtful advising sessions with our students. We have established a weekly check-in meeting between the CASEP Coordinator and CASEP Advisor where, in addition to discussing the students we serve, there is also a concerted effort to seek out and implement additional student leadership opportunities. Our shared goal is to offer the highest quality programming as possible. Consistent communication aids in this process and has launched a number of new initiatives. A good example of this collaboration is the aforementioned monthly seminar for future teachers where we provide food, cooperative learning experiences and guest speakers to keep our students abreast of current educational trends. Kendra co-facilitates these seminars and provides invaluable advising information to our students.

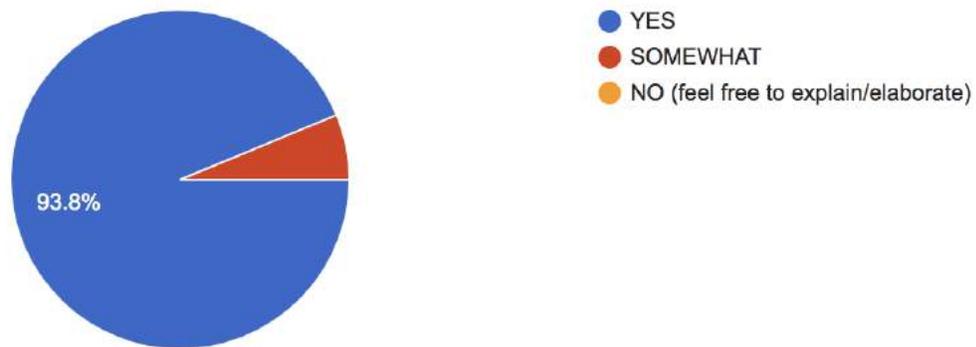
- **On a scale of 1-10 (1 being not satisfied, 10 being very satisfied) How satisfied are you with the advising you receive within the CASEP program for GenEds/CASEP Courses?**



In addition to email communication sent out by the CASEP coordinator, Kendra stays abreast of important dates with regards to financial aid deadlines, advising information, and sends celebratory emails to CASEP students when grades are released. The collaboration between advisor and program coordinator leads to a greater insight into the needs of our students, and overall program quality.

Intentional CASEP Course Design

Overall, do you feel the CASEP classes are engaging and beneficial for future teachers?



A highlight for CASEP’s first-year students enrolled in the Introduction to Theatre course in the Fall of 2019, was the opportunity to connect with a number of notable guest speakers, including Abigail Madden, Managing Director of A Red Orchid Theatre. A Red Orchid Theatre is an ensemble of artists dedicated to “the proliferation of live theatre in the modern world. We believe that theatre is the greatest sustenance for the human spirit and approach our work with a palpable sense of social compassion, aesthetic rigor, and honesty. By presenting new plays from all over the world and by reviving insightful works from the past that bear new relevance today, we aim to seek out and build new audiences for the modern stage.”

Abigail has over 15 years of managing experience and shared her knowledge of strategic planning, fundraising, event planning, marketing, and budget oversight with our students. We are planning on continued collaboration, and in discussions to get our NEIU CASEP students to A Red Orchid Theatre, with a focus on arts integration within the field of education.

CASEP’s second-year students continued the exploration into the teaching profession in their Educational Foundation courses by looking at the philosophy and historical foundations of public education, education and individual differences, and finding their teacher voice in the CASEP section of Public Speaking.

The Spring 2020 semester also marked the inauguration of the College of Arts & Sciences “Confronting Climate Change, Transforming Cultures: A College of Arts and Sciences Theme Semester.” With an emphasis on climate change, the College of Arts & Sciences brought together several courses from across our programs and disciplines. CASEP was eager to participate in this exciting initiative, and did so by way of adapting the CASEP section of Public Speaking.

Public Speaking focuses on the development of research, organization and delivery of various types of speeches. During the unit focused on Persuasive Speaking, students selected issues pertaining to climate change, and how to educate others on the importance of being proactive when it comes to issues pertaining to the protection of our planet. This unit was well-received by our students who were able to produce high quality persuasive presentations.

The courses that our program students take together as a cohort continue to be the cornerstone of the CASEP experience. This is where the students develop an understanding of self and each other as a collective group of future educators. Our instructors are mindful to incorporate pedagogy that is relevant to our budding teachers. Public speaking is not simply getting in front of the class to present. There is an intentional connection to the future classrooms that each student will be speaking in on a daily basis. Additionally, it is important to mention the benefits our students reap as a result of taking a designated First-Year Experience (FYE) course as incoming Freshmen.

During our recruitment and advising sessions for our incoming CASEP Freshman in the Fall of 2019, we encourage students to take ELED 109, *Building Chicago One Teacher at a Time* or PEMT 109B, *Adventure in Chicago*. Both of these courses are highly beneficial for future teachers, and especially effective offered as a First-Year Experience course.

Building Chicago One Teacher at a Time (ELED 109) takes students out into the city to learn the “real deal” about becoming a teacher. It is hands-on and experiential and students are not only learning about the teaching profession, but also working together as a group and beginning to bond as a cohort.

On that note, *Adventure in Chicago (PEMT 109B)* is very interactive and teaches students the importance of integrating cooperative-learning activities into curriculum. Through playing and processing, students form a cohesive bond and tangible classroom management techniques that teach to all learning styles.

There continues to be intentionality on linking courses and communication among our instructors in the program. CASEP’s first-year students enjoyed taking Introduction to Communication linked to ENGL 101 and U.S. History linked to Introduction to Theatre. The link between theatre and history provided new opportunities to include reading plays that further highlighted important points in history. Seeing connections between theatre and history allows future teachers to see how elements of one discipline can inform another. In addition to play analysis, students in Introduction to Theatre engaged in teaching theatre games and activities that could be incorporated into lesson plans. It is worth noting that the instructors in our program go above and beyond in catering lessons for future teachers, and meeting with each other to make sure they are providing our students with the supports needed to be successful.

Collaboration Across Colleges and Success Programs

The continued collaboration with the Goodwin College of Education has proven to be instrumental to ensuring a smooth transition for our CASEP students who choose to apply and accepted into the GCOE. Staying abreast of the changes that occur in requirements and adding to the overall innovation of GCOE initiatives was at the forefront of the work in the 2019-2020 academic year.

The CASEP Coordinator meets regularly with the Dean of the Goodwin College of Education (GCOE), and also attends the monthly GCOE academic advising meetings. The intentionality on building and sustaining relationships is truly a cornerstone of what makes CASEP successful. There are a number needs that arise for our students at any given time, and we continue to stay connected to a large number of faculty and staff who have the best interest of our students in mind. It truly is a team effort to ensure that our students are successful and matriculate through to graduation.

CASEP also continues to support the GCOE's "Turn Up for Teaching Rally," an event created to inspire students to consider teaching as a career. The CASEP coordinator and program students led the audience through a series of cooperative learning activities that were very well received by those in attendance, creating community and more awareness of what CASEP provides NEIU.

In addition to the collaboration with the GCOE, CASEP also continues to remain in close communication with a variety of success programs on campus. Project Success, Proyecto Pa'Lante, TRIO and Wentworth Scholars all have been supportive of CASEP and keep our program in mind where there is crossover with students who are planning on becoming teacher. As stated before, all of these programs have participated in the monthly "Power Hour" sessions and have been instrumental in sharing information during recruiting and registration.

I. Program Plan

A. Long term goals

The future of the CASEP program will be grounded in building and sustaining relationships. Student input will help to guide and ensure that teaching methods remain relevant and engaging. Instructors in our program continue to design and facilitate curriculum relevant to future teachers. There is an understanding for all parties involved that this program is designed to deliver the highest quality of candidate to the Daniel L. Goodwin College of Education.

There are a number of initiatives worth noting that add to the overall appeal and impact of the CASEP program. Here are three areas that offer insight into the future success of our highly-esteemed program:

- **Future Teachers Power Hour** is a monthly seminar where all CASEP students are invited to connect and learn from guest speakers. This program will continue to grow and bring in guest speakers to share expertise with our students.
- **Annual Teacher Leadership Retreat** will remain a mainstay in the program. The overnight experience at Camp Duncan is a bit costly, but through partnerships and grant funding, we plan on continuing this annual tradition where students can take the time to reflect on a career in teaching.
- **Collaboration with the Daniel L. Goodwin College of Education** continues to be strong and an important element of the CASEP program. There is an Innovation in Teacher Preparation Team that is involved in a number of exciting initiatives to bring more teaching candidates to NEIU. Through partnerships with area high schools, there is a concerted effort to showcase the high quality GCOE program offerings, and promoting NEIU as a place where *all* future teachers should commence their studies.
- **Observation opportunities** will be more prevalent and intentional moving forward. A number of our Early Childhood Education students work at NEIU's Childcare Center and it has been beneficial to their development at future educators with hands-on experience. Our hope is to connect with area schools to offer opportunities that are specific to individual Education Majors through a number of smaller, more focused field trips.
- **CASEP Student Leadership Council** is an idea that we plan to bring forth where stand-out students can join and help inform the direction of the program in a more intentional way. This would include officers (President, Vice-President, Secretary) and the team would assist with monthly seminars, events and bring forth new ideas with guidance from the CASEP coordinator.
- **Marketing of CASEP** benefited greatly from an overhaul to our website, creating of a Facebook page, and additional marketing materials. The teaching profession is admirable and in need of passionate young people to keep pushing the boundaries of what it means to "teach." Our branding needs to match that energy. This year marked a poster campaign of "**Find Your Way to the Classroom.**" Students have responded well to the posters and like the idea that everyone has a different path, but the CASEP cohort brings future teachers together and support the journey. Marketing will continue to grow and adapt to student needs and trends.
- **Annual CASEP Scholarship** discussions are in the works as we have had a number of generous donations from our founder, Jim Blair. We currently have \$3000 in our foundation account and are exploring ways to fundraise and diversity revenue streams before we begin awarding scholarships. The plan is to have a 20-year celebration in the Spring of 2022 to announce the scholarship and also raise funds for the CASEP scholarship fund, too.

B. Pillars of the Program

For CASEP, there are 3 areas of focus that are mainstays and will continue to inform our practices: a focus on retention of students at Northeastern; help students who are determined to enter the Daniel L. Goodwin College of Education succeed in that desire; and devise qualitative and quantitative assessment tools to measure program success.

Retention:

Though the cohort structure is affirming and supportive of students, for some, it is intimidating. Each CASEP first-year cohort is inherently different, and although our retention rate has remained steady in the 70-85% range, there is a level of unpredictability. The cohort model works. However, we will continue to document and explore why some of our students don't return for the following Fall semester. Financial needs? Issues outside of school? It is important to observe the trends to adequately address the needs of our students.

And, even with more focused attention on students' individual needs, the fact remains that despite the wealth of success services offered to students, Northeastern has yet to discover the right approach to retaining students. With that said, the current CASEP coordinator attends the Success & Retention Directors meetings, and is highlighting the cohort model and the success of the CASEP program with regards to retention rates.

Applying to the Daniel L. Goodwin College of Education:

Beginning in their first semester in CASEP, students become aware of the necessary qualifications to apply to the Daniel L. Goodwin College of Education. Because all CASEP first-year students must test into ENGL 101, most of them meet that requirement after their first year of classes.

With the recent development of new legislation affecting initial teacher licensure programs, the basic skills test (either Test of Academic Proficiency; TAP, ACT or SAT) is no longer required as an entrance exam for admission to your program or to the GCOE. This is an important development for our CASEP students and continues to be a point of conversation in advising. Students still need to take their content area exams and we are connecting students to support programs (such as TRIO's teacher prep program) to assist with preparing for these exams.

Assessment:

As mentioned earlier, CASEP was able to develop and implement our Spring 2020 survey as an assessment tool to measure student learning and experience within CASEP. Here is the list of questions that were asked of our program students on the survey:

- *How well do you get along with the students in your CASEP cohort?*
- *Overall, do you feel the CASEP classes are engaging and beneficial for future teachers?*

- *What advice would you give to the professors who teach CASEP classes?*
- *What additional support, if any, do you need to be successful in your coursework?*
- *Which of the following CASEP sponsored activities have you attended?*
- *Do you have any suggestions for themes or future guest speakers for the monthly Power Hour sessions?*
- *What social/community building activities would you like to see CASEP offer in the future?*
- *What has been the biggest obstacle for you with regards to attending CASEP activities?*
- *How likely are you to apply to the College of Education?*
- *Do you feel CASEP is supporting you on your path to becoming a teacher?*
- *What additional information do you feel you need to determine if teaching is the right career choice for you?*
- *How satisfied are you with the advising you receive within the CASEP program for GenEds/CASEP Courses?*
- *How well do you feel supported by CASEP staff/faculty?*
- *What advice would you give to first-year students considering joining CASEP?*
- *What do you feel is the strongest/best part of being in CASEP?*
- *What, if anything, do you feel needs to be improved within the CASEP program?*
- *How likely would you recommend joining CASEP to an incoming freshman who was planning on becoming a teacher?*
- *Additional thoughts/ideas?*

Our rate of 35% participation in our Spring 2020 CASEP survey was a bit lower than expected. It is our hope to offer incentives when administering our Spring 2021 survey, to increase the yield in response rate, and, again, hope to glean as much insight as possible from our students to continue to offer the highest quality programming as possible.

C. Projected Needs/Concerns

1. Faculty/staff: CASEP has one Coordinator who is also an Instructor in the program. The Coordinator teaches at 50% during the academic year and recruits/helps advise new CASEP students during the school year and in the summers (in addition to many other responsibilities). **CASEP will have difficulty growing as a program or attain its retention or assessment goals in its current incarnation.** Most, if not all student support programs at Northeastern have administrative staff, e.g. Project Success, Proyecto Pa'Lante, and the Honors Program. Therefore, CASEP requests an *at least* half-time position to assist the Coordinator with student-centered activities:

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

- Assist with orientations in the summers
- Assist with monthly seminars and event planning

2. It's worth noting that the title of "Coordinator" does not serve the overall program with regards to outward facing social capital. Similar success and cohort programs have "Directors" and "Assistant Directors" heading up their respective programs. CASEP is included in promotional materials, shared websites, and the like. The title of "Coordinator" reads like an entry level position, and does not serve the nearly twenty - year program well or reflect the director-level responsibilities. CASEP should have an institutionalized Director who leads the program.

3. We have a number of students ask if they can "work" for CASEP. This is a good sign of their dedication to our program. Perhaps future hiring of interested/qualified CASEP students as they move on to their Junior year might be a good idea to keep alumni engaged and also promote the program. Perhaps internships? Student Aides? We have been fortunate to have support from an assigned FYE mentor, but CASEP specific student worker positions would be an intentional way to engage students and help to grow the program.

4. We have a diverse student body, **but need to continue to engage and recruit more students of color to join the program.** The CASEP coordinator is seeking out ways to be more intentional with regards to recruiting a more diverse student pool. Not only will this strengthen the cohort, but also assist with diversifying the future teaching force, which is definitely worth prioritizing. We also need to be more intentional about diversifying our CASEP faculty who teach our courses.

5. For events such as the overnight Future Teacher Leadership Retreat to continue, we will have to assess the CASEP budget and possibly increase so that this can become "institutionalized" as an annual event. Currently, we are able to hold this event with funding/partnership from the Title V grant. This grant will be ending next year, which means we will have to look for alternate funding sources or increase the CASEP budget.

COMMUNICATION, MEDIA AND THEATRE

Annual Report 2019 – 2020

Submitted by Shayne Pepper

I. Executive Summary

Overview

The Department of Communication, Media and Theatre (CMT) links three creative and demanding disciplines, all of which take as their focus social interaction, technology, and performance. Students in the CMT program acquire proficiency in the theory and practice of communication, media, and theatre and develop an appreciation of differing values and perceptions of the world. Our department also focuses on personal and professional development that students need to compete in today's workforce.

CMT is again proud to be one of NEIU's top 10 majors (#7). This is the tenth year we have maintained a top-ten distinction, and we increased our ranking from #8 to #7 in the past year. This is due to the talent and dedication of our faculty and staff and to the interest and enthusiasm of our students.

Undergraduate Program:

- B.A. in Communication, Media and Theatre
- Minor in Communication, Media and Theatre
- Minor in Communication
- Minor in Media
- Minor in Theatre
- Minor in Journalism

Graduate Program:

- M.A. in Communication, Media and Theatre

Curriculum Information

Our undergraduate major in CMT and our five minors integrate technology and a liberal arts curriculum. CMT's graduate program provides an in-depth study of the principles and practices of communication, media, and theatre and is designed for students interested in advanced corporate, non-profit, and government positions, those preparing for positions in higher education or further graduate study, and teachers already at the elementary or secondary level who want a master's degree.

In the **2019-2020** academic year, we had **193** undergraduate CMT majors, **75** minors, and **23** graduate students. Undergraduate degree conferrals have been strong, with **70** bachelor's degrees awarded in 2019-2020. CMT enrollment and student credit hour (SCH) production both remain high, with **6696** SCH for the 2019-2020 academic year.

2019-2020	Main Campus	Online	El Centro	CCICS	CASEP
Fall 2019	51 sections	3 sections	4 sections	0 sections	1 section
Spring 2020	48 sections	4 sections	4 sections	0 sections	2 section
Summer 2020	10 sections	4 sections	0 sections	0 sections	0 sections

CMT works hard to offer a program that is timely and relevant, continues to be grounded in the best practices of our discipline, and meets the needs of NEIU's diverse student population. **Our department regularly offers courses across Main Campus, El Centro, CCICS, and online.** Faculty-directed internships, service-learning experiences, and hands-on work in our Theatre and Media areas (at both the undergraduate and graduate level) continue to be essential elements of our curriculum and hallmarks of our students' experience in the program. CMT student and alumni achievements continue to reflect their positive experience in the program, as well as the high quality of instruction, advising, and support for professional development strived for by our faculty.

CMT also continues to contribute to the **University Core Curriculum** in several ways. We offer **General Education (Distributive Learning)** program with two regular course offerings in the Fine Arts (CMTT-130: Introduction to Theatre and CMTM-160: Introduction to Cinema), one course in the Humanities (CMTC-100: Introduction to Communication), and one FYE course (CMTM 109A: FYE: Chicago One Pixel at a Time). These courses emphasize effective oral and written communication skills and prepare students for more advanced study in the CMT program and at NEIU. CMT also offers fifteen **Engaged Learning Experience** courses: nine courses in the **Discipline Specific (ELE-DS)** area and six courses in the **Boundary Crossing (ELE-X)** areas. Finally, CMT regularly offers a rotation of eleven of our courses **entirely online** with an additional seven courses regularly offered in **hybrid format**.

CMT continues its involvement and commitment to the **College of Arts and Sciences Education Program (CASEP)**, most prominently through three CASEP-specific General Education courses, CMTC-100: *Introduction to Communication* and CMTT-130: *Introduction to Theatre*, and CMTC-101: *Public Speaking*, one of CMT's core courses. CMT also continues to contribute courses to the **Women and Gender Studies (WGS)** major/minor as well as the minor in **Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Studies**. We regularly offer CMTC-313: *Communication, Gender and Identity* and CMTM-377: *Gender and Media*. These courses contribute to an interdisciplinary approach to studying the lives, histories and cultures of women and LGBTQ communities and their allies. Courses in history, culture, health, politics, justice, education, literature and the arts reflect a commitment to understanding and representing the contributions of LGBTQ individuals and communities.

Faculty Information

CMT faculty engagement is a hallmark of the CMT program and is directly related to the quality educational experience the program is able to provide our students. CMT faculty contribute significantly to their scholarly disciplines, professional and local communities, and the university.

The CMT department had several faculty members recognized with awards during the 2019-2020 year. **Sarah Fabian** was awarded a Faculty Excellence Award for Service, **Adam Goldstein** was awarded a Faculty Excellence Award for Research and Creative Activities, and **Lizz Otto Cramer** earned an Instructor Excellence Award. **Edie Rubinowitz** was also awarded a full-year sabbatical (2020-2021) to do Solutions Journalism reporting for Chicago Public Radio and also develop a new 300-level Podcasting and Audio Documentary course that will be offered for the first time in the fall 2021 semester. **G. Max Maxin IV** was nominated for several awards this past year. He was nominated for Best Projection Design for *Ghost Quartet* with Black Button Eyes Productions in the 2019 Non-Equity Jeff Awards.

CMT faculty continued significant service to the College and University. They participated on General Education and Shared Governance Task Forces, and they continued to serve in key roles on critical NEIU constituencies such as the NEIU chapter of the University Professionals of Illinois, the Research and Creative Activities Group, the University Personnel Committee, and the College of Arts and Sciences Academic Affairs Committee. They participated in important University initiatives such as the University Without Walls, the annual NEIU Student Research and Creative Activities Symposium, and the NEIU Faculty Research and Creative Activities Symposium. Finally, CMT faculty serve their professional, local/community and state organizations as officers, members of professional editorial boards, facilitators of professional workshops, and in various key leadership roles. A specific enumeration of 2019-2020 CMT faculty research/creative activities and service is presented in the “Accomplishments” section of this report.

Although we maintain a successful track record, for being such a large department with three disciplines we are understaffed in tenure-track faculty members in order to teach necessary courses, advise students, and execute our curriculum.

2019-2020	7 TP Faculty	13 Instructors	3 Adjuncts
Sections Taught	38 sections	87 sections	4 sections

These numbers make it clear that our very large department is in critical need of additional tenure-track faculty members. In addition to teaching courses, our tenured/tenure-track faculty members regularly advise a combined 250 majors and minors within our department. In addition to our seven tenured/tenure track faculty, our department began the 2019-2020 with thirteen full-time and part-time instructors who teach the overwhelming majority of our classes each year. By the end of the 2020-2021 academic year, we will see the retirement of three of our longest-serving instructors (**Kate Kane, Melanie Bujan, and Ellen O’Keefe**), and we will then only have ten instructors to teach the same number of sections. Due to considerable faculty

shortages in recent years, we often have to rely heavily on additional adjunct instructors to fill in the gaps, and this has ranged from three to thirteen adjuncts depending on the needs of the particular year. This untenable situation only further emphasizes the need for additional faculty lines (particularly in Communication and Theatre).

Finally, we reiterate in our reporting each year the importance of advising in the retention of our students. CMT seeks to meet the ongoing advising needs of our majors and minors, by providing extensive program information, course planning, and professional consultation. CMT faculty make advising accessible to our students, whose busy and demanding schedules sometimes make advising a challenge in relation to their work-school-life balance. To be sure, we remain focused on how intentional advising, together with strong curriculum, attractive course offerings and careful scheduling are all best practices for encouraging the retention of students. Our advising load on each faculty member is quite high with each advisor serving an average of 54 students (majors and minors) at any given time throughout the year. Maintaining such high numbers can make it difficult to provide substantive one-on-one advising to students. Additional tenure-track faculty members are needed to be able to divide this advising load in a more manageable way.

Program Activities and Accomplishments

Major department activities and accomplishments during the 2019-2020 academic year included:

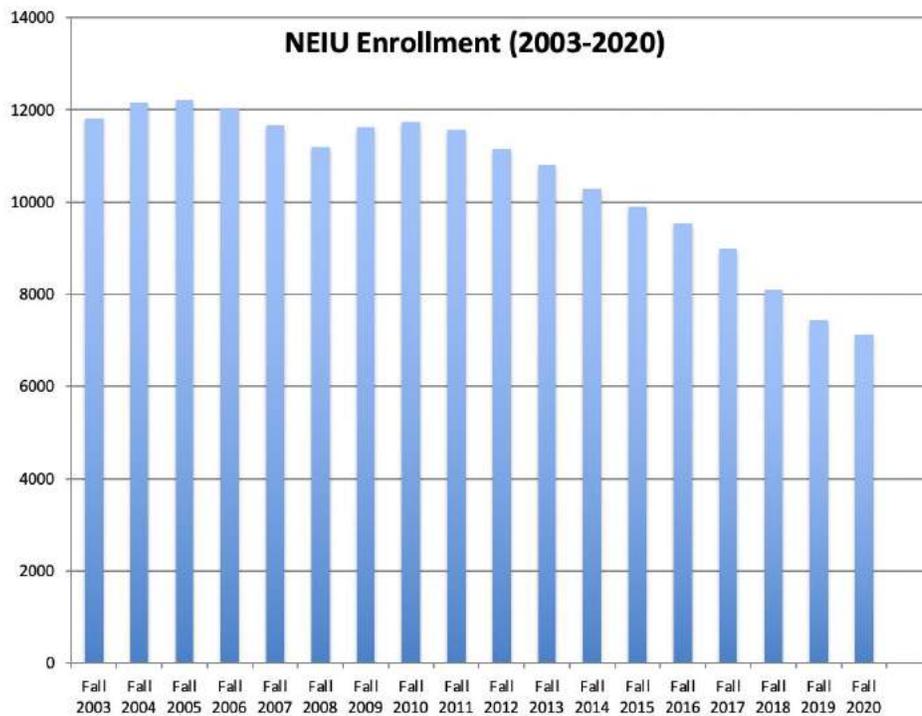
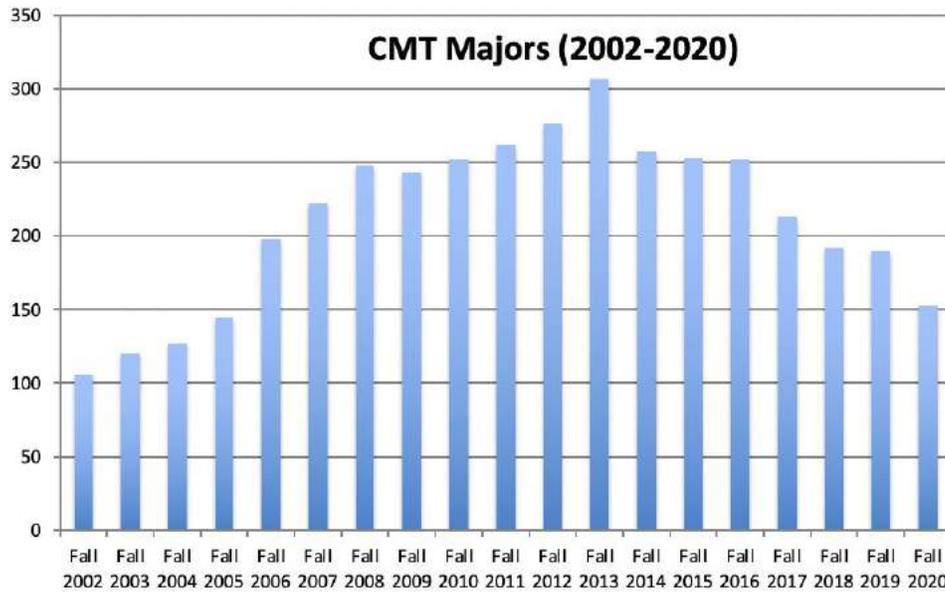
- Engaged in a successful **IBHE Program Review**
- Continued our partnership with the **Chicago Film Society**
- Maintained our **CMT Media Production Lab**
- Continuing to produce engaging theatrical productions with the **Stage Center Theatre** and **Children's Theatre Workshop**
- Supporting the production of **Student Research and Creative Activities**
- Administering seven **Departmental Student Scholarships**

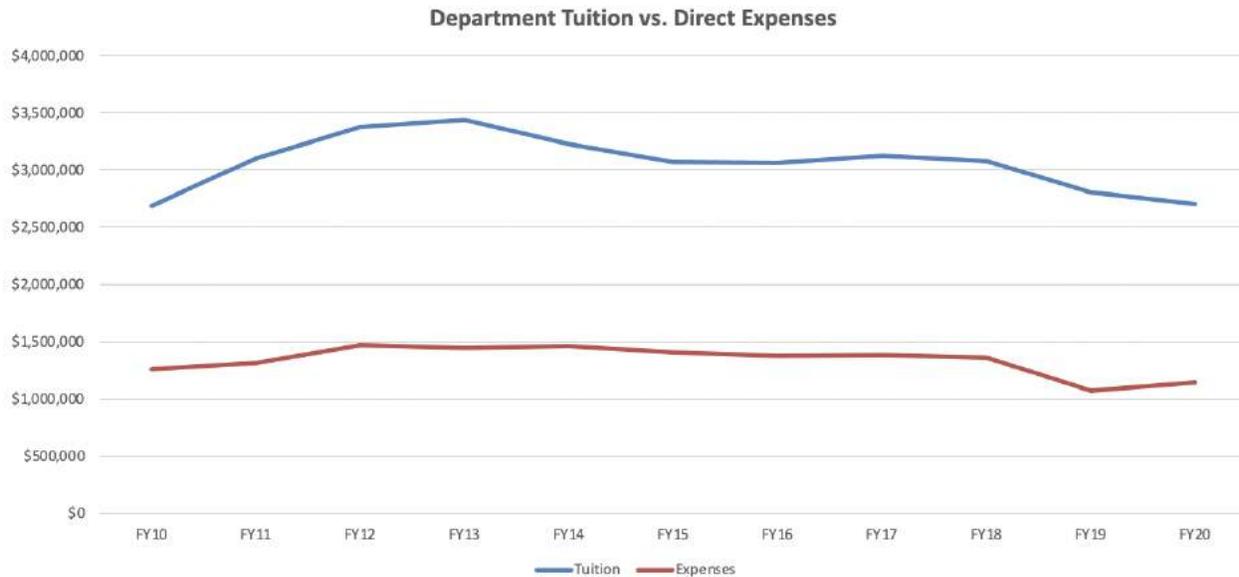
All of these activities and accomplishments tie to our recruitment and retention goals. We seek to recruit and retain CMT majors and graduate students by offering an effective and relevant curriculum, an interactive learning environment, and opportunities for students to develop skills that will provide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

IBHE Program Review

In the 2019-2020 academic year, our department engaged its scheduled IBHE Program Review, our first since the 2020-2011 academic year. While our external reviewer had to be postponed until March 2021 due to COVID-19, our self-study revealed that our enrollments have remained proportional to overall enrollment at NEIU, and we have maintained a stable position as one of the top ten majors at the university. Our program keeps up with disciplinary and employment trends and remains a vital area within a liberal arts education. Our rates of degree conferral, internship participation, employment placement after graduation, and alumni success all demonstrate the effectiveness of our department. Our program goals and learning objectives are carefully mapped out, aligned, and measured, and we continue to assess these regularly. Our cost

per credit hour demonstrates that we maintain a very cost-efficient delivery of our program, and student demand for our courses, major, and minor remains quite high despite downward trends in Illinois higher education more broadly.





While we will await the completion of our external review before finalizing any major structural changes to our program, we have already utilized this program review to make some pressing curriculum adjustments such as deleting sixteen legacy courses, modifying fifteen others to maintain currency, developing a new course in Podcasting and Audio Documentary, and dividing our generalist theatre minor into a minor in Theatre Performance and a minor in Theatre Design, Technology, and Management. We have also already made significant steps in strengthening our alumni and fundraising outreach as well as community partnerships. Finally, we took this opportunity to officially re-launch our university chapter of the Lambda Pi Eta Honors Society for Communication.

Partnership with Chicago Film Society

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

In our fifth year (2019-2020) of the partnership we screened a total of **15** feature-length films and sold over **1,079** tickets. This was a much lower number than usual due to the beginning of the COVID-19 pandemic, but our average attendance stayed strong with an average of 72 audience members per screening. The overwhelming majority of those in attendance (80%) are from the Chicago community. These screenings continue to be a

great way to draw community members to NEIU and are as a vital component of our film studies curriculum. At no cost to the university, we continue to receive great press from *The Chicago Tribune* and other media outlets. We also connect this film series to a 300-level, one-credit course (CMTM 390: NEIU Cinémathèque) that has drawn students across NEIU departments to learn about film distribution, exhibition, and archival preservation.

Stage Center Theatre

A hallmark of the Stage Center Theatre and CMT's Theatre program is our integral role in NEIU's liberal arts education. The Theatre introduces students to all aspects of theatre: from the technical, organizational, and management skills needed for success in the theatre world, to the conceptual and artistic elements needed to understand the theatre arts. In addition to the many students taking academic courses in our theatre program, each year we involve more than 150 students in every aspect of production including performing, designing, writing, directing, and many other roles.

In 2019-2020, the Stage Center Theatre planned to present an astounding seven shows via the main stage and Children's Theatre Workshop. Our season offered the audience a broad range of plays, and provided students an opportunity to read, produce, and watch both classical and contemporary productions. Fall 2019 featured:

- Fall 2019: **Nuevas Voces: A 10-Minute Playwriting Festival and Contest** with direction by Adam Goldstein
- Fall 2019: ***how to hero, or the subway play*** by Georgette Kelly with guest direction by Filament Theatre's Artistic Director Julie Ritchey and Managing Director Christian Libonati – a promenade-style production with reduced audience capacity for intimacy and safety precautions.
- CTW Fall 2019: ***we'll be better later*** by Laura Jacqmin with direction by Adam Goldstein
- Spring 2020: ***Native Gardens*** by Karen Zacarías with direction by Leslie Hull
- Spring 2020: ***Residence*** by Laura Jacqmin with direction by John Bliss (Cancelled due to Covid-19)
- CTW Spring 2020: ***The Magic Fish*** by Lila Rose Kaplan (Cancelled due to Covid-19)

In 2019-2020, the total attendance for our Main Stage shows was over 910 and our CTW attendance was 501. In the fall, the CTW production was impacted by the Chicago Public School strike, cancelling two performances, and in light of the Covid-19 health crisis, we ultimately made the difficult but necessary decision to cancel our production of *Residence* and our Children's Theatre Workshop production of *The Magic Fish*.

During the report period, we worked to encourage increased student involvement and self-governance across the range of Stage Center and CMTT areas. The Student Theatre Council really took off in 2019-2020. This group comprises declared theatre minors and Stage Center Theatre frequently participating students. This cohort meets monthly or bi-monthly and engages in a number of supporting initiatives for Stage Center operations as well as conceptualizes and organizes student driven theatrical activities

such as recruitment tables, artistic projects, etc. Additionally, this group serves as a collaborative governance space in which students with a passion for theatre review all stage center policies and season planning processes prior to implementation. While the body does not yet have official “voting” in place, students are able to discuss and evaluate all theatre planning and to voice their interests and concerns to Stage Center leadership. Through this model, students now have an active say in the plays and programs implemented in a given season as well as the engagement activities for those programs. We have seen student participation in theatre activities steadily increase through the formation of this organization and look forward to growing the group, forming a formal self-governing structure for students, and building pathways for student driven work and culture in the theatre spaces at NEIU.

While working on the negotiations to produce *how to hero, or the subway play* by Georgette Kelly, Stage Center Theatre entered a two-year partnership with Filament Theatre in Portage Park. In 2018-2019 we produced it through Children’s Theatre Workshop. In our 2019-2020 season, we produced it on our main stage with guest director and artistic director of Filament, Julie Ritchey, and then it will hopefully move to the professional mounting at Filament when the theatres are able to safely re-open. Should the production move forward, our students will be guaranteed involvement either in a cast role/understudy position, and/or in assistant production and design roles.

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

Covid-19 has drastically impacted the professional performing arts industry, bringing an entire community of creators, designers, and performers out of work. Mirroring the professional industry, our theatre programming at Stage Center Theatre has also been impacted by the health crisis. Our department and faculty worked diligently to keep our theatre programming vibrant and current in response to the pandemic by developing a Digital Theatre for Social Justice that will open our 2020-2021 season as well as a partnership between Chicago State University and Chicago Dramatists.

Children’s Theatre Workshop

The Stage Center Theatre’s Children’s Theatre Workshop continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the theatre arts. Children’s Theatre productions bring hundreds of children from over twenty Chicago-area public schools to NEIU each semester (reaching an average of 1,100 elementary/middle school students and teachers). These schools are regular visitors to the Stage Center Theatre and NEIU, and each year we work to maintain this

interest and involvement by continuing our Theatre and Theatre Education promotional campaign, which targets counselors and teachers at high schools around the Chicago area, as well as schools from which many NEIU students graduate.

We are proud that our Children's Theatre curriculum is not only a valuable "hands-on" experience for our students but also serves as important community outreach and as a way to entertain, teach, and cultivate a love of theatre among children. The Children's Theatre Workshop performed *we'll be better later* by Laura Jacqmin in Fall 2019, and *The Magic Fish* by Lila Rose Kaplan in Spring 2020, which was cancelled due to Covid-19.

Media Production Lab

CMT's Media Lab is in its twelfth year of operation. The Media Lab continues to be a tremendous asset to our media production curriculum, exposing students to both audio and video production, and providing hands-on learning experiences that allow students to compete for internships and other employment in the media industry. We continue to find resources to acquire and maintain the best computers, editing and computer graphics software, cameras, and lighting kits. We particularly rely on university support to fund our Adobe software licensing each year so that our students have professional software necessary for video and audio production projects.

A critical component of the Media Lab is the work of student tutors. The hands-on learning experience CMT students gain from use of the Media Lab as both students and tutors. This opportunity responds to their professional development needs and foregrounds the program's curricular focus on student success, academic excellence, and innovation.

Student Research and Projects

The CMT Department continues to excel in the area of student research and creative activities in the 2019-2020 academic year. Despite the difficulties of a pandemic, our CMT students have been incredibly active. They have created videos and performances, launched podcasts, published stories in numerous places, and have not let the strange year of 2020 stop them from being successful.

Our journalism students have been working across various media. **Amaris E. Rodriguez and Ata Younan** both published several stories at *Borderless Magazine*. Several of Amaris' stories have also been picked up by Univision, WBEZ, and have been featured on WTTW. Recent alumni launched three different podcasts this year. **Karina Vargas-Camacho** launched the "NEIU Happy Hour" podcast in her senior year, **Leslie Hurtado and Diane Boukhalil** launched the "Rabiosa Medina Radio" podcast over the summer, and **David Montalvo** launched the "Outlet to Reality" podcast. This year we inducted our first group of twenty-three outstanding CMT students into the **Lambda Pi Eta** Communication Honors Society.

Scholarships

Thanks to the continued generosity of Professor Emeritus Bernard Brommel, the CMT Department now offers six annual scholarships. With these scholarships, Dr. Brommel

has endowed more than \$200,000 to the Department, which provides important financial assistance to our students.

We are also continuing to award a “Communicating Sexualities” scholarship established by two CMT alumni: Carrie Reffitt (B.A., 2011; M.A., 2016) and Nikki Nigl (M.A., 2014). This scholarship is available to CMT, Sociology, and Women and Gender Studies students.

II. Program Plan

A. Long term goals

CMT has identified the following goals for the upcoming academic year:

- Continue to express the urgent need for a budgeted Office Administrator
- Request new tenure-track hires in Communication and Theatre
- Continue to expand our CMT alumni relations, fundraising, and outreach
- Strategize and prioritize improvements to the Stage Center Theatre infrastructure
- Increase the utilization of text messaging students through Google Voice
- Develop a student content creator position using our work study funding
- Develop outreach with department chairs at local community colleges
- Continue to publish the *ComMuniTy* newsletter

B. Projected needs

In order to maintain our successes and continue to grow, we have four clear needs: Office Administrator position, Two Tenure-Track Faculty Members, Equipment Needs, and Infrastructure Upgrades for the Stage Center Theatre.

1. Faculty and Staff Needs

Office Administrator Position

In previous years CMT had one Office Administrator and also an additional part-time support position. When that part-time position was eliminated in 2014, the Office Administrator position managed all of the day-to-day needs of the CMT department’s students and faculty as well as large projects related to budget, purchasing, space allocation, and employment contracts among many other tasks.

In Fall of 2017 it was determined that CMT would lose its budget line for an Office Administrator and be given the use of two “Anchor Positions” to be shared with the Department of Art + Design and the Department of Music & Dance. The reduction from two *department-specific* support staff to two support staff in charge of three large and complex departments is simply unsustainable. There are days of the week where CMT has zero office coverage by a staff member and most days we must rely on student workers most days of the week to fill in gaps. To have students come to a department with nobody available to help them is not a way to focus on student retention.

While our two anchor position office administrators are doing a tremendous amount of work to keep the three departments afloat, it is an untenable situation. It is deeply concerning that three very complex

departments sharing these two anchor positions will simply not be able to deliver the high quality of support to our student and faculty that our three departments require. As we work to maintain and grow our program, this crucial element of on-site student contact and faculty support needs to be prioritized and funded, and our department needs to be provided with a budget line for a full-time Office Administrator.

Additionally, the CMT Department encounters the recurring issue of how to address our administrative needs in the Theatre area, and we have pointed this out in our annual report every year for the past ten years. The Stage Center Theatre's Main Stage, Summer Theatre, and Children's Theatre have long required additional support personnel in the form of an administrative/business management staff member. Currently, graduate assistants who seek work in theatre-related contexts after graduation do this administrative work. However, the challenges related to yearly turnover in this area call for a more permanent staff assignment to assure consistency and oversight of administrative and business issues in the Theatre area.

Rather than continuing to ask for a part-time A&P staff member for an eleventh year in a row, we have frankly given up hope that such a position will ever materialize. Instead, our desperate need for a full-time Office Administrator takes priority above all else. Given the realistic budget situation of the university, we will no longer ask for this separate A&P position. We would instead assign many of these duties to the person who would become our full-time office administrator when we are once again granted this basic and necessary budget line for any department of our size and complexity.

This means that in addition to the standard duties of an office administrator, this staff position would also handle such tasks as fiscal management of the SCT Ticket Office, publicity printing and distribution, and overseeing the CMT / Performing Arts FOAPs in conjunction with the Managing Director of Stage Center Theatre. Since this position helps to facilitate the spending and tracking of state funds, our graduate assistants cannot have the same responsibilities or availability that an Office Administrator position would have.

It is worth pointing out, though, that such a dedicated A&P position would have helped to put us on par with two other positions that assist other areas of Fine Arts at NEIU: the Concert Coordinator position and the Gallery Coordinator position. These two vital positions operate alongside the Department of Music & Dance and the Department of Art + Design. A third position for the Stage Center Theatre / Department of Communication, Media and Theatre would have brought equity to that set of duties. It makes sense for the three complex Fine Arts departments to have budgeted office administrators and A&P staff to assist our work that goes far beyond the classroom. Currently the CMT department has **neither** a budgeted Office Administrator **nor** an A&P staff member to assist. Instead, we rely on faculty, graduate students, and student aides to cobble together the resources that we need to maintain basic functions of the performing arts and our departmental needs.

Two Communication Faculty Members

Due to state budget issues, retirements, and advancements we lost all of our Communication faculty members in recent years. Given that dire situation, we were pleased to be able to hire Dr. Maura Cherney as an Assistant Professor of Communication who began in the Fall 2019 semester. Thankfully we were then approved to search for an Assistant Professor of Strategic Communication in fall of 2019, but that search was paused due to COVID-19. We are in the process of resuming that search with the intention of hiring this new faculty member to begin in the fall 2021 semester.

Once this Strategic Communication faculty member in place, we will then plan to utilize the over \$400,000 in funds generously set aside for the Brommel Endowed Faculty Position to request that we hire a third Communication faculty member with expertise in the areas of Family and Interpersonal Communication. The combination of these three Communication faculty members will allow us to support our graduate and undergraduate curriculum, individualized instruction, development of internship and service-learning opportunities, and student advising and get our Communication area back to the minimum number of faculty needed to execute our curriculum.

One Theatre Faculty Member

2019 saw the retirement of our most senior faculty member, Rodney Higginbotham (Professor of Theatre). This means that only two pre-tenure, junior faculty members are tasked with overseeing all activities of the Stage Center Theatre, supervising talent scholarships and theatre internships, advising theatre students, and executing the theatre curriculum. The minimal number of faculty and the lack of a Ph.D.-holding faculty member in the theatre area will adversely affect student advising and retention, especially students who want to make theatre a primary focus both at the undergraduate and graduate level. We hope to be granted a search again to address this critical need to support our B.A. and M.A. program with a search for an Assistant Professor of Theatre History/Dramatic Literature and Criticism.

2. Equipment Needs

Computers and Adobe Software Licenses

Over the past several years, our department requested new computers for our faculty members, but university funds were never available for these upgrades. In order to overcome this, we utilized a portion of each year's department budget to purchase new computers for our faculty. We have now filled our most critical faculty needs, but our CMT office has two very old computers that need replacing. We also would greatly benefit from a small number of MacBook Pros that could be used for our students in production and design classes. Finally, we urge the university to continue funding the licensing of Adobe software for our students. The Adobe software suite is vital to execute our curriculum in classes such as Introduction to Video Production, Digital Video Editing, Introduction to Audio Production, Multimedia Storytelling, Podcasting and Audio Documentary, and others.

3. Other Resources

Space and Infrastructure

The CMT Department has long been confronted with space and infrastructure challenges in the F-Building Theatre area. We maintain that an entire renovation of the Theatre would have a significant and positive impact on the CMT program and the NEIU Arts, and it is long overdue. For example, we have a significant ventilation issues in F110, we need to renovate F-109 to accommodate the costume shop as well as a black box theatre classroom environment, and our Theatre Wing lobby is in serious need of a renovation as it is the first thing the general public sees when coming to a play at NEIU. Again, our theatre shop space located in F110 in particular needs tremendous overhaul including a new ventilation system and other improvements. These areas impact the health and safety of our students, faculty and staff as well as the production of shows for the Stage Center Theatre and Children's Theatre Workshop.

We continue to struggle with ongoing issues of storage for equipment, props, and materials, as well as instructional space for technical theatre courses and office space for Theatre faculty. We also face ongoing issues with flood damage to valuable props, costumes and essential stage equipment currently stored in the F-109 classroom as well as the F-Wing and Fine Arts Building basements. While we are grateful for the ingenuity of our Theatre faculty who face these ongoing constraints, significant upgrades to the theatre space, scene shop, and theatre classroom are necessary.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Mun, Seung-Hwan:

Lee, J., Choi, J., Park, K., Choi, S., **Mun, S.**, Kim, H., ... Kim, J. (Eds.). (2020). *Korean American population and household statistics in the US (2nd ed.)*. Chicago, IL: Hansa Institute.

3. Articles and Abstracts, Local Exhibitions or Performances:

Fabian, Sarah:

Fabian, S. (Scenic Designer and Technical Director). (2020, February 20-22, 26-29) *Native Gardens*. Live Performance at Stage Center Theatre, Northeastern IL University, Chicago, IL.

Fabian, S. (Scenic Designer and Technical Director). (2020, April 9-11, 15-18) *Residence*. Live Performance at Stage Center Theatre, Northeastern IL University, Chicago, IL.**

Watkins, S. (Assistant Scenic Designer). (2020, July). *Lookingglass Alice*. Live Performance at Lookingglass Theatre Company, Chicago, IL.**

**Cancelled due to COVID-19

Goldstein, Adam:

Goldstein, A. (Director) (2019, August 2). *Mamma Mia* Live Performance in the Edge Theater for Actors Training Center, Chicago, IL

Goldstein, A. (Director) (2019, October 3). *Nuevas Voces* Live Performance in Stage Center Theatre at Northeastern Illinois University, Chicago, IL.

Goldstein, A. (Director) (2019, October 29). *We'll Be Better Later*, Live Performance in Stage Center Theatre at Northeastern Illinois University, Chicago, IL.

Goldstein, A. (Director). (2020, March 6). *Daphne Becomes the Arctic* Live Performance at Mid-America Theatre Conference, Chicago, IL.

Goldstein, A. (Director). (2020, March 26). *The Magic Fish* Live Performance in Stage Center Theatre at Northeastern Illinois University, Chicago, IL. (Cancelled due to pandemic)

Goldstein, A. (Director). (2020, March 13). *The Lady's Guide to Mountains*, Live Performance at Piven Theatre Workshop, Chicago, IL. (Cancelled due to pandemic)

Goldstein, A. (Dialects Design and Coach). (2019 September 27). *X*, Live Performance at Sideshow Theatre Chicago, IL

Goldstein, A. (Dialects Design and Coach). (2019 November 7). *The Wickhams*, Live Performance at Northlight Theatre, Skokie, IL.

Goldstein, A. (Dialects Design and Coach). (2020 February 23). *MLima's Tale*, Live Performance at Ars for Griffin Theatre, Chicago, IL

Goldstein, A. (Dialects Design and Coach). (2019, February 7). *The Total Bent*, Live Performance at Haven Theatre, Chicago, IL

Goldstein, A. (Dialects Design and Coach). (2020, July 10). *Light Falls*, Live Performance at Steep Theatre, Chicago, IL (Cancelled due to pandemic)

Rubinowitz, Edie:

Rubinowitz, E. (Executive Producer) (Fall 2019- Spring 2020) *DACAmentation Podcast*, Spanish Public Radio, Chicago, Illinois

4. Conference Presentations, Group Shows

Cherney, Maura:

Cherney, M. R. (2020). Warranting theory considered in the context of information integration: A breakthrough of barriers between CMC and cognitive psychology. Presented at the annual meeting of the Central States Communication Association, Chicago, IL (Conference canceled) *Top Paper Panel

Cherney, M. R. (2019). An explicit test of the assumptions of warranting theory. Presented at the annual meeting of the National Communication Association, Baltimore, MD.

Fabian, Sarah:

Fabian, S. (July-August 2020). Presenter & Panelist, " Back to Basics: Effective Research Methods for the Theatre Designer in the Digital Age" at the Annual National Conference for the Association for Theatre in Higher Education, Detroit, MI. *

Fabian, S. (July-August 2020). Presenter & Panelist, "The Future Won't Drive Itself: A Roundtable About TYA Within ATHE" at the Annual National Conference for the Association for Theatre in Higher Education, Detroit, MI. *

Fabian, S. (July-August 2020). Presenter & Panelist, " Avoiding Faculty Burnout; Sharing Self-Care Strategies" at the Annual National Conference for the Association for Theatre in Higher Education, Detroit, MI. *

Fabian, S. (July-August 2020). Presenter, DTM Debut Presentations, "Mentoring Student Designers for Main-Stage Productions" at the Annual National Conference for the Association for Theatre in Higher Education, Detroit, MI. *

Fabian, S. (July-August 2020). Presenter & Panelist, "DTM Teaching Roundtable: Assignments, Activities, Courses" at the Annual National Conference for the Association for Theatre in Higher Education, Detroit, MI. *

Fabian, S., and Merchant, C. (February 2020). Presenter, "Nurturing Community in the Classroom" at the 2020 7th Annual Learn and Lead Symposium at Northeastern Illinois University, Chicago, IL.

Fabian, S. (August 2019). Presenter & Panelist, TLA Focus Group: "Re-ignite your Intro to Theatre Courses with Innovative Assignments" at the Annual National Conference for the Association for Theatre in Higher Education, Orlando, FL.

Fabian, S. (November 2019). Presenter, "Creating the Physical World of the Play - Scenic Design." 10th Annual Research and Creative Activities Symposium at Northeastern Illinois University, Chicago, IL.

Fabian, S., Acevedo, S., Blair, J., Lozano, P., Notterman, A. (November 2019). Presenter, "Nuevas Voces: Creating the World of the Play." 10th Annual Research and Creative Activities Symposium at Northeastern Illinois University, Chicago, IL.

*denotes: Virtual Conference due to Covid-19 Health Crisis - presentations were pre-recorded with live components as well.

Goldstein, Adam:

Goldstein, A. (2020, March). Playwriting Symposium: "Daphne Becomes the Arctic" by Greg Romero, *a performance and development Q & A* presented at the meeting of the Mid-America Theatre Conference, Chicago, IL.

Mun, Seung-Hwan:

Mun, S. (Moderator). (2020, Feb. 22). *Mental health and healing of Korean American*. The 2020 Spring Forum of Hansa Institute. Korean Cultural Center of Chicago (KCCOC), Wheeling, IL.

Mun, S. (Moderator/Discussant). (2020, Feb. 22). *The 2020 U.S. and world economy forecast*. The 2020 Spring Forum of Hansa Institute. Korean Cultural Center of Chicago (KCCOC), Wheeling, IL.

Pepper, Shayne:

Pepper, S. (2019). "What *Sesame Street* Can Teach Us About HBO." NEIU Faculty Research and Creative Activities Symposium (NEIU) November 15, 2019.

Rubinowitz, Edie:

Rubinowitz, E. "Storytelling in Spanish: DACamentation" and Getting Young Latinx Voices Online and On Air," (2019, Sept. 14) *Online News Association National Conference*, New Orleans, Louisiana.

Rubinowitz, E. "How to Innovate as a Journalism Educator" (2019, Sept. 12) *Online News Association National Conference*, New Orleans, Louisiana.

Rubinowitz, E. "Teaching Solutions Journalism: A Pre-ONA19 Educators Workshop" (2019, Sept. 11) *Online News Association National Conference*, New Orleans, Louisiana.

6. Service

Goldstein, Adam:

- Head of Musical Theatre at Actors Training Center, a professional acting studio for youth, Wilmette, IL
- Directing Mentor for the Chicago Academy of the Arts, Chicago, IL
- Script Reader and Evaluator for Rivendell Theatre, Chicago, IL

Moran, Cyndi:

- Member, House of Delegates, University Professionals of Illinois.

Mun, Seung-Hwan

- Board Member, *Hansa Institute* (2017 - Present)
- Reviewer, *Asian Journal of Communication* (2011- Present)

Pepper, Shayne

- Reviewer, *Choice Magazine- American Library Association* (2000- Present)

B. Student Achievements

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

Gaytan, Monzerrath and Perez, Catherine “Storytelling in Spanish: DACamentation and Getting Young Latinx Voices Online and On Air.” *Online News Association National Conference*, New Orleans, LA, September 14, 2019

Gaytan, Monzerrath. “Migration Storytelling.” *Lit and Luz Festival*, Chicago, IL, October 18, 2019.

Guerrero, Anthony. “The Future of Drag Performance: Renewing Political Activism.” *Queertopia 2020*, Chicago, IL, February 29, 2020.

Guerrero, Anthony. “Subverting Gender, Normativities, and Dominant Ideologies on *RuPaul’s Drag Race*.” *Midwestern Conference on Literature, Language, and Media*, DeKalb, IL, April 3-4, 2020.

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

Madeleine Panos (B.A. 2018)

Madeleine was accepted to Widener University Law School.

Melissa Brand (B.A. 2014)

Melissa is an accounting coordinator at 3L Real Estate in Rosemont. In August 2020 she was accepted into a master’s degree program in Communication at Purdue University with a concentration in strategic communication and public relations.

C. Alumni News

Zachary Gingold (B.A. 2011)

Zachary co-founded Birdhouse New Media, a company focused on digital marketing, after he graduated from NEIU. He now works for Twitter where he manages business relationships with Twitter Official Partners.

Thomas Krettler (M.A. 2019)

Thomas has been teaching at the College of DuPage in Glen Ellyn and will mark two years of teaching in May 2021. He says that he has found teaching Speech Communication at the college level to be quite rewarding.

Sophia Swenson (B.A. 2018)

Sophia moved to Minneapolis and worked at the Guthrie Theatre where she had the privilege to participate in the endorsement, development, and world premiere of Lynn Nottage's play *Floyd's*. Sophie also worked at Mixed Blood Theatre and was commissioned to write and produce a full-length play for Minnesota's Fringe Festival, resulting in *Thirteen*, which is scheduled for summer 2021. She is currently living in Colorado and applying to MFA programs in Creative Writing to pursue her writing career in theatre/TV/film.

Leslie Hurtado (B.A. 2020)

Leslie spent her time at NEIU as a News Editor for the NEIU Independent, an Audio Producer at the Lit + Luz Festival, a Community Reporter covering the COVID-19 beat for the Cicero Independiente, and an intern at the WGN Morning News. After graduation, Leslie started a paid position as a News Intern at WBEZ Chicago helping the news team to research and write stories as well as produce radio packages.

Daniela Vitale (B.A. 2006)

Daniela graduated from NEIU and started a career in college recruitment and admissions counseling. In recent years she has also followed her passion to launch Sfera Sicilian Street Food, which has a pick-up and delivery location near our El Centro campus.

Merva Morina (B.A. 2015, M.A. 2020)

Merva works as a Fielding Coordinator at InsightsNow, a market research company, where she assists in the development of consumer claims research.

EARTH SCIENCE

Annual Report 2019 – 2020

Submitted by Elisabet Head

I. Executive Summary

In the 2019 – 2020 academic year, the Earth Science Department received funding via external grants, worked on the implementation of previously awarded external grants, graduated students who went onto graduate schools and jobs around the country, was involved in college and university-wide initiatives, built on partnerships with other universities and government agencies, and aided students in numerous research and internship opportunities.

Student Success

The Earth Science Department had 22 majors in Fall 2019 and graduated 8 students by May 2020. These students were hired by organizations such as Pizzo and Associates, or went on to graduate programs such as the Environmental Science MS at DePaul University. After graduation, our students are going onto graduate programs and jobs in STEM (Science, Technology, Engineering, and Mathematics) where they are continuing to gain marketable skills and are contributing to the betterment of society.

Most Earth Science students are involved in research and participate in internships. During Summer 2019 six Earth Science students (Kevin McBride, Maaz Fareedi, Jessica Lartey, Adriana Mata, Andrea Saavedra, and Robbie Hunt) were involved in research internships at institutions such as the United States Department of Agriculture (USDA) National Soil Erosion Research Laboratory (NSERL). On-campus research with undergraduates involved investigations into igneous petrology/volcanology (Dr. Head, Jennifer Golas – Earth Science, Lawannah Boyden - Biology). This research resulted in presentations at national and local conferences.

Partnerships & Fiscal Strength

Our faculty have continued to work to secure external funding to support and increase opportunities for students both in the Department and at the University. Two new proposals were funded:

Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya, Mexico, National Science Foundation. 10/2019 – 9/2022. \$56,852. A renewal of the previous grant, activities included advertising, recruitment, and participant selection for the summer of 2020. Due to the COVID-19 pandemic, the majority of activities were cancelled. PI: **Ken Voglesonger**.

FIB and TEM Analysis of Melt Inclusions. Northwestern SHyNE External Experiment Development (SEED) Proposal. 2019-2021. \$2256. PI: **Elisabet Head**

Five proposals are being implemented:

Multicultural Scholars Program at NEIU, United States Department of Agriculture. 10/2016 – 9/2021. During the reporting period, this grant provided \$7,500 tuition scholarships for 8 students in Earth Science and Environmental Science. \$200,000. PIs: **Laura Sanders** and **Ken Voglesonger**.

Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya, Mexico, National Science Foundation. 10/2016 – 09/2019. \$79,432. In the summer of 2019, this grant supported a summer research experience for 6 students in collaboration with Northern Illinois University and the Centro de Investigación Científica de Yucatán in Mexico. Activities took place at Northern Illinois University and in Cancún, Mexico. PIs: **Ken Voglesonger** and **Laura Sanders**.

Building Capacity: A Longitudinal Research-Based Learning Community to Address Critical Transitions of Underprepared Freshmen in STEM, National Science Foundation. 12/2018 – 11/2023. During the reporting period this grant supported the development of 2 courses, NEIU 100 (ACE the Sciences I) and NEIU 300 (ACE the Sciences II). NEIU 100 was offered for the first time in Fall 2019, and offered again in Spring 2020. Other activities included recruitment, creation of the first cohort of 23 students into the Agua En Comunidades Experimentales (ACE) program, conference attendance for student participants, and the development of supports and community for the participants. Recruitment continued throughout the reporting period to maintain the cohort size. \$1,500,000. PIs: **Laura Sanders**, **Ken Voglesonger**, Pamela Geddes, Shannon Saszik, and Maureen Erber.

Collaborative Research: Measurement of Copper Speciation in Basaltic Glasses using X-ray Absorption Spectroscopy, a New Window on Metal Solubility and Transport in Magmatic Systems. 2019-2022. National Science Foundation (EAR: Petrology and Geochemistry). Award #1834939. \$94,273. PI: **Elisabet Head**

RUI/Collaborative Research: The rise of C4 grasses in South America: Linking grassland transitions to the South American summer monsoon. 2019-2022. National Science Foundation (EAR). Award #1850658. \$100,198. PI: **Nadja Insel**

Most of the grant proposals listed above were submitted to programs focusing on increasing the participation of underrepresented minorities in the geosciences, and to secure the funding to provide a variety of support services to those students. We continue to work to increase the participation of underrepresented groups in the geosciences. Earth Science faculty aim to increase access to Earth Science for all students, improve pedagogy and teaching practices, educate the public and community about important issues related to Earth Science, and provide our students with high impact research and professional experiences during their time as NEIU students.

Investment in Faculty

Dr. Elisabet Head, Dr. Nadja Insel, Dr. Ken Voglesonger, and Dr. Laura Sanders continue to conduct research on volcanology and volatile emissions (Head), on computational modeling of climate processes (Insel), on water quality in Mexico (Voglesonger), and on water quality in the Midwest (Sanders). This research has involved undergraduates, which have resulted in some of the below presentations and publications by faculty and these student researchers.

Implementation and support of curricular and pedagogical best practices

We applied curricular changes, such as piloting the newly created Environmental Geology in the Field (ESCI 303) course, which imparted field and lab skills to our students.

II. Program Plan

A. Long term goals

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

- 1) Further revise curriculum to better harness the expertise of the faculty and to provide our students with more support in the areas of quantitative and critical thinking.
- 2) Develop a systematic assessment plan for the program.
- 3) Continue efforts to recruit and retain more students, with particular efforts to increase student diversity within the department.
- 4) Continue to secure external funding to support student-centered programs focused on research opportunities and career development.

B. Projected needs

1. Faculty: As of the 2019 – 2020 academic year, we have four tenured/tenure-track faculty with a range of geoscience specialties that give our students a variety of perspectives. However, another faculty member conducting applied research would benefit our students by giving them additional transferable skills for graduate school research and jobs. Outside of the retirement of our most senior faculty member at some point in the future, we also anticipate faculty needs to support the increasing student interest in the Environmental Science program.

2. Equipment: The Earth Science Department needs to update equipment relevant to the study of geosciences in an urban setting, as well as in support of the more traditional geologic courses. Specifically, the X-ray diffractometer formerly housed in the department was over 30 years old. Imaging tools that can give us textural and chemical information on geologic samples are used in many fields of the geosciences; replacing this equipment would provide more modern analytical capabilities, and allow us to impart important skills on our students through both coursework and research. Our

analytical capabilities within our Soil and Water Research Laboratory are also outdated and severely limited. While we are able to teach students the basics of the chemical and physical analysis of water and soils, they do little to prepare them for the equipment that they will be exposed to in their careers and in graduate schools.

3. Other Resources: The Earth Science Department has one laboratory classroom, BBH 116, which is in *dire* need of renovation to engage modern pedagogies and to improve functionality. 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 continually arise 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, and that we all need to work together in order to find solutions that are best for all involved.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts

Lanzirotti A., Lee, L., **Head, E.**, Sutton, S., Newville, M., McCanta, M., Lerner, A., and Wallace, P. Direct measurements of copper speciation in basaltic glasses: understanding the relative roles of sulfur and oxygen in copper complexation in melts. *Geochim. Cosmochim. Acta* (2019), <https://doi.org/10.1016/j.gca.2019.09.029>

Casas-Beltrán DA, Gallaher CM, Hernandez Yac E, Febles Moreno K, **Voglesonger, K**, Leal-Bautista RM, Lenczewski M. Seaweed Invasion! Temporal Changes in Beach Conditions Lead to Increasing Cenote Usage and Contamination in the Riviera Maya. *Sustainability* (2020) 12(6):2474. <https://doi.org/10.3390/su12062474>

2. Conference Presentations

Nadja Insel, 2019, Response of the North American monsoon system to orbital forcings in the Eemian. Abstract GC31A-05 presented at Fall Meeting, American Geophysical Union, December 9-13, 2019, San Francisco, California.

3. Funded grants

Multicultural Scholars Program at NEIU, United States Department of Agriculture. 10/2016 – 9/2021. \$200,000. During the reporting period, this grant provided \$7,500 tuition scholarships for 8 students in Earth Science and Environmental Science. PIs: **Laura Sanders** and **Ken Voglesonger**.

Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya, Mexico, National Science Foundation. 10/2016 – 09/2019. \$79,432. In the summer of 2019, this grant supported a summer research experience for 6 students in collaboration

with Northern Illinois University and the Centro de Investigación Científica de Yucatán in Mexico. Activities took place at Northern Illinois University and in Cancún, Mexico. PIs: **Ken Voglesonger** and **Laura Sanders**.

Building Capacity: A Longitudinal Research-Based Learning Community to Address Critical Transitions of Underprepared Freshmen in STEM, National Science Foundation. 12/2018 – 11/2023. \$1,500,000. During the reporting period this grant supported the development of 2 courses, NEIU 100 (ACE the Sciences I) and NEIU 300 (ACE the Sciences II). NEIU 100 was offered for the first time in Fall 2019, and offered again in Spring 2020. Other activities included recruitment, creation of the first cohort of 23 students into the Agua En Comunidades Experimentales (ACE) program, conference attendance for student participants, and the development of supports and community for the participants. Recruitment continued throughout the reporting period to maintain the cohort size. PIs: **Laura Sanders**, **Ken Voglesonger**, Pamela Geddes, Shannon Saszik, and Maureen Erber.

Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya, Mexico, National Science Foundation. 10/2019 – 9/2022. \$56,852. A renewal of the previous grant, activities included advertising, recruitment, and participant selection for the summer of 2020. Due to the COVID-19 pandemic, the majority of activities were cancelled. PI: **Ken Voglesonger**.

Collaborative Research: Measurement of Copper Speciation in Basaltic Glasses using X-ray Absorption Spectroscopy, a New Window on Metal Solubility and Transport in Magmatic Systems. National Science Foundation (EAR: Petrology and Geochemistry). 2019-2022. \$94,273. Award #1834939. PI: **Elisabet Head**

FIB and TEM Analysis of Melt Inclusions. Northwestern SHyNE External Experiment Development (SEED) Proposal. 2019-2021. \$2256. PI: **Elisabet Head**

RUI/Collaborative Research: The rise of C4 grasses in South America: Linking grassland transitions to the South American summer monsoon. 2019-2022. National Science Foundation (EAR). Award #1850658. \$100,198. PI: **Nadja Insel**

4. Service

Nadja Insel: Manuscript reviews for Geophysical Research Letters, Journal of Geophysical Research-Atmosphere, Geology, and Environmental Earth Sciences (ENGE); Part of the NAGT ‘Developing a community-based virtual field trip’ working group (April – July 2020).

Elisabet Head: Editorial Board for Frontiers in Earth Science - Volcanology Journal: Frontiers in Earth Science is a premier peer-reviewed open access journal in earth science based in Switzerland (2014- present).

C. Student Achievements

1. Jennifer Golas (Earth Science), Lawannah Boyden (Biology), Elisabet Head, Nanocrystals in Melt Inclusions from Nyamuragira Volcano: A Window into Degassing Processes, poster presented at the 11th Annual SCSE Student Symposium, September 27, 2019, NEIU, Chicago, IL.

Andrea Saavedra (Earth Science), Javier Gonzalez (USDA-NSERL), Laura Sanders, Evaluating atrazine sorption by char-like material, poster presented at the National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) conference, October 31 – November 2, 2019, Honolulu, Hawaii.

Andrea Saavedra (Earth Science), Javier Gonzalez (USDA-NSERL), Laura Sanders, Evaluating atrazine sorption by char-like material, poster presentation at the Geological Society of America Meeting, September 22-25, 2019, Phoenix, Arizona.

2. Melinda Smith (Earth Science Summer 2019): Environmental Sciences MS program at DePaul University (started Fall 2020)

Sean O'Hara (Earth Science 2013), received his Ph.D. in Planetary Science from the University of Illinois at Chicago in August of 2019. The title of his dissertation is Exploring the Interiors of Icy Planetary Bodies via Geodynamical Modeling. He is currently employed at the Lunar and Planetary Institute.

D. Alumni News

Nathalie Martinez (Earth Science Summer 2019): Completed GIS MS from University of Denver in Summer 2020; 2020 – present, GIS Technician for Apex Systems in Sunnyvale, CA. Nathalie is working on a project for Apple Maps.

Maaz Fareedi (Earth Science Fall 2019): 2020 – present, Restoration Technician at Pizzo and Associates in Chicago.

Rashanda Elijio (Earth Science Minor Summer 2019): 2019-2020, Water treatment plant operator at Belize Water Plant Ltd.; 2020 – present, GIS Technician at Mandli Communications in Wisconsin.

ECONOMICS

Annual Report 2019 – 2020

Submitted by **Scott W. Hegerty**

I. Executive Summary

The Economics Department has continued its successes in community engagement and research, while further developing our strength in **data analysis** and continuing to build our offerings in **financial literacy** to both enrolled students and other members of the community. These efforts will help meet growing needs, both in the academic sphere and in people’s daily lives. Economics’ unique combination of practical, “business”-oriented knowledge, in-depth understanding of broader issues related to society and well-being, and ability to bridge theory and practice allow us to improve the lives of students and our neighbors.

The multi-institution CHEC consortium continues to bring together researchers from across Chicagoland, as well as students and community members, in helping to reduce cancer disparities. **Dr. Christina Ciecierski** has played an outstanding role in the implementation and renewal of this grant. In addition, she was instrumental in organizing the annual NEIU “Women in Science” conference, which was held in November. **Dr. Michael Wenz** brought his expertise to the University Budget Office, before transitioning to a full-time role as Executive Director of Budgets. **Dr. Ryan Gallagher** has been active in high-quality urban research, publishing articles and presenting at a national conference. **Dr. Hardik Marfatia** once again led a group of students to showcase their knowledge of monetary policy in the annual Fed Challenge, while continuing to be an exemplary researcher on financial topics.

Economics faculty mentored two talented majors (Lacourdaire “Lucky” Camargo and Elizabeth Ampong), resulting in conference presentations, NEIU Honors theses, and graduate applications. A number of faculty members also guest-lectured in the History department’s course on Capitalism. The department also developed and offered two new, data-driven courses (ECON 330 and 346), which help build empirical skills.

Our students have been able to apply the unique combination of theoretical knowledge and practical, business-oriented skills to the work force and to graduate study. While our future home at the university has recently been put into question, our department, and individual faculty members, have tremendous strengths and **bring a great degree of value** to any school or college fortunate enough to house us.

II. Program Plan

A. Long term goals

Given the limited resources available, the number of course offerings per term have been reduced. At the same time, the number of full-time faculty (of all types) has continued to decline, without replacement, reducing the amount of expertise in the department. Combined with the fact that *maintaining* expertise is costly—and that there are next to no resources available to invest in faculty—the Department currently focuses on **two main areas of specialization**. Each is served by our core faculty; instructors generally teach 200-level courses. For both specializations, **urban economics/applied microeconomics** and **financial economics/applied macroeconomics**, at least one course per semester is offered. Students are encouraged to take elective courses or ELEs that complement their interests.

The Economics department offered **Financial Literacy** (Econ 100) for the second year in a row. There is interest across the University that this type of education be offered, and we continue to grow the number of students in the course. It is expected that the new Title V (CASA) grant for STEM education, which will require a financial literacy component, will bring a cohort of students to the course. In addition to offering a 3-credit course, the Department hopes to continue its offerings of presentations and seminars. We continue to present through TRIO's programs; CHEC offers an additional venue, particularly related to the financial impact of medical events and their associated costs. In the future, local high schools can be engaged as was the case with Junior Achievement before 2020. This has the added benefit of promoting NEIU recruitment.

The Economics Department has also greatly expanded its offerings in **economic data analysis**. With the introduction of ECON 346 (which was offered in Fall 2019) and ECON 330 (Spring 2020), the department now offers **six 300-level courses** that can be classified as "**Data Science**":

ECON 310	Business and Economic Statistics II	(WIP)
ECON 318	Introduction to Econometrics and Forecasting	
ECON 343	Macroeconomic Data Analysis	
ECON 346	Applied Economic Statistics Using R	(ELE-DS)
ECON 330	Urban and Regional Economic Development	(ELE-DS)
ECON 339	Cancer Health Policy Data Science Lab	

One course from this list is offered every term, including summers. These use various statistical software programs (such as Excel, R, and EViews), which are useful in the workplace. These also complement our two specializations; students are also encouraged to take a Geographic Information Systems (GIS) course in the G&ES department as an ELE.

Three of these courses (318, 343, and 346) are included in the College of Business and Management's list of approved electives for NEIU's new Data Analytics minor. At this time, we do not plan on offering our own specialized data-related program (the most

feasible would be a certificate), but rather intend to integrate it into our existing major and promote these courses (and the major) to all interested students. One advantage of *Economic* data analysis is the nature of the questions asked and the overall framework that Economics provides. Students in popular “data bootcamp” programs elsewhere often jump into tools and methods first, without understanding these tools’ uses and motivation. Economics combines in-depth analyses of urban, financial, and other problems alongside the methods used to solve them.

We hope to expand our enrollments beyond current Economics majors, to attract students in all colleges at NEIU. We also would like to build more formal relationships with some of the City Colleges from which we attract transfer students, in order to become a major of choice for students who wish to continue their education in an applied, “business”- and policy-oriented, boundary-crossing discipline.

In addition to attracting students from across disciplines to our upper-division courses, we also would like to expand our proportion of Principles students who are not Economics or Business majors. At many schools, students in the social sciences and other majors might take one or two Economics classes as part of their General Education courses. Not only does this help bring a new perspective to issues in their major discipline, it also meets prerequisite requirements for upper-division electives.

This is particularly true for NEIU’s strong lineup of interdisciplinary programs. A major in an “international studies” program, for example, can take ECON 322 (International Economics) if they have previously taken Principles of Microeconomics (ECON 217). Urban Economics (Economics 333) might also be useful in an “urban studies” program. Such courses often comprise core components of similar programs at other schools, and we encourage such an emphasis at NEIU.

But, regardless of their choice of program, students in all majors benefit greatly from even a single, principles-level Economics course, and employers often respond favorably to applicants with such a background. Establishing Economics as an Arts and Sciences discipline is essential, given that most non-majors appear to be COBM students.

B. Projected needs

1. Faculty—The department’s number of faculty has been reduced in recent years; most recently, Dr. Wenz has moved to the budget office. We retain four tenured faculty and one full-time instructor. While a substantial portion of Dr. Ciecierski’s time is devoted to the CHEC grant, section reductions in recent terms mean that we are not able to consistently offer our two remaining adjuncts courses every term. We therefore have no need for new faculty at present.

2. Equipment—Economics generally requires only computing power and access to data for our teaching and research. We have generally moved toward free, open-source software, and do not make use of data that are not free of charge. The only major equipment issue involves antiquated, state-issued laptops, but these seem to still be operational. Many of us have transitioned to using our personal equipment (computers, internet access, and software) while teaching remotely after mid-March.

3. Other Resources – Without adequate support, it is expected that faculty research will suffer. It is difficult to compete with researchers at other institutions who are provided with paid research assistance, conference support, and paid journal submission fees. While some funding is available on a competitive basis, the “algorithm” for successful applications is often opaque. At the same time, faculty expertise might also suffer without funding. It is difficult to offer specialized courses, for example, without faculty being able to keep up with their areas of expertise.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Cakan, Esin, Rıza Demirer, Rangan Gupta, and **Hardik A. Marfatia**. “Oil speculation and herding behavior in emerging stock markets.” *Journal of Economics and Finance* 43, no. 1 (2019): 44-56.

Danciu, O.C., Z. Madak-Erdogan, H. Patel, L. Banks, J. Buckley, G. Rauscher, A. Fareeduddin, E. Martin, C. Garcia, L. Schulte, D. Taiym, J. Kim, J. Gradishar, **S. Hegerty**, A. Bargaje, J. Frasor and K. Hoskins (2020), “Integrated molecular approach to identify biologic factors contributing to breast cancer disparities in Chicago,” *Cancer Epidemiology, Biomarkers & Prevention* 29(6) Supplement 1, Abstract C022, Eleventh AACR Conference on The Science of Cancer Health Disparities in Racial/Ethnic Minorities and the Medically Underserved; November 2-5, 2018; New Orleans, LA.

Haghani Rizi, Majid, N. Kundan Kishor, and **Hardik A. Marfatia**. “The dynamic relationship among the money market mutual funds, the commercial paper market, and the repo market.” *The European Journal of Finance* 25, no. 5 (2019): 395-414.

Hegerty, S.W. “Macroeconomic Volatility, Monetary Union, and External Exposure: Evidence from Five Eurozone Members” (2020) *Baltic Journal of Economics* 20(2), 117-138.

Hegerty, S.W. “Structural Breaks and Regional Inflation Convergence for Five New Euro Members” (2020) *Economic Change and Restructuring* 53(2), 219-239.

Hegerty, S.W. “‘Banking Deserts,’ Bank Branch Losses, and Neighborhood Socioeconomic Characteristics in the City of Chicago: A Spatial and Statistical Analysis” (2020) *The Professional Geographer* 72, p. 194-205.

Hegerty, S.W. “Common Baltic-Nordic Business Cycles: Correlation Versus Markov-Switching Approaches” (2019) *Contemporary Economics* 13(4), 427-445

Hegerty, S.W. “The Rust Belt, the Sunbelt, and the Concentration of Poverty Within Large U.S. Cities” (2019) *The Review of Regional Studies* 49, 474-494.

Marfatia, Hardik A. “Investors’ risk perceptions in the US and global stock market integration.” *Research in International Business and Finance* 52 (2020): 101169.

Persky, J. and **R. Gallagher.** “Heterogeneity of Birth-State Effects on Internal Migration”, *Journal of Regional Science*, 60(3): 517 – 537.

Santaliz Casiano, A.M., Z. Madak-Erdogan, O. Danciu, H. Patel, L. Banks, J. Buckley, G. Rauscher, A. Fareeduddin, E. Martin, A. Bargaje, C. Garcia, L. Schulte, D. Taiym, J. Kim, W. Gradishar, **S. Hegerty**, J. Frasor, and K. Hoskins (2019) “Integrated molecular approach to identify biological factors contributing to breast cancer disparities in Chicago,” *Cancer Research* July 1 2019 79(13) Supplement, Abstract 4208; Proceedings: AACR Annual Meeting, March 29-April 3, 2019, Atlanta.

2. Conference Presentations, Group Shows

Gallagher, R. “The Long-Run Demographic Impact of Past-War Zoning: How Early Restrictive Land-Use Controls Shaped the Suburbs”, 14th Meeting of the Urban Economics Association, October 11-12, 2019. Philadelphia, PA.

Gallagher, R. “The Long-Run Demographic Impact of Past-War Zoning: How Early Restrictive Land-Use Controls Shaped the Suburbs”, 49th Meeting of the Illinois Economics Association, November 1-2, 2019. Philadelphia, PA.

Hegerty, S.W. “Monetary Union, External Exposure, and Macroeconomic Volatility: Evidence from Five Euro Members” Illinois Economic Association, Illinois Economic Association, November 1, 2019, Chicago, IL.

Marfatia, H. “Which Sectors Hold the Key to India’s Future Economic Growth?” Illinois Economic Association, November 1-2, 2019, Chicago, IL.

3. Alumni News

Amber Kari ('11) has been accepted into the MBA/MS-Econ program at UNC-Charlotte.

Rhonda (Turner) Pettis ('15) graduated from Boston University's MS-Criminal Justice and Risk Management program.

Elizabeth Miller (Business, '16) began graduate study in Applied Economics at the University of Minnesota.

Emily Klees ('16) graduated from Northwestern's MS-Data Science program.

ENGLISH

Annual Report 2019 – 2020

Submitted by Timothy H. Scherman

I. Executive Summary

The English Department continues to offer our students innovative courses, informed and prompt advising, and engaging events in our ongoing effort to prepare them academically and professionally for successful careers in a variety of fields. Moreover, we continue to model successful outreach to the broader community, not only in co-sponsored events and readings, but more crucially in our relations with alumni, with local secondary schools in the College of Arts and Sciences Professional Development Seminar Series, and with community members now taking our courses through the NEIU English Institute, a program initiated with the Community and Professional Education (CAPE) office toward the end of fiscal year 2020.

Some highlights of the 2019-20 for the department, organized by NEIU's University Goals, include the following:

Goal 1: Student Success.

As detailed below under "Accomplishments," a number of our students in both graduate and undergraduate programs, as well as alumni of both programs, have been successful in publishing their work and presenting papers at local and national conferences this year. Two of our M.A. students were accepted at competitive Ph.D. programs, and two of our B.A. graduates were accepted at prestigious M.F.A. programs. Several of our undergraduates moved into NEIU's MAT/TLP program to prepare for teaching careers, and several others completed that program and took jobs in the field of teaching.

Goal 2: Academic Excellence and Innovation.

This Strategic Goal overlaps with Goal 4, certainly, but beyond the faculty's continued efforts to improve course delivery, we created several new courses during the fiscal year to keep up with developments in various sub-fields of literature and culture, and all successfully passed through governance. More important than any item in this category, however, were the efforts of faculty member Kris Over, whose "Race in the Classroom" seminar was offered a second time in our Professional Development Seminar Series. This led to two invitations to provide half-day programs at local high schools on the crucial debates over race, and efforts to engender anti-racist practices in schools and in the community at large. Our 2020-21 program for the Series, which was completed in

May 2020 for the following year, followed Over's lead to include a whole range of seminars dedicated to issues of racial equity and inclusion, along with seminars on anti-violence, gender discrimination, disability, and teaching immigrant populations.

Goal 3: Urban Leadership.

The CAS Professional Development Seminar Series continues to run out of the English Department Office, with the Chair preparing each year's program, soliciting from dozens of other departments and coordinating with staff representing IBSE to ensure CPDU credits for participants. Our Office Administrator has taken on the lion's share of communication with high school leaders and coordination week to week between faculty offering seminars and participants from those schools. In the fall, faculty member Chris Schroeder brought together NEIU professors and other community leaders engaged in work on Climate Change, to co-sponsor two events with One-Book-One-Chicago and Albany Park Public Library targeted at NEIU and the broader community reading Elizabeth Colbert's *The Sixth Extinction*.

Goal 4: Exemplary Faculty and Staff

Again, the "Accomplishments" section below provides details of our faculty's active research, presentation and publication activity, with our Instructors in Creative Writing among the most active, with one new novel (Amanda Goldblatt) and one music album (Larry Dean) and an important book prize (Olivia Cronk). Most of all, we congratulate Chielozona Eze for receiving the Bernard Brommel award in the spring of 2020, given annually to "the tenured/tenure track member of the NEIU faculty who best demonstrates excellence in research and scholarship." The exemplary accomplishments of our office staff are only partially detailed under Strategic Goal 3 above. Office manager Hilary Jirka continues to provide writing and graphics support far beyond any expectations for the position in our creative (we might as well add the term "desperate") efforts to communicate with students, alumni, and the broader community. (Please see Appendix 1 below for the publicity and outreach she has enabled us to share during FY 2019-20.)

Goal 5: Enhanced Operations.

As mentioned in our opening paragraph, in the spring of 2020 we conceived and executed plans for the NEIU English Institute—an array of courses chosen from those offered to undergraduate and graduate students every term—now offered to non-NEIU community members on a non-credit basis for a reduced rate. The purpose of the Institute is not only to develop broad publicity for NEIU and the English Department but also to entice community members to enroll in our credit-bearing programs. Another significant enhancement forced upon us and all other academic departments in March of 2020 was the conversion of dozens of courses to online formats, and more significantly, new training and the sharing of techniques for online course delivery across the department.

OUR KEY RESPONSES TO THE PANDEMIC

Two aspects of the English Department's response to the Pandemic deserve mention in this Report.

First, weeks before the decision was made to go remote, our department began gearing up for what seemed an inevitable break from campus by holding a department workshop. Led by Julie Kim, one of our veterans in OL teaching, she shared techniques and strategies that could be adopted quickly to maintain our continuity of instruction through the completion of spring term. As COVID wore on, faculty in English have demonstrated an excellent combination of compassion, creativity, and high standards in Remote and OL offerings, with the majority of both tenured faculty and Instructors signing up for CTL classes, QM training, or both.

Still, the department did more than merely respond to these new conditions in our remote pedagogy. With the leadership of Ryan Poll, now a staff writer at *PopMatters.com*, the department converted the Pandemic into an opportunity for public critical intervention—both for faculty and for a number of students. After negotiations with this widely-read online journal, Poll was made general editor of a series on this widely read online site, called “Reading Pandemics: from Boccaccio to Indigenous Futurism” (<https://www.popmatters.com/reading-pandemics-2645884310.html>) with the promise that a different article would be published every Monday morning. Beginning in May 11 and continuing through the first week of August, members of the NEIU English community published a different article in the series every week.

IA. Assessment

As we've noted in previous years, the English department's portfolio assessment system employs a “course” posted on our LMS both as a portfolio assessment system and one of the ways we can track and communicate with undergraduates, graduates and alumni through the “groups” feature on D2L. Every term, our orientation for new and prospective majors includes a review of the system (nicknamed “The Turtle Shell,” after an organically created student group within the department some years ago, “The Divine Order of the Literary Tortoises”), emphasizing how the completed portfolio—and especially the required reflective essay attached to it—is the best possible preparation, for all our majors, for the inevitable interview question: “so, why English?”

Areas and Measures

To review, by the end of their work in English at NEIU, each student must upload to the “Turtle Shell” Dropbox, essays that demonstrate the following skills:

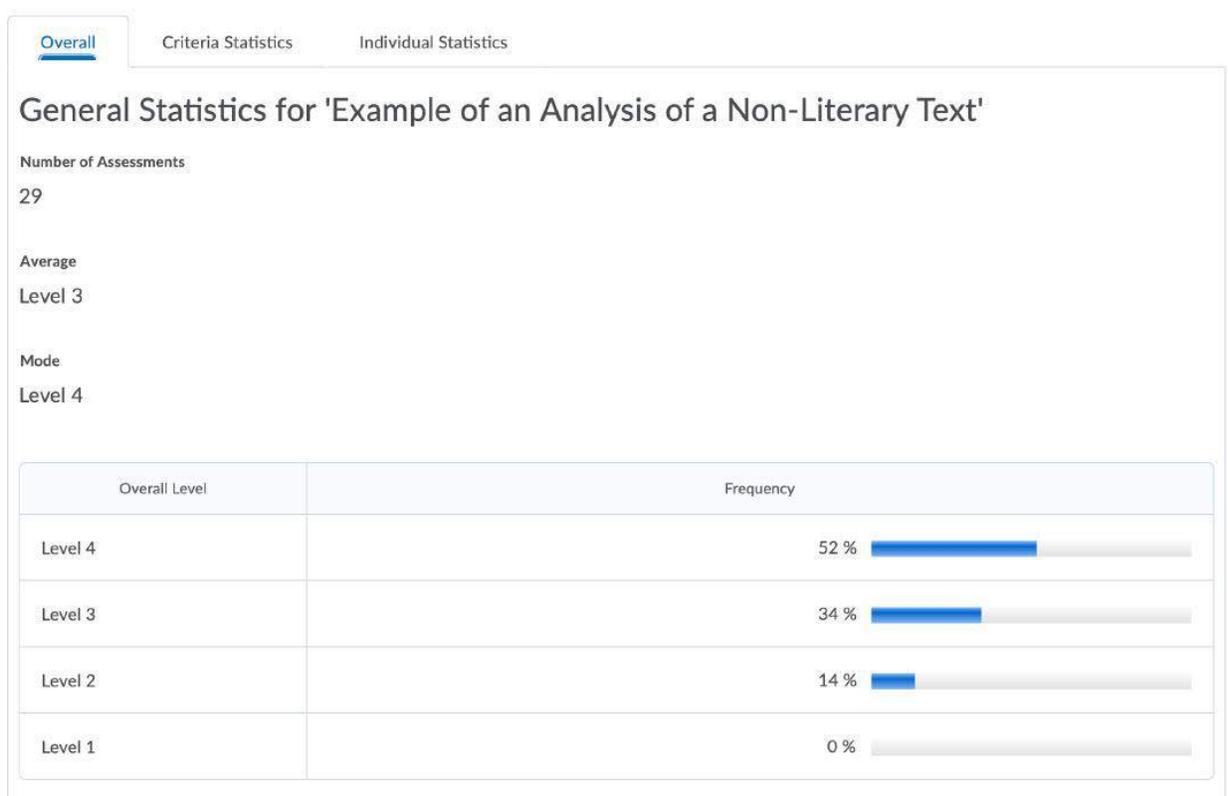
- Literary Analysis
- “Non-Literary” Analysis
- Critical Research
- Understanding of Diverse Cultures
- Mastery of Literary Historical/Generic Concepts

Before graduation, all majors must all achieve a rubric score of 3 (on a 1-4 scale, where 3 is considered “acceptable”). In addition, students must complete a Reflective Essay detailing the most memorable work they have done in the major, or how they feel their work has changed the way they think about the world.

This year, we chose to measure our students' capability in "Non-Literary Analysis." Our description for students in our portfolio system runs thus:

Upload here your best example of an analysis of a non-literary text (e.g. an advertisement, a film, or a photograph). BE CAREFUL not to address these texts as if they were literary. Films, for example, should be analyzed not only for plot and character, but also for a variety of formal elements characteristic to the genre-- editing, sound, costume, etc.

The following graph represents results for 2019-20, for this specific goal:



The "N" here of *uploaded* documents from students numbered 34 or 35. Only 29 documents, however, followed the rubric and instructions for this assignment; they did not show "failure" to meet the standard--they simply showed haste or carelessness in uploading the work we asked them to. This number of "N/A's" is actually consistent with previous years, though perhaps a bit lower. This past year, we tried to provide much more detailed instructions for uploading documents in the individual assignments, and that seems to have helped some, though since this is not a graded exercise, some students were still careless or did not read or navigate carefully.

Eight tenured faculty members participated in the assessment, and many of them remarked that the work we see this year in this area shows a marked improvement in the skills we're targeting. We trace this improvement, clearly, to the increase in the number of courses that require this sort of analysis. Since we last measured this goal, we have added or instituted several new courses in graphic novel (ENGL 356 and 456), film (ENGL 364, 478 and 354), and several faculty have begun to incorporate more non-literary texts into courses traditionally centered on traditional literary genres.

While a robust 86% of our sample had met the target here before graduation, we will remain aware of our need to offer courses providing opportunities for students to work on this area, and we can always do better reminding our students that this is a distinct skill we want them to focus on--even as we teach our classes.

COMPARISONS WITH PREVIOUS ASSESSMENTS OF THIS GOAL

Last time, more students uploaded documents that did not apply to the assignment or the goal, and students generally complained of not having appropriate work to upload. (That said, we would not have assigned this goal if we did not know that ENGL 345 was a required course, and that every 345 course includes an assignment in this area).

This time, some five or six years later, we found our improvements to our instructions left fewer students unclear on what sort of document to upload, and with many new courses being taught in which Non-Literary texts were being discussed, fewer students had trouble finding something in their files to upload.

For those students who followed our instructions and who had something to upload, we do not recall a significant difference in student attainment of this skill, from our previous assessment to this one. Unfortunately, without access to our offices in COVID, we have had difficulty putting our hands on the numbers for our previous assessment of this goal. We did *begin*, however, with this assessment, when we instituted the present program in 2011, and a comparison of results this year with those in 2011 show a marked improvement over time.

	2011	2021
Exemplary	25%	52%
Target	50%	34%
Developing	16%	14%
Beginning	8%	0%

II. Program Plan

A. Long Term Plan

Our plan for the next five years is, with all creativity and energy, to maintain and improve the quality of our courses, our advising, and our outreach to the university community and beyond with our variety of programs and events. Our goal over the next two years is to regain the 100-major mark, below which, in COVID, we have recently dipped.

We have two more specific, ongoing initiatives: laying the groundwork for an MFA program, and developing a capstone experience for our graduating students.

Over the past several years, we have continue to lay the groundwork for a full proposal to faculty governance, the Board of Trustees, and the IBHE to inaugurate an MFA program in Creative Writing. During the fall of 2019, Instructor Christine Simokaitis was assigned “extra duties” when another faculty member’s course did not make, to continue our market study and research similar programs in the region and across the US. What we will propose is unique in the region, and our regular summer Creative Writing Intensive course has provided important experience for the structure of a Low-Residence MFA program.

Our plan over the next two years is to design and pass through governance graduate level courses in Creative Writing to meet the needs of post-baccalaureate students. Already we have seen a good handful of our M.A. students in Lit and Comp arrange to take our 300 level Creative Writing courses on an Independent Study basis, so this initiative will meet a demand locally as well prepare curricular capacity for the MFA degree.

At a department meeting in the fall of 2019 to which we had invited Lynn Bryan, an Advising professional who sees our students coming in, we had a productive discussion about continuing to unify the experience of our incoming students. At the same time, it was suggested that we institute a capstone or other shared experience at the end of our students’ B.A. program in English. A logical requirement might be a current course available in our catalog very clearly geared to preparing our students to market their skills, ENGL 358: Making Your Liberal Arts Degree Work, but that is not the only option. If we were to institute that course as required for all majors, we would need to ensure the regular hiring of the adjunct who designed it and who has taught it.

PREPARATIONS for PROGRAM REVIEW

Even as we push ahead on the initiatives above, the work before the English Department over the next year will be to prepare for our PROGRAM REVIEW report due in the spring of 2022. This will mean a full overview of the goals and plans stated in our last report, an assessment of our progress or the new directions taken (on what basis? to what effect?), and dividing ourselves into dedicated groups to produce the report. This will be a very important moment to look backward and assess the current condition of our work for our students and the university community in order to clarify the best way forward.

B. Projected needs

Sadly, I might simply xerox this section from year to year.

Like most other departments at the university, the English department has suffered for now many years from inadequate tools with which to do our work. Our main office computer, which takes three minutes or more to boot up and freezes constantly if more than one program is running, plus myriad faculty computers that are inadequate for use in remote courses or simply not in condition for classroom use, shows our aging technology infrastructure has left those who can afford their own machines to use them and others to “make do.” This is not conducive to good work or serving students. The time wasted on archaic technology is conveniently unmeasured, but it is doubtless an enormous tax on faculty and students and the “product” we offer the community. Ultimately, this unmet need is likely one of the reasons for declining enrollment at the University generally.

III. Accomplishments

1. Books

Goldblatt, Amanda. *Hard Mouth*, a novel, Counterpoint Press, August 2019.

3. Articles and Abstracts, Local Exhibitions or Performances:

Barnett, Tim, “Parallels of HIV/AIDS in Tony Kushner's 'Angels in America' and COVID-19 in Trump's America.” *PopMatters*, June 23, 2020.

<https://www.popmatters.com/tony-kushner-angles-in-america-2646168434.html>

Buell, Marcia. "It's Not Just About the Teaching: Integrating Basic Writing History and Theory in a Master's Level Graduate Seminar." *Journal of Basic Writing and Composition* 37/2: pp.

Byard, Vicki, “AIDS Play 'The Normal Heart' Is a Guide During COVID-19 and Political Indifference.” *PopMatters*, June 29, 2020. <https://www.popmatters.com/larry-kramer-normal-heart-2646282788.html?rebelltitem=1#rebelltitem1>

Cronk, Olivia and Philip Sorenson. "Notes Toward a Z-Axial Literature, Part One: Time Travel," *Action Books Blog*, Jun. 2020. <https://actionbooks.org/2020/05/notes-toward-a-z-axial-literature-part-1-time-travel-by-olivia-cronk-and-philip-sorenson/>

Cronk, Olivia and Philip Sorenson. "Notes Toward a Z-Axial Literature, Part Two Scale, Conjecture, Gossip, Wah-wah-wahing," *Action Books Blog*, Jun. 2020. <https://actionbooks.org/2020/06/notes-toward-a-z-axial-literature-part-2-scale-conjecture-gossip-wah-wah-wah-ing-by-olivia-cronk-and-philip-sorenson/>

Greenburg, Bradley. "What's Love Got To Do with It? Shakespeare's 'Venus & Adonis'" *PopMatters*, May 18, 2020. <https://www.popmatters.com/shakespeares-venus-adonis-2645998531.html>

Libretti, Tim. "Pandemic from the Janitor's Point of View." *PopMatters*, June 8, 2020. <https://www.popmatters.com/sheard-one-foot-grave-reading-pandemics-2646011855.html>

Over, Kristen. "Chaucer's Plague Tales," *PopMatters*, June 1, 2020, <https://www.popmatters.com/chaucer-and-the-plague-2646019619.html>

Poll, Ryan. "Can One *Get Out*? The Aesthetics of Afro-Pessimism," *Journal of Midwest Modern Language Association*, Special Issue: "Arts and Activism," 51.2 (Fall 2019): 69-102.

----- "Spike Lee's 'Da 5 Bloods' and Pedagogical Filmmaking in the Movement for Black Lives." *PopMatters*, 17 June 2020 <https://www.popmatters.com/spike-lee-da-5-bloods-2646187796.html>

----- "Why Boccaccio's 'The Decameron' Can Help Guide Us Through Covid-19." *PopMatters*, 22 April 2020. <https://www.popmatters.com/boccaccio-decameron-2645749241.html>

----- "Reading Pandemics: From Boccaccio to Indigenous Futurism." *PopMatters*, 11 May 2020. <https://www.popmatters.com/reading-pandemics-2645884310.html>

----- "Colonial Pandemics and Indigenous Futurism in Louise Erdrich and Gerald Vizenor." *PopMatters*, August 3, 2020 <https://www.popmatters.com/louise-erdrich-gerald-vizenor-2646854556.html>

----- "Gloria Bell': Silent Suffering and Disco Dancing in Late Capitalism," *PopMatters*, January 23, 2020. <https://www.popmatters.com/gloria-bell-silent-suffering-disco-dancing-2644836926.html>

----- "On Working-Class Heroes, Star Wars, Jordan Peele, and the Value of Popular Culture with Ryan Poll, Podcast episode 5, NEIUideas, March 10, 2020

Scherman, Timothy H., "Poe, Pandemic and Underlying Conditions," *PopMatters*, May 26, 2020. <https://www.popmatters.com/poe-pandemic-and-underlying-conditions-2646000879.html>

3A. Readings

Dean, Lawrence. Radio One Chicago interview (December 2019)

----- Authors Guild reading (April 2020—online)

----- Dire Literary Series reading (June 2020—online)

Goldblatt, Amanda. Parlor Room Reading Series, Mount Saint Mary's University MFA Program, Los Angeles, March 2020.

-----. Authors in Conversation, Lit & Luz Festival, with Verónica Gerber Bicecci, Sara Uribe, & Christina MacSweeney, Chicago, October 2019.

-----. Tangelo Reading Series, Chicago, October 2019.

-----. Festival Panel, BookFest St. Louis, with Elizabeth McCracken & Danielle Dutton, September 2019.

-----. "Five on Fiction" with Joseph Sacksteder, Matt Kirkpatrick, Christina Milletti, & Polly Rosenwaike, Eastern Michigan University, Ypsilanti, MI, September 2019.

-----. Book Tour Readings at Loyalty Books (DC), Greenlight (Brooklyn, NY), Nicola's Books (Ann Arbor,) Flood Plain Gallery (St. Louis), Politics & Prose (DC), Book Soup (Los Angeles): August 2019-February 2020.

-----. Book Launch, in honor of *Hard Mouth*, Hungry Brain, Chicago, IL, August 2019.

4. Conference Presentations, Group Shows

Cronk, Olivia, and Philip Sorenson. "Terror in Quotation: TerrorVision, Trash, and Flow." International Gothic Association Conference, 2 Aug. 2019, Lewis University.

Over, Kristen. "Modernism, William Faulkner, and the Limits of the New." Midwest Modern Language Association Annual Conference, Chicago, Illinois. November 14-17, 2019.

-----. "History, Memory, and Arthurian Allusion in *Fouke le Fitz Waryn*." Invited keynote speaker, International meeting of the University of California Celtic Studies Colloquium, UCLA, March 4-8, 2020.

Ryan Poll, "Poisoned waters: Aquaman and Rachel Carson," 2020 National Popular Culture Association Conference, Philadelphia, PA, April 2020 (cancelled due to covid-19).

-----. "Intersectional Working-Class Affects and Epistemologies in Lynn Nottage's "Sweat," MELUS, Washington DC (cancelled due to covid-19).

-----. "A Working-Class Hero Is Something To Be': Michel Foucault, Popular Culture, and the Rise of Neoliberalism," Midwestern Modern Language Association, Chicago, IL, November 2019.

- "Becoming–animal: Shark Tank, the Violence of Abstraction, and the Dominance of Financial Capitalism," Midwest Popular Culture Association and Midwest American Culture Association, Cincinnati, OH, October 2019.
- "Panel Discussion: What Can We Do About Climate Change?" One Book One Chicago, Albany Park library, Chicago, IL, November, 2019.
- "Foucault in Tunisia: Locating the Authors of History," Coffee and Conversation on the Work of Michel Foucault, NEIU, September 2019.
- "Communities of Hate: Destructive and Productive Working-Class Affects in the Wake of Deindustrialization," Working-Class Studies Association, University of Kent, Canterbury UK, September 2019.

A. Faculty Research/Creative Activities

- Dean, Lawrence. *Product Placement*, The Injured Parties (album release), August 2020.
- Goldblatt, Amanda. "I Take Cars Everywhere," *Echaverse*, 1 May 2020.
- "The Final Defeat of My Colonialist Body," *Notre Dame Review*, Summer/Fall 2019.
- "A Body on the Fritz," *Catapult*, 5 November 2019 (essay).
- "The Panel Believes," *Bettering American Poetry*, Vol. 3 (part of writer/artist Catalina Ouyang's project "Conclusion & Findings").
- Cronk, Olivia and Philip Sorenson. "There is No Edge to Imaginary Things," *Doing Drugs and Dying in Space*, (short play) The Runaways Theater Lab, 15-17 Nov. 2019.
- Dean, Lawrence. "How We Robbed the Bank of Italy." *Havik* #1, June 2020.
- "Aesthetics," "Chopped: Slasher Film Edition," "The Elephant in the Room," "Tangent." *Fleas on the Dog* #5, January 2020.
- Greenburg, Bradley. "Wireless." *Midwest Review* 8 (2020).
- Simokaitis, Christine. "Spa Sessions." *MAKE literary magazine*, April 29, 2020.
- "Jupiter in Your Fourth House," Burning House Press, February, 2020.
- "Your Second House and Cancer," *Bridge*, Winter, 2019.
- "Oceans of Snow," *Upstreet*, August, 2019

PRIZES

Cronk, Olivia. *WOMONSTER*, winner of the 2019 Book Award, Tarpaulin Sky, Jun. 2019 (pub. date, Jul. 2020).

EDITOR

Cronk, Olivia, Guest Editor. "Studies in the High (Gaudy) Domestic." *Burning House Press*, Feb. 2020.

Several English department faculty appeared regularly on cultural outlets on the internet—Brad Greenburg hosting a the weekly feature on culture, called "Medium Cool," at Balloon Juice (<https://www.balloon-juice.com/category/guest-post/bginchiguest-posts/>), Tim Scherman appearing as a regular cast member on the Tom Waits podcast "With Confetti in Our Hair" (<https://www.withconfettiinourhair.com>), and Larry Dean hosting programs (now remote) at "Folk You" (<https://www.folkyou.org>).

B. Student Achievements

1. Publications

Heidi Bojorges, "Quit Dreaming: Quasi-Feminism in Nike's Women's Soccer 'Dream Further' Ad," *PopMatters*, July 8, 2019. <https://www.popmatters.com/quasi-feminism-nike-womens-soccer-2639117781.html>

Huff, Neil, "The Cost of Comfort: Racial Hierarchies in 'King of the Hill'" *PopMatters*, July 15, 2019. <https://www.popmatters.com/racial-hierarchies-king-of-hill-2639191612.html>

-----, "Parable Pandemics: Octavia E. Butler and Racialized Labor." *PopMatters*, July 13, 2020. <https://www.popmatters.com/octavia-butler-parable-of-sower-2646375130.html>

Juerjens, Katelyn, "Cookbooks and Contagion: Recipes for Caring from Fannie Farmer" *PopMatters*, June 15, 2020. <https://www.popmatters.com/fannie-farmer-cookbooks-and-contagion-2646092195.html?rebelltitem=1#rebelltitem1>

Kim, Hans, "Lingua Ignota's 'CALIGULA' Continues Her Powerful Wailings Against Misogyny," *PopMatters*, August 5, 2019. <https://www.popmatters.com/lingua-ignota-caligula-review-2639639918.html>

Palm, Megan, "Does Cao Fei's Art of Chinese Industrialization and Globalization Work in a Time of Censorship?" *PopMatters*, July 22, 2019. <https://www.popmatters.com/cao-fei-feature-2639278075.html>

----. "Pandemics and Trumpian Echoes in Miller's 'Blackfish City'" *PopMatters*, May 11, 2020. <https://www.popmatters.com/sam-j-miller-blackfish-city-2645956817.html>

Perez, Stephanie, "Taking a Page About Community and Responsibility from Albert Camus' 'The Plague'" *PopMatters*, May 21, 2020. <https://www.popmatters.com/camus-the-plague-2646011730.html>

2. Conference Papers

Cepeda, Elias, "Nature, Work, and Speculative Capitalism in Upton Sinclair's *Oil!*" Sigma Tau Delta International Convention, Las Vegas, NV. March, 2020

Juerjens, Katelyn, "The Erotic Force of Food in Audre Lorde's *Zami*," Midwest Modern Language Association Convention, November 2019

-----. "Shut Up and Cook: Recipes for Revolution," Midwest Popular Culture Conference, Cincinnati, OH, October 2019:

-----. "Radical Nourishment and Cross-Ethnic Solidarity in *If Beale Street Could Talk*," Working-Class Studies Association Conference, Canterbury, UK, September 2019.

Papers accepted at Sigma Tau Delta English Honors Society International Convention, Las Vegas Nevada, Spring 2020 (scheduled for March 28, canceled due to COVID):

Bojorges, Heidi, "Queering the Natural Landscape in Bechdel's *Fun Home*"

Cepeda, Elias, "Nature, work, and speculative capitalism in Upton Sinclair's *Oil!*"

Frei, Clifton, "Time and Place in Natasha Trethewey's *Native Guard*"

Huff, Neil, "The Cost of Comfort"

Juerjens, Katelyn, "Consumption and Resistance in *If Beale Street Could Talk*"

O'Keefe, Leana, "In Pursuit of a Golden Art"

Rokita, Natalia, "Diving Into Intersectionality Through Challenger Deep"

3. MA Theses Defended:

Susan Landwer, *Rebuilding the Bridge: A New Archaeology of Women Writers Working Toward Universal Rights in the 19th Century United States*. Unpublished Master's Thesis, NEIU: Chicago, IL. November 2019.

Elias Cepeda, *The Critique of Capitalist and Racist Logic in Their Eyes Were Watching God*. Unpublished Master's Thesis, NEIU: Chicago IL April 2020.

Katelyn Juerjens, *The Politics of Colonial Authenticity: Food in a Galaxy Far, Far Away*." Unpublished Master's Thesis, NEIU: Chicago, IL. April 2020.

4. Graduate School Placement:

Jenn Lee, B.A. '20, MFA program, Columbia University Chicago

Isiais Rogel, B.A. '20, MFA program New Mexico State University

Susan Landwer, M.A. '19, Ph.D. program in English, Marquette University

Katelyn Juerjens, B.A., '20, Ph.D. program in English Northeastern University (Boston MA)

C. Alumni News

1. Publications:

Barry, Lauren, "Pandemic, Hope, Defiance, and Protest in 'Romeo and Juliet'" *PopMatters*, July 6, 2020. <https://www.popmatters.com/william-shakespeare-romeo-juliet-2646283444.html>

Friedberg, Joshua. "Rethinking Race and Gender in Country: Four Essential Books," *Country Queer*. n.d.

----- "Live at Carnegie Hall' Captures Bill Withers at His Grittiest and Most Introspective." *PopMatters*, April 7, 2020. <https://www.popmatters.com/bill-withers-live-carnegie-hall-2645651629.html>

----- "Matchbox Twenty: Aren't We All a Little 'Unwell' in the Time of Coronavirus." *PopMatters*. 26 March 2020. <https://www.popmatters.com/matchbox20-unwell-covid19-2645577781.html>

----- "Piano Duets' Asserts Ella Fitzgerald's Interpretive Greatness." *PopMatters*, March 18, 2020. <https://www.popmatters.com/ella-fitzgerald-complete-piano-duets-2645512948.html>

----- "Nirvana's 'MTV Unplugged in New York' 25 Years Later," *PopMatters*, November 6, 2019. <https://www.popmatters.com/nirvana-mtv-unplugged-25th-anniversary-2641207295.html?rebellitem=2#rebellitem2>

----- "Blue,' 'Tapestry,' and Oil: Or, Oil Capitalism in Two Key Singer-Songwriter Albums," *PopMatters*, October 23 2019. <https://www.popmatters.com/petroculture-blue-and-tapestry-2641068464.html>

Garcia, Kristina, "Distance Remakes the Heart in Gabriel García Márquez's 'Love in the Time of Cholera'" *PopMatters*, July 20, 2020.

<https://www.popmatters.com/marquez-love-in-time-cholera-2646417233.html>

Gunter, Mark. "Fighting the '90s Culture Wars with Grant Morrison's 'The Invisible,'" *PopMatters*, July 25, 2019. <https://www.popmatters.com/grant-morrison-the-invisibles-2639328402.html>

Woody, Daniel, "Black in America," *Chicago Review* 62:04/63:01/02 (Summer/Fall 2019).

2. Conference Papers:

Gronli, Jonathan, "New World of Gods and Monsters: Ex Machina reconfiguring Frankenstein for the Digital Age." Midwest Modern Language Association Conference, Chicago, IL. November 19, 2019.

3. Alumni Accomplishments:

Jonathon Gronli, now employed at NEIU as Library Specialist, began a podcast series dedicated to research and creative activities at NEIU.

Daniel Woody began his new position teaching three courses a term—all interdisciplinary courses of his own design--for New York University in Shanghai, China.

Josh Friedberg delivered a TED talk entitled "Redefining Creativity as an Autistic Person" at his undergraduate alma mater, Earlham College in March 2020. In it, he performed a song he wrote at Earlham College that changed his life and his conception of creativity.

6. Service

Trained in what has become one of the most interdisciplinary fields in academia, many in our department have contributed their expertise to other departments and programs. Seven of our faculty members are notable in this area: Chielozona Eze in African & African American Studies, Emily García in Latin & Latin American Studies; Vicki Byard, Tim Barnett, Emily Garcia and Kris Over in Women's, Gender and Sexuality Studies; Ryan Poll and Chris Schroeder in Global Studies; Mike Davros in the Honors Program and Tim Barnett in the University Without Walls (UWW). We continue to provide examples to others in innovation (still running the CAS Professional Development Series out of the English office) as well as assessment.

Creative Writing Instructors Olivia Cronk, Larry Dean, Christine Simokaitis and Amanda Goldblatt serve the entire university community with their reading series, *the 82*, which brings local and nationally recognized writers to NEIU for regular programs, this year hosting poet/playwright Kristiana Rae Colón, fiction writer Jac Jemc, poet

Jacob Saenz, and novelist Julie Iromuanya. Of particular note was Amanda Goldblatt’s work to lead and coordinate a reading and interview with Verónica Gerber Bicecci, a bilingual event with the Mexican writer and artist, in collaboration with WLC and the Pedroso Center, partnered with the Lit & Luz Festival/MAKE Literary Productions. On a smaller scale, Larry Dean elected and mentored the student representing NEIU at the 20th Annual Columbia College Chicago Citywide Undergraduate Poetry Festival (April 2020—online), and later that summer mentored and introduced CPS students for Chicago Poetry Center's Hands on Stanzas reading (June 2020—online).

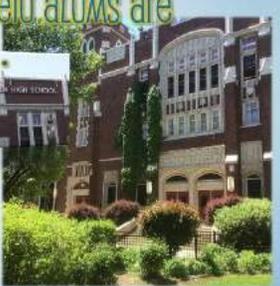
Other department members have reached out from their positions at NEIU to serve the greater community.

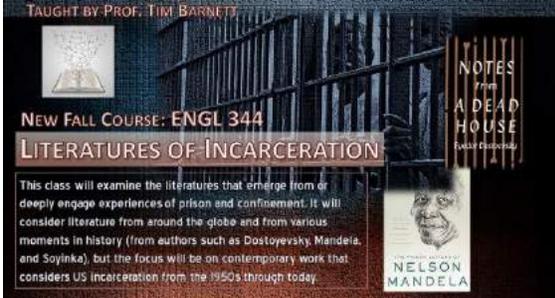
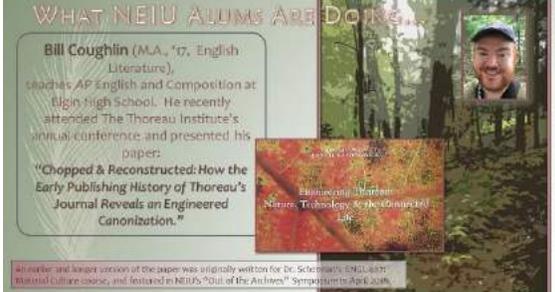
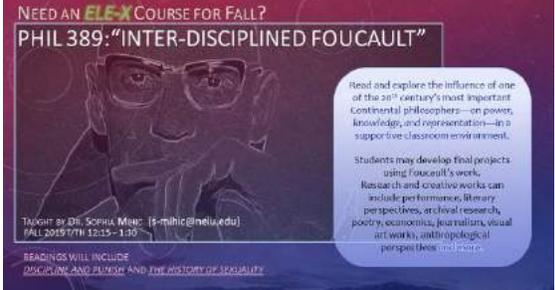
As mentioned above in our highlights section, Chris Schroeder worked with One Book One Chicago, 39th Ward Alderman Samantha Nugent and WBEZ Reporter Monica Eng along with the Albany Park branch and the Chicago Public Library to organize two forums (one “home” one “away” at Albany Park Public Library) on the chosen text for 2019-20, *The Sixth Extinction*. Schroeder also continues to judge theatrical performances as a member of the Joseph Jefferson Awards Committee (Jeff awards are “the Chicago Tonys”), and remains as an editorial board member for the oldest independent periodical in comp studies, *Composition Studies*.

Kris Over, whose Professional Development seminar “Race in the Classroom” has enrolled high school teachers for some years, facilitated two workshops: Antiracist Pedagogy, a half-day workshop with English Department, Schaumburg High School (District 211), October 15, 2019, and a three-day workshop on antiracist pedagogy: Method (February 20, 2020); Mitigating Bias in Practice and Curricula (February 28, 2020); Method and Practice Moving Forward (March 24, 2020—cancelled due to covid19) for the Social Studies Division at Stevenson High School (District 125).

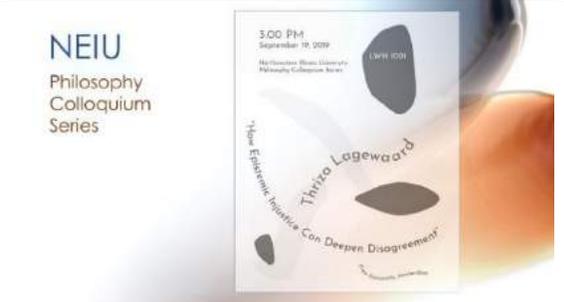
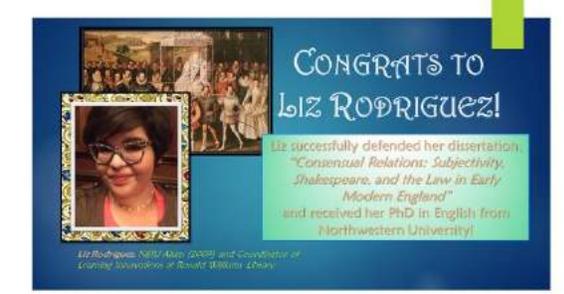
APPENDIX 1

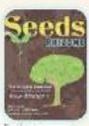
	<p>7/05/2019</p> <p>“Katelyn Juerjens Congrats”</p> <p>Congratulations to Katelyn Juerjens on her article publication in PopMatters.com</p>
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 <p>WHAT NEIU ALUMS ARE DOING...</p> <p>Valerie Poulos Winner, "Future Teacher" award at the 2019 Student Awards ceremony, has been hired as an English/Language Arts teacher at Amundsen High School!</p> 	<p>7/05/2019</p> <p>"NEIU Alums—Valerie Poulos"</p> <p>NEIU alum Valerie Poulos hired as Language Arts teacher at Amundsen High School</p>
<p>CONGRATS TO JACK KONRATH!</p>  <p>WINNER of the 2019 LAS VEGAS SCREENPLAY CONTEST for Best TV Pilot!</p> 	<p>7/05/2019</p> <p>"Jack Konrath Congrats"</p> <p>Congratulations to Jack Konrath for winning Best TV Pilot in Las Vegas Screenplay Contest 2019</p>
<p>NEIU ALUM IN THE NEWS...</p> <p>Matt Kiefer (B.A. English '06) was awarded a 10 month JOHN S. KNIGHT JOURNALISM FELLOWSHIP at Stanford University, to study technology applications in the area of open records laws to monitor civil and human rights.</p> <ul style="list-style-type: none"> Worked at the Chicago Reporter since 2016 Creator of FOIAMat—open-source frameworks to automate & manage large-scale Freedom of Information Act requests Helped develop ChiVote, a collaborative voter guide to the Chicago municipal election.  	<p>7/8/2019</p> <p>"NEIU Alums--Matt Kiefer"</p> <p>NEIU alum Matt Kiefer awarded a journalism fellowship, plus other accomplishments</p>
 <p>Taught Fall 2019 by Prof. Julie Kim</p> <p>ENGL 379: TWENTIETH CENTURY FICTION II</p> <p>This class will study an exciting half-century of British and American fiction that witnessed the transition from modernism to post-modernism by studying utopian/dystopian "science fiction" and "metafiction."</p>	<p>7/12/2019</p> <p>"ENGL 379: 20th Century Fiction II"</p> <p>Promotion of Fall 2019 course offering ENGL 379 taught by Julie Kim.</p>
<p>Congrats to Mike Davros, Sportswriter for REFEREE MAGAZINE!</p>  <p>Back in December 2018, a fellow soccer referee recommended me to Referee magazine, a national publication that goes to all professional sports officials. In June 2019, I turned in my 10th story since January, and as Lagrappé, I've also done a 4500 word interview with Illinois's top IHSAA soccer official for June!</p> 	<p>7/15/2019</p> <p>"Congrats to Mike Davros!"</p> <p>Congrats to English Instructor Mike Davros for becoming a contributing Sportswriter for Referee Magazine.</p>

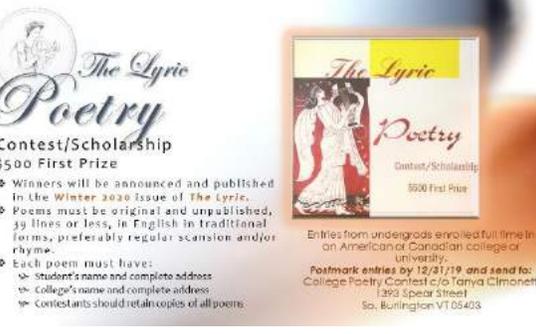
 <p>FALL 2019</p> <p>Deadline for award consideration is August 16, 2019</p>	<p>ENGLISH DEPARTMENT UNDERGRADUATE TUITION MERIT SCHOLARSHIP</p> <p><i>COMPLETE YOUR BEST WRITTEN WORK AND SUBMIT!</i></p> <p>ELIGIBILITY CRITERIA:</p> <ul style="list-style-type: none"> • Declared English Major with at least 12 completed credits • GPA of 3.3 or higher within the English major • Illinois resident • Earning your first B.A. <p>Complete an application form (copies on table) and submit with a cover letter and writing portfolio.</p> <p>Email all completed applications to Hilary Jirka (h-jirka@niu.edu) contact Dr. Tim Scherman (t-scherman@niu.edu) with questions regarding eligibility.</p>	<p>7/17/2019</p> <p>“Fall 2019 Tuition Merit Scholarship”</p> <p>Promotion and deadline for Fall 2019 Undergrad Tuition Merit Scholarship entries, with applications on table.</p>
 <p>FALL 2019</p> <p>Deadline for award consideration is August 16, 2019</p>	<p>ENGLISH DEPARTMENT UNDERGRADUATE TUITION MERIT SCHOLARSHIP</p> <p><i>COMPLETE YOUR BEST WRITTEN WORK AND SUBMIT!</i></p> <p>ELIGIBILITY CRITERIA:</p> <ul style="list-style-type: none"> • Declared English Major with at least 12 completed credits • GPA of 3.3 or higher within the English major • Illinois resident • Earning your first B.A. <p>Complete an application form (available from dept. office) and submit with a cover letter and writing portfolio.</p> <p>Email all completed applications to Hilary Jirka (h-jirka@niu.edu) contact Dr. Tim Scherman (t-scherman@niu.edu) with questions regarding eligibility.</p>	<p>7/17/2019</p> <p>“Fall 2019 Tuition Merit Scholarship”</p> <p>Promotion and deadline for Fall 2019 Undergrad Tuition Merit Scholarship entries, with applications available from department office.</p>
<p>TAUGHT BY PROF. TIM BARNETT</p>  <p>NEW FALL COURSE: ENGL 344</p> <p>LITERATURES OF INCARCERATION</p> <p>This class will examine the literatures that emerge from or deeply engage experiences of prison and confinement. It will consider literature from around the globe and from various moments in history (from authors such as Dostoyevsky, Mandela, and Soyinka), but the focus will be on contemporary work that considers US incarceration from the 1950s through today.</p>	<p>7/18/2019</p> <p>“Literatures of Incarceration”</p> <p>Promotion of new Fall 2019 course ENGL 344 Literatures of Incarceration, developed and taught by Prof. Tim Barnett</p>	
<p>WHAT NEIU ALUMS ARE DOING...</p>  <p>Bill Coughlin (M.A., '17, English Literature), teaches AP English and Composition at Elgin High School. He recently attended The Thoreau Institute's annual conference and presented his paper: "Chopped & Reconstructed: How the Early Publishing History of Thoreau's Journal Reveals an Engineered Canonization."</p> <p>All earlier and longer version of the paper was originally written for Dr. Scherman's ENGL3070 World Culture course, and featured in NEIU's "Out of the Archives" Symposium in April 2018.</p>	<p>7/18/2019</p> <p>“NEIU Alums--Bill Coughlin”</p> <p>NEIU Alum (MA '17) and Elgin HS English teacher Bill Coughlin attends Thoreau Institute and presented his paper on Thoreau's journal.</p>	
<p>NEED AN ELE-X COURSE FOR FALL?</p> <p>PHIL 389: "INTER-DISCIPLINED FOUCAULT"</p>  <p>Read and explore the influence of one of the 20th century's most important Continental philosophers--on power, knowledge, and representation--in a supportive classroom environment.</p> <p>Students may develop final projects using Foucault's work. Research and creative works can include performance, literary perspectives, archival research, poetry, economics, journalism, visual artworks, anthropological perspectives, and more.</p> <p>TAUGHT BY DR. SCHEPHERD (s-mhic@niu.edu) FALL 2019 7/17 12:15 - 1:30</p> <p>REQUISITES WILL INCLUDE: PSYC105 AND PHIL105 AND THE HISTORY OF SEXUALITY</p>	<p>7/26/2019</p> <p>“Foucault ELE-X course”</p> <p>Promotion of PHIL 389: Inter-Disciplined Foucault as a Fall ELE-X course for all students</p>	

<p>What NEIU Alums are Doing...</p>  <p>Chrystyn Hart-Albarado</p> <ul style="list-style-type: none"> Chrystyn Hart-Albarado attained a double B.A. in 2008 from NEIU, in English and History. While at NEIU, she did research under the McKnight Scholar Program, mentored by Dr. Brad Greenburg, to further her ultimate goal of pursuing a Ph.D. Chrystyn went on to obtain an M.A. in Literature at the University of Alabama, and has recently (Spring 2019) been accepted into the English Ph.D. program at the University of Louisiana at Lafayette. <p>While completing her post-baccalaureate requirements, Chrystyn first taught at Louisiana State University and then at Southeastern Louisiana University.</p>	<p>7/31/2019</p> <p>“NEIU Alums—Chrystyn Hart-Albarado”</p> <p>Recent accomplishments of Chrystyn Hart-Albarado (BA '08, English/History), accepted into English PhD program at U Louisiana Lafayette</p>
<p>GRADUATING NEXT MAY? THE DEADLINE TO APPLY IS SEPT 16!!!</p>  <p>DON'T PANIC</p> <p>Meet with your faculty advisor to make sure you have all your credits and to fill out the application.</p> <p>Need to know who your advisor is? Contact Office Admissions (INA: 708.680.0615 ext. 1)</p>	<p>8/5/2019</p> <p>“Don’t Panic Graduation Application”</p> <p>Reminder to students to apply for May 2020 graduation by Sept. 16 deadline</p>
 <p>“...if you are free, you need to free someone else. If you have some power, then your job is to empower somebody else.”</p> <p>Toni Morrison 1931-2019</p>	<p>8/6/2019</p> <p>“Toni Morrison words”</p> <p>Quote by Toni Morrison to commemorate the death of the writer.</p>
 <p>Poetry...AND PANCAKES!</p> <p>ALUMNI WEEKEND SATURDAY, SEPT. 14, 9-11 AM AT THE GAZEBO</p> <p>FEATURING READINGS AND NEIU ALUMS ASHLEY MIRANDA AND SARA MATSON</p> <p>Come for the Pancakes... stay for the Poetry!</p>	<p>8/9/2019</p> <p>“Poetry and Pancakes 2019”</p> <p>Announcement of the 2nd annual English Department Poetry and Pancakes event for Alumni Weekend.</p>
 <p>Author Reading and Interview with Multidisciplinary Artist:</p> <p>Veronica Gerber Biecci</p> <p>is an Argentine Mexican Fiction Writer and Visual Artist dealing with exile, interdisciplinary thinking, and translation.</p> <p>Her most recent novel is <i>Empty Set</i>, published in translation.</p> <p>TUESDAY, OCTOBER 15, 2019, PEDROSO CENTER, 3-5 PM</p>	<p>8/15/2019</p> <p>“Veronica Gerber Biecci”</p> <p>Promotion of author reading by Veronica Gerber Biecci, visiting Argentine Mexican writer and artist.</p>

 <p>WHAT NEIU ALUMS ARE DOING.... BECCA PETERSON (2019 Commencement Speaker) Has been hired by Muchin College Prep to teach 11th grade American Lit, and AP Lit and Composition!</p> <p>MUCHIN COLLEGE PREP</p>	<p>8/16/2019</p> <p>“NEIU Alums—Becca Peterson”</p> <p>Congratulations to 2019 Commencement Speaker Becca Peterson on her new position at Muchin College Prep.</p>
 <p>FLAMENCO MUSICALS: THE PERFORMANCE OF FEMALE EMOTIONS AND SPANISH POPULAR CULTURE</p> <p>Join invited lecturer Professor Manuel J. Gomez Lara (Universidad de Sevilla), in the PHONOSCOPE room on September 16 from 4-6 pm for a presentation on “Female affectivity in Spanish popular flamenco music.”</p> <p>The presentation will be in English with Spanish references.</p> <p><i>Open to all interested in World Languages, Music, Dance, and similar subjects.</i></p>	<p>8/19/2019</p> <p>“Manuel Gomez Lara presentation”</p> <p>Promotion of “Flamenco Musicals” presentation, given by invited lecturer Manuel J. Gomez Lara”</p>
 <p>LINGUISTICS COLLOQUIUM EARLY HERITAGE AND SECOND LANGUAGE LEARNING:</p> <p>Drs. Carolina Gabriela Tobo & Sonia Park-Johnson DePaul University</p> <p>Thursday, September 22, 2016 6:30 – 7:30 PM SU 224 NEIU</p> <p>A Longitudinal Case Study at Puerta Abierta Preschool</p>	<p>9/6/2019</p> <p>“Linguistics Colloquium: Early Heritage and Second Language Learning”</p> <p>Promotion of Linguistics Colloquium event on 9/12/2019</p>
 <p>NEIU Philosophy Colloquium Series</p> <p>3:00 PM September 19, 2019 (LIVE 103) Northwestern University Philosophy Colloquium Series</p> <p>Thriza Lagewaard How Epistemic Injustice Can Deepen Disagreement The Philosophy Journal Blog</p>	<p>9/11/2019</p> <p>“Philosophy Colloquium Series 9/19/19”</p> <p>Presentation by Thriza Lagewaard for the first event in the Philosophy Colloquium series</p>
 <p>CONGRATS TO LIZ RODRIGUEZ!</p> <p>Liz successfully defended her dissertation “<i>Consensual Relations: Subjectivity, Shakespeare, and the Law in Early Modern England</i>” and received her PhD in English from Northwestern University!</p> <p><i>Liz Rodriguez, NEIU Alum (2009) and Coordinator of Learning Innovations at Rowlett-Wilkins Library.</i></p>	<p>9/16/2019</p> <p>“Congrats to Liz Rodriguez!”</p> <p>Alum and Library Coordinator Liz Rodriguez successfully defends her dissertation and receives PhD.</p>

 <p>SIGMA TAU DELTA ACCEPTING NEW MEMBERS!!</p> <p><i>Sigma Tau Delta is an international English honor society aiming to recognize high achievement in the under-graduate study of English language and literature.</i></p> <p>English and other Majors invited to apply for Membership</p> <ul style="list-style-type: none"> • Contact sdelta@msia.edu for membership guidelines and application. • Scholarships and publication opportunities. • Annual convention and on-campus workshops. <p>Interested? Leave your name and NEU email at the English Department front desk.</p>	<p>9/17/2019</p> <p>“Sigma Tau Delta Accepting New Members!”</p> <p>Call for new members to join the International English Honor Society</p>
<p>Submissions for <i>Seeds</i> fall zine, <i>Rhizome</i>, now open until October 1st</p> <ul style="list-style-type: none"> • This year, <i>Seeds</i> is publishing a smaller-themed zine as well as our larger spring journal. • Details and submission guidelines can be found at our website, msia.edu/seeds. • <i>Rhizome</i> will examine and celebrate new ways of thinking/working/uniting out of and within the system, always shifting, social and political. • How do we write (paint/draw/scribble) on a way out of control system, one that does not require clear or simple/linear logic? (both spirit and matter) the material realities of life/body? <p>Send Us your animations, examinations, (dis)sections, and meditations...</p> 	<p>9/17/2019</p> <p>“Submissions to Rhizome”</p> <p>Call for submissions to <i>Seeds</i> fall magazine, <i>Rhizome</i>.</p>
<p>Mark Your Calendars!</p>  <p>Books! Baking! Fundraising!</p>  <p><i>Sigma Tau Delta Book + Bake Sale</i></p> <p>Village Square November 7, 2019 11:00 a.m. - 4:00 p.m.</p> <p>Raising money to send our members to the Sigma Tau Delta 2019 International Conference!</p>	<p>9/18/2019</p> <p>“STD Book and Bake Sale”</p> <p>Promotion of Sigma Tau Delta upcoming fundraiser bake sale.</p>
 <p>SIGMA TAU DELTA PRESENTS:</p> <p>Environmental Racism and Literature</p> <p>Discussion Facilitator: Dr. Fabrice Roger-Lacan</p> <p>Thursday, September 28 5:30pm - 8:30pm FA 152</p> <p>All are welcome!</p> <p>For more info: sigmataudelta.org or sdelta@msia.edu</p>	<p>9/18/2019</p> <p>“Environmental Racism and Literature”</p> <p>Promotion of Sigma Tau Delta sponsored event and discussion.</p>
<p>CHICAGO HISTORY MUSEUM PAID INTERNSHIP OPPORTUNITY!</p> <p>MUSEUM LEARNING FACILITATOR (TEMP PT)</p> <ul style="list-style-type: none"> • Oct. 28 – Dec. 28 2019 (Fall 2019 term) • Opportunity to continue Spring semester (01/20 - 03/20) <p>The MLF will gain experience in facilitating learning in American Museum of Natural History Chicago exhibit. During peak visitation periods, the MLF will engage visitors by answering questions and guiding activities.</p> <p>• Ideal for individuals who plan to work in museums or schools, or those interested in a career in communication, history, or the arts.</p> <p>INTERESTED? CONTACT: Ulana Macias Emacias@msia.edu for more information</p>  	<p>9/24/2019</p> <p>“Chicago History Museum Internship”</p> <p>Opportunity for a paid internship for Fall 2019 with the CHM</p>

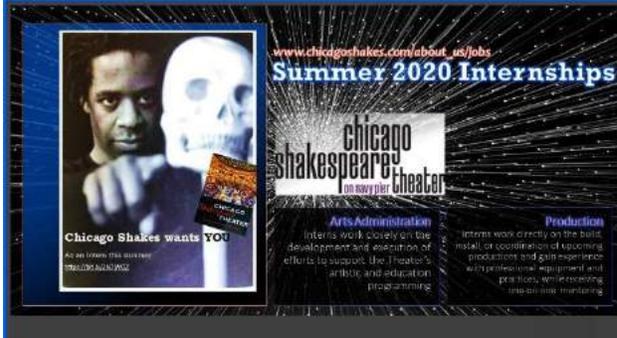
	<p>9/26/2019</p> <p>“Linguistics TESOL Colloquium”</p> <p>Promotion of Linguistics Colloquium on 10/16/19 featuring Dr. Michal Paradowski.</p>
	<p>10/3/2019</p> <p>“Jac Jemc New Book Launch”</p> <p>Author event featuring one-time NEIU instructor Jac Jemc’s new publication.</p>
	<p>10/3/2019</p> <p>“Fair Housing/Fair Lending Course”</p> <p>Call for applicants to Fair Housing/Fair Lending Course at UIC John Marshall Law School good for 3 credit hours at no charge</p>
	<p>10/9/2019</p> <p>“Congratulations to Zaria McDonald!”</p> <p>Congratulating a student who won an internship with the Illinois State Senate via the Illinois Legislative Black Caucus</p>
	<p>10/9/2019</p> <p>“Agnes Callard”</p> <p>Promotion of NEIU Philosophy Colloquium Series speaker Agnes Callard</p>

 <p>ready...get set..... GO!!</p> <p>Registration for Spring 2020 classes is now open! Sign up for classes you want and need ahead of time. Determine your schedule NOW before the crunch!</p>	<p>10/9/2019</p> <p>“Spring 2020 Registration”</p> <p>Promotion of early registration for Spring 2020 courses</p>
 <p>What Can We Do About Climate Change?</p> <p>Albany Park Library 3003 W. Foster, Thursday, November 7, 5:00 – 7:30 pm</p> <p><i>One Book, One Chicago</i> Panel Discussion: What Can We Do About Climate Change?</p> <p>Students in <i>One Book, One Chicago</i> discuss the history of mass extinctions in <i>One Book, One Chicago</i>, and how climate change has all caused the deaths of millions of species. Now humans have become both a cause and potential victims. Join NEIU professors Holly Boff, Bryan Fink, Melissa Long, Jill Greenlee-Nelson, and Jennifer from Chicago State Club as they gather to discuss and explore the problem of human-caused climate change. What can we do? What should we do? Come find out.</p>	<p>10/15/2019</p> <p>“One Book, One Chicago 6th Extinction”</p> <p>Promotion of OBOC panel discussion of “What Can We Do About Climate Change” featuring NEIU faculty</p>
 <p>LOOK BEHIND YOU!!</p> <p>The Spring 2020 Class Poster is Out!!!</p> <p>Quik!! Over on the wall!! It's a bird... it's a plane...! IT'S THE CLASS LISTING FOR SPRING 2020!!!</p> <p>See what's being offered next term! REGISTER NOW and confirm your seats!</p>	<p>10/21/2019</p> <p>“Spring 2020 Poster is Out”</p> <p>Alerting students to new poster with Spring 2020 Courses available</p>
 <p><i>The Lyric Poetry</i> Contest/Scholarship \$500 First Prize</p> <ul style="list-style-type: none"> Winners will be announced and published in the Winter 2020 issue of <i>The Lyric</i>. Poems must be original and unpublished, 39 lines or less, in English in traditional forms, preferably regular scansion and/or rhyme. Each poem must have: <ul style="list-style-type: none"> student's name and complete address college's name and complete address contestants should retain copies of all poems. <p>Entries from undergrads enrolled full time in an American or Canadian college or university. Postmark: entries by 12/31/19 and send to: College Poetry Contest c/o Tanya Cimmonetti 1393 Spear Street So., Burlington VT 05403</p>	<p>10/22/2019</p> <p>“The Lyric: Poetry Contest”</p> <p>Announcing \$500 Poetry Contest/Scholarship from The Lyric magazine</p>
 <p>THE 82 PRESENTS</p> <p>Poet/Playwright Kristiana Rae Colón, Fiction Writer Jac Jemc & Poet Jacob Saenz</p> <p>Stop in for the next Literary Event followed by a Q&A Tuesday, Oct. 29, 4-6pm LIB 022 // Free admission</p> <p>Sponsored by the English Department</p> <p>Northeastern UNIVERSITY</p>	<p>10/24/2019</p> <p>“The 82 Presents: Tuesday, Oct. 29”</p> <p>Promotion of The 82 Literary Event featuring Kristiana Rae Colon, Jac Jemc and Jacob Saenz</p>

 <p>English Department Undergraduate SPRING 2020 MERIT TUITION SCHOLARSHIP APPLICATION</p> <p>Are You Eligible?</p> <ul style="list-style-type: none"> Declarated English Major (including English/SecEd) with at least 12 credits completed GPA of 3.3 or higher within English Major Illinois resident Earning first BA <p>Deadline for award consideration is: November 18, 2019</p> <p>Do You Have a Cover Letter AND Writing Portfolio?</p> <ul style="list-style-type: none"> Detail in your cover letter <i>why</i> you merit the scholarship, specifying English course achievements. Include student activities (NFTS, Sigma Tau Delta, The Independent, etc.), internships (also, anything you deem appropriate). Have you received this scholarship previously and when? Portfolios include 10-20 pages of your best written work for English courses taken Summer and/or Fall 2019, in various forms and styles. <p>Email all completed applications to Hilary Irby (h-irby@niu.edu)</p>	<p>10/25/2019</p> <p>“Spring 2020 Merit Tuition Scholarship”</p> <p>Announcing guidelines and deadline for Spring Merit Tuition Scholarship for English students.</p>
 <p>The Washington Post Honoring Ideas in Business</p> <p>...KEEP READING THE NEWS...!</p> <p>THE WORLD'S TOP ECONOMISTS JUST MADE THE CASE FOR WHY WE STILL NEED ENGLISH MAJORS ...Washington Post article, 10/25/19</p> <p>“Nobel Prize winner Robert Shiller’s new book <i>Capitalism and the Future of Work</i> opens with him reminiscing about an enlightening History class he took as an undergraduate... He wrote that what he learned about the Great Depression was far more useful in understanding the period of economic and financial turmoil than anything he learned in his economic courses.”</p> <p><i>“The whole premise of Shiller’s book is that stories matter.”</i></p>	<p>10/25/2019</p> <p>“Keep Reading the News!”</p> <p>Promoting WaPo article that advocates for why English Majors still matter.</p>
 <p>ARE YOU NOW...OR HAVE YOU EVER BEEN... A COMMUNIST?? ...OR BLACK, OR A WOMAN, OR HOMOSEXUAL...</p> <p>ENGL 209-A RED SCARE LITERATURE</p> <p>Learn how these associations caused people to lose family, friends, careers, and their lives in America of the 40s and 50s. Learn how politics affected writers such as Langston Hughes, Arthur Miller and Lillian Hellman as well as screenwriters in Hollywood.</p> <p>REGISTER NOW FOR SPRING 2020! MW 11:30 - 12:45</p>	<p>10/28/2019</p> <p>“ENGL 2019A: Red Scare Literature”</p> <p>Promoting new Spring 2020 course on “Red Scare” literature from 1940s-1950s America.</p>
 <p>Congratulations to Alumna Jenn Lee!</p> <p>Featured NOW at “We are Northeastern” weare.neiu.edu/project/jenn</p> <p><i>“When I think about trans people, I think about my dad and how resistant to live as her assigned gender...”</i></p> <p><i>“One of the things that literature does so well is foster empathy. I’m trying to reach out and invite the readers into a radical empathy with the transsexuals and hopefully address some of the assumptions we all have...how we think we would react how we would be able to survive.”</i></p>	<p>10/29/2019</p> <p>“Congratulations to Alumna Jenn Lee!”</p> <p>Celebration of English alumna Jenn Lee being featured in “We are Northeastern”</p>

<p>EVIDENCE FOR 'GATING' THE FRONTLOADING OF LOW-FREQUENCY ACADEMIC VOCABULARY BY HIGH-PROFILE COLUMNISTS AND ESSAYISTS</p> <p>Thesis Defense by Paul Thomas, Linguistics Department</p> <p>Thursday, November 21, 2019, 7:30 pm, LWH 3031</p> <p>"I show that the writers in my sample tended to use more low-frequency vocabulary in the first half of their articles than in the second half. There was also evidence of what I call 'gating', the disproportionate use of more low-frequency words in the first 150 words of an article than in the rest of the article!"</p>	<p>11/19/2019</p> <p>"Evidence for 'Gating'"</p> <p>Promotion of thesis defense by Paul Thomas of the Linguistics department</p>
<p>CONFRONTING CLIMATE CHANGE A College of Arts and Sciences Theme Semester SPRING 2020</p> <p>Confronting Climate Change, Transforming Cultures: A College of Arts and Sciences Theme Semester</p> <p>The College of Arts and Sciences is offering more than 60 courses related to Climate Change in the Spring 2020 Semester. For more information - join us in BBH 101 on November 21st from 3:00 - 4:00 p.m. to hear more about it!</p> <p>Northeastern University</p>	<p>11/22/2019</p> <p>"Confronting Climate Change Spring 2020"</p> <p>Announcement of the CAS Theme Semester centered on Climate Change</p>
<p>CONGRATULATIONS to VANESSA MACIAS ARIAS!</p> <p>For the publication of her essay "(Un)written Labels" in the latest edition of Sigma Tau Delta's blog, WORDY by Nature</p> <p>Read it at: wordybynature.org/unwritten-labels</p>	<p>11/22/2019</p> <p>"Congratulations Vanessa Macias Arias"</p> <p>Congratulations to Vanessa Arias for publishing in Sigma Tau Delta blog.</p>
<p>Thursday, December 5, 2019 3:15 - 4:00 pm FA 202</p> <p>TERTULIA y DESCARGA: CONVERSATIONS IN CARIBBEAN STUDIES</p> <p>Join us for a lively discussion on issues in Caribbean studies and a celebration of student work for ENGL 365: Caribbean Literature. Students will share their visual art, music, creative writing and research. There will be social and party all open to the campus community. All the Selections of Caribbean food and drinks will be provided.</p> <p>This event is co-sponsored between the Department of English and the Latin(a) & Latin American Studies (LIAS) Program. Questions? Contact E-Garcia@mel.edu</p>	<p>11/25/2019</p> <p>"Tertulia y Descarga"</p> <p>Promotion of end-of-semester event for Caribbean Literature class.</p>
<p>SEMESTER'S END EVENTS!</p> <p>ENGL 410 Conference! Presentations on Caribbean topics from the Fall 2019 semester. Refreshments and Tork Morrison's blessing! MONDAY, 12/2/19 SU 008, 8:30 pm Refreshments will be served!</p> <p>President's Toast to the Graduates! Celebrate the Fall 2019 Graduating class! Tuesday, 12/3/19 Aumni Hall, 5:00 pm Refreshments served!</p> <p>TERTULIA Y DESCARGA: Conversations in Caribbean Studies A celebration of student work in ENGL 365, including visual art, music, creative writing and research. THURSDAY, 12/5/19 FA 20E, 2:15 pm Caribbean food and drink served!</p> <p>And don't forget THE 82 STUDENT WRITERS READING! Thursday, 12/5/19, 3:00, SU214</p>	<p>11/25/2019</p> <p>"Semester's End Events"</p> <p>Various end-of-semester events on campus related to English.</p>

 <p>COME JOIN US FOR KARAOKE & CONVERSATION!</p> <p>Where: SIDEKICKS, 4424 W. Montrose</p> <p>When: December 17, 7:00pm to WHENEVER!!</p> <p>Food and refreshments provided by the English Department</p>	<p>12/12/2019</p> <p>“Karaoke & Conversation Party”</p> <p>Promotion of English Department holiday party and karaoke at Sidekicks.</p>
 <p>CONGRATULATIONS 2019 GRADUATES!!</p>	<p>12/17/2019</p> <p>“2019 Graduates”</p> <p>Congratulations to 2019 Graduates at the December Commencement.</p>
 <p>LUMINARTS 2020 Creative Writing Fellowship</p> <p>Kick off the New Year by applying for a \$7,500 Creative Writing Luminarts Fellowship FOR EXCELLENCE IN PROSE & POETRY, FICTION & NONFICTION</p> <p>To apply you must:</p> <ul style="list-style-type: none"> ➤ Submit a 2-page written piece (stand-alone or excerpt of a larger piece) ➤ Be between the ages of 18 and 30 ➤ Live within 150 miles of the Chicago Loop ➤ Be enrolled in or graduated from a degree program or other professional artist program <p>For information: https://luminarts.org/creative-writing-opportunities/ or info@luminarts.org</p> <p>Deadline to apply is Friday, February 7, 2020 at 11:59 pm CST</p>	<p>12/19/2019</p> <p>“Luminarts 2020 Creative Writing Fellowship”</p> <p>Promotion of \$7500 Creative Writing Fellowship offered by Luminarts for Chicago area residents in a degree program</p>
 <p>CHICAGO PUBLIC LIBRARY February 4, 2020 at 6:00 pm NEIU Main Campus Alumni Hall South</p> <p>Chicago's Green Promise</p> <p>More than a decade ago, Chicago made a plan to become “the greenest city in America” with ambitious environmental goals to hit by 2020.</p> <p>WBEZ’s Monica Eng tracked down how Chicago did on those goals and more. She will share the answers to this and other reporting she’s done on Chicago composting, recycling, yard waste, water quality and more.</p>	<p>12/20/2019</p> <p>“Chicago’s Green Promise”</p> <p>Promoting joint event from OBOC and the Chicago Public Library with WBEZ host Monica Eng</p>

 <p>Inspiring Instruction by Institute of Reading Development</p> <p>Teach Reading Classes to Students of All Ages <u>Now Accepting Applications for Summer 2020!</u></p> <p>The Institute of Reading Development offers summer reading skills programs in partnership with the continuing education departments of more than 100 colleges and universities nationwide.</p> <p>We are currently hiring hard-working, motivating people with a passion for reading to teach our summer programs. As an Institute teacher you will:</p> <ul style="list-style-type: none"> ✦ Earn up to \$8,000 in one summer. Our full-time teachers typically earn \$600-\$750 per week. ✦ Improve your teaching skills and confidence during our comprehensive, paid training program. ✦ Gain over 100 hours of classroom teaching experience with a variety of age groups from 4-year-olds to adults. ✦ Help your students become successful readers with a love of great books. <p>Seeking applicants from any academic discipline with an undergrad degree or higher before the start of our teaching season.</p>	<p>1/8/2020</p> <p>“Teach Reading Classes Summer 2020”</p> <p>Summer job opportunity with the Institute of Reading Development</p>
 <p>www.chicagoshakes.com/about_us/jobs</p> <p>Summer 2020 Internships</p> <p>Chicago Shakespeare Theater on Navy Pier Theater</p> <p>Arts Administration Interns will closely assist the development and execution of efforts to support the Theater's artistic and educational programming.</p> <p>Production Interns work directly on the build, install, or coordination of Apparatus, production and gain experience with professional equipment and practices, while receiving reasonable mentoring.</p> <p>Chicago Shakes wants YOU! Are you looking for a summer job? We have the perfect position for you!</p>	<p>1/9/2020</p> <p>“Chicago Shakes Internships”</p> <p>Summer job/internship opportunity with the Chicago Shakespeare Theater on Navy Pier.</p>
 <p>Now--Follow Us On... <i>Instagram!</i></p> <p>Instagram</p> <p>neienglish</p> <p>3 posts · 216 followers · 97 following</p> <p>NEIU English</p> <p>We'll see you there!</p> <p>Chicago's Green Day</p> <p>ALISA 2020 Creative Writing Fall</p>	<p>1/9/2020</p> <p>“Instagram Announcement”</p> <p>Announcing the English Department’s new Instagram account and inviting students to follow.</p>
 <p>MLK Celebration Keynote Speaker</p> <p>JANAÉ BONSU</p> <p>JANUARY 16, 2020</p> <p>MLK MORNING KEYNOTE Keynote: Janae Bonsue Event: Dr. F. Blake Taylor Hall 11:00am - 12:00pm</p> <p>MLK AFTERNOON KEYNOTE Keynote: Janae Bonsue Event: Dr. F. Blake Taylor Hall, 2nd floor 1:00pm - 2:00pm</p>	<p>1/13/2020</p> <p>“Janae Bonsue MLK Speaker”</p> <p>Promotion of Keynote Speaker Janae Bonsue at MLK Celebration event.</p>

Dr. Martin Luther King, Jr. Celebration 2020

visit neit.edu/ocia

- Jan 14 BUILDING BRIDGES ACROSS ETHNIC AND RACIAL LINES**
Dr. Freda Young, President
- Jan 15 MLK AFTERNOON KEYNOTE**
Dr. James Lewis, Author of *Black & Blue*
- Jan 16 MLK DAY OF SERVICE: CITY-YEAR PARTNERSHIP**
City-Year Partnership
- Jan 17 CAKE CUTTING CEREMONY**
Neit President, Faculty, Staff, and Students
- Jan 18 MLK MORNING KEYNOTE**
Dr. Freda Young, President

1/13/2020

“MLK Celebration Calendar”

Listing of MLK Celebration events sponsored by the Angelina Pedrosa Center

TRIO SEEKING TUTOR-MENTORS FOR SPRING 2020 AND BEYOND

****HIRING NOW****

TRIO Student Support Services currently seeking tutor/mentors to help provide academic support to program participants. This is a great opportunity for NEIT students to gain professional development experience.

Student tutor/mentors are needed in writing, reading/math, computer science, natural science, and other academic disciplines to assist TRIO students in the 4th Floor of the Student Union Library.

To apply for a tutoring position, applicants must:

- Be full-time TRIO student/employee applicants at: trio@neit.edu or trio@neit.edu
- Be a NEIT student with a minimum 3.0 cumulative GPA
- Be a NEIT student with a minimum 3.0 cumulative GPA
- Be a NEIT student with a minimum 3.0 cumulative GPA

1/15/2020

“TRIO Tutor Jobs”

Tutoring job opportunities with TRIO for Spring 2020 and beyond.

Work with New Immigrants and Refugees at Heartland Alliance

Volunteer/Intern with Refugee and Immigrant Community Services (a part of Heartland Alliance)

We are a nonprofit that provides free ESL instruction (plus other services) to adults, mostly from Latin America and Eastern Europe, serving about 700 immigrants per year.

Volunteers and interns can:

- Tutor students one-on-one
- Teach ESL classes (materials provided by staff teachers)
- Teach supplemental English classes (fun and creative!)
- Assist in Early Childhood Classroom
- Mentor students studying Medical Interpretation, Childcare, or IT
- Open positions for teachers on a monthly basis!

HEARTLAND ALLIANCE
ENDING POVERTY

For more information, contact: Ha Minh Nguyen hminhnguyen@heartlandalliance.org

1/17/2020

“Heartland Alliance”

Volunteer/Internship opportunities with Heartland Alliance providing tutoring/English services to refugees and immigrants.

TESOL TURNS TEN

Becoming a Plain Language Champion: Advancing Equity Through Clear Communication

Guest Speaker: **Melanie Sampson**, Chief of Clear Language, Ltd. at Literacy Works

WEDNESDAY, JANUARY 29TH
7:00PM - 8:30PM
Student Union 118 - Alumni Hall North

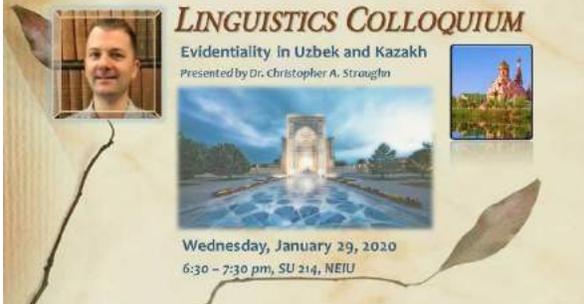
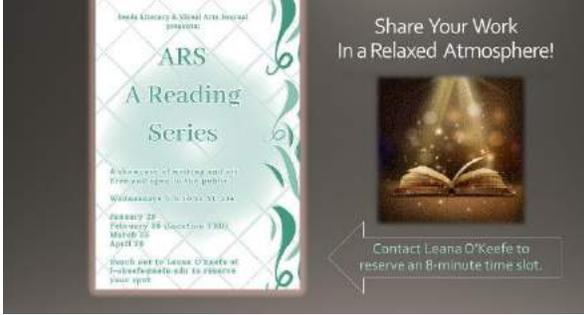
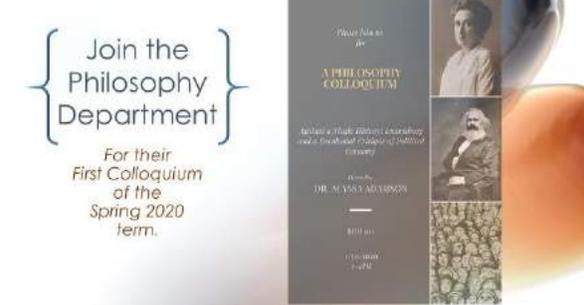
Stay Tuned!!
Not Invited Yet!

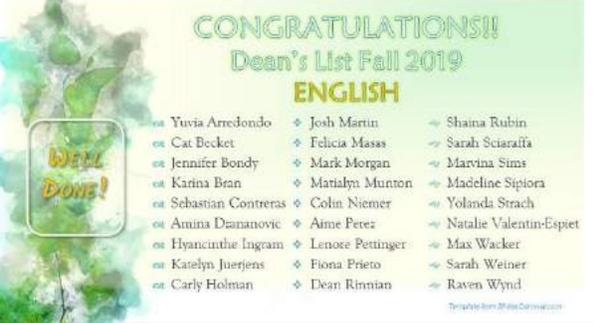
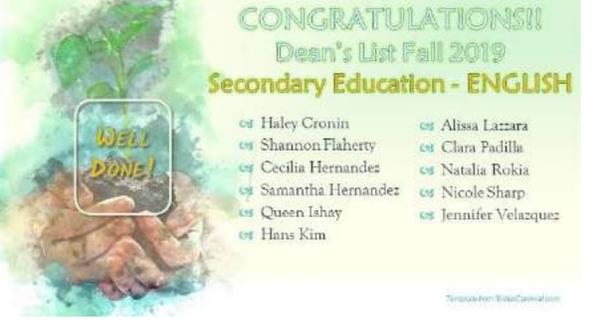
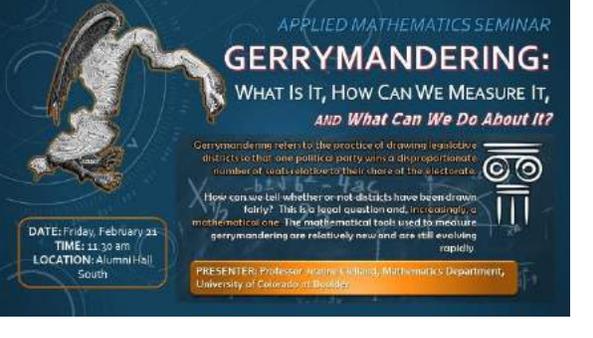
Thursday Evening, February 20, 2020
Guest Speaker: **Dr. Kathleen Bardozi-Haring**, Professor at Ball State University
Topic: Teaching Pragmatics

1/17/2020

“TESOL Turns 10”

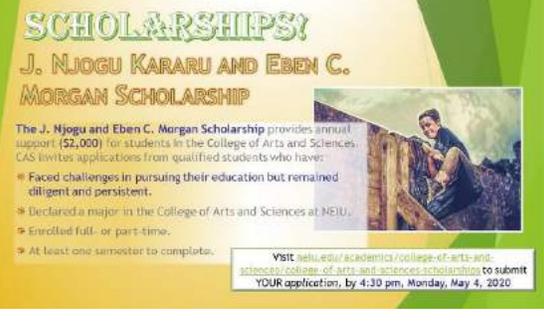
Promoting TESOL speaker series featuring Melanie Sampson.

 <p>LINGUISTICS COLLOQUIUM Evidentiality in Uzbek and Kazakh Presented by Dr. Christopher A. Straughan</p> <p>Wednesday, January 29, 2020 6:30 – 7:30 pm, SU 214, NEIU</p>	<p>1/22/2020</p> <p>“Derrick Colon”</p> <p>Linguistics Colloquium guest speaker Derrick Colon</p>
 <p>Share Your Work In a Relaxed Atmosphere!</p> <p>ARS A Reading Series</p> <p>Open invitation to students to participate in ARS Reading Series reading their current work.</p>	<p>1/23/2020</p> <p>“ARS: Share Your Work!”</p> <p>Open invitation to students to participate in ARS Reading Series reading their current work.</p>
 <p>Join the Philosophy Department</p> <p>For their First Colloquium of the Spring 2020 term.</p> <p>A PHILOSOPHY COLLOQUIUM</p> <p>Promoting the first Philosophy Colloquium of Spring 2020.</p>	<p>1/24/2020</p> <p>“Philosophy Dept. 1st Colloquium”</p> <p>Promoting the first Philosophy Colloquium of Spring 2020.</p>
 <p>THE 82: A READING BY NOVELIST Julie Iromuanya AUTHOR OF <i>MR. & MRS. DOCTOR</i></p> <p>Q&A and Book Signing to follow Thursday, February 20, 3-4 PM Angela Pedrosa Center for Diversity & Intercultural Affairs</p> <p>Promotion of Julie Iromuanya, guest speaker and writer for The 82: A Reading on 2/20/20.</p>	<p>1/28/2020</p> <p>“82 Julie Iromuanya Reading”</p> <p>Promotion of Julie Iromuanya, guest speaker and writer for The 82: A Reading on 2/20/20.</p>
 <p>Prison + Neighborhood Arts Project (PNAP) Spring Fundraiser</p> <p>a GOLD we all need</p> <p>In 2019, PNAP made history as we celebrated seven students who graduated with Bachelor of Arts degrees through the Northeastern Illinois University Without Walls (UWW) Program.</p> <p>DATE: Saturday, March 28, 2020 TIME: 10:00 – 12:00 PM (and an optional dinner 12:00 PM) LOCATION: PEPPERIDGE ART CENTER, 2000 S. UNIVERSITY ST., CHICAGO, IL 60608 TICKETS: \$10 (includes book and dinner) SPONSORED BY: PNAP (2019-2020), NEIU (2019-2020) & (2020) www.pnaparts.org</p>	<p>2/6/2020</p> <p>“A Gold We All Need”</p>

	<p>Announcement of Spring 2020 fundraiser for Prison + Neighborhood Arts Project (PNAP)</p>
	<p>2/6/2020</p> <p>“Climate Change Mitigation Technologies”</p> <p>CAS sponsored public lecture on carbon removal technologies featuring Wil Burns.</p>
	<p>2/10/2020</p> <p>“Dean’s List Fall 2019 – English”</p> <p>List of English Majors on the Fall 2019 Dean’s List</p>
	<p>2/10/2020</p> <p>“Dean’s List Fall 2019 – English Sec Ed”</p> <p>List of English Secondary Education Majors on the Fall 2019 Dean’s List</p>
	<p>2/13/2020</p> <p>“Mathematics Seminar: Gerrymandering”</p> <p>Promotion of seminar addressing a mathematical approach to gerrymandering.</p>

	<p>2/13/2020</p> <p>“The Politics of Pronouns”</p> <p>Joint Linguistics/Gender Studies/English colloquium featuring speaker Dr. Dennis Baron</p>
	<p>2/14/2020</p> <p>“TESOL Turns 10 Again”</p> <p>Second lecture in the TESOL lecture series.</p>
	<p>2/14/2020</p> <p>“Huntington Teaching”</p> <p>Job opportunity with Huntington Learning Centers tutoring elementary and high school students.</p>
	<p>2/19/2020</p> <p>“Neighborhood Services Advocate”</p> <p>Job opportunity with the office of Ald. Carlos Ramirez serving the 33rd Ward.</p>
	<p>2/20/2019</p> <p>“TriVia Speaker Series”</p> <p>Lecture on Indigenous Sovereignty by guest speaker Dr. Brian Burkhart</p>

<p>CHECK OUT UPCOMING</p> <h3>COURSES OF INTEREST FROM COMMUNICATIONS, MEDIA AND THEATRE!!</h3> <table border="1"> <thead> <tr> <th colspan="3">SUMMER 2020 (2ND HALF)</th> </tr> </thead> <tbody> <tr> <td>CMT356: American Musical Theatre</td> <td>TR 11:00-5:15</td> <td>Prof. Dan Wirth</td> </tr> <tr> <td>CMT347: American Horror Film</td> <td>TR 6:00-7:25</td> <td>Prof. Robert Blum</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">FALL 2020</th> </tr> </thead> <tbody> <tr> <td>CMT345: Special Topics Film & TV Genres</td> <td>R 10:00-8:45</td> <td>Prof. Nancy McVine</td> </tr> <tr> <td>CMT348: 2: Multimedia Storytelling</td> <td>MW 9:00-10:00</td> <td>Prof. Matthew Sage</td> </tr> <tr> <td>CMT347: 1: Playwriting</td> <td>MW 9:00-10:00</td> <td>Prof. John Miles</td> </tr> <tr> <td>CMT343: 1: History of Theatre I</td> <td>MW 8:00-8:15</td> <td>Prof. Dan Handberg</td> </tr> </tbody> </table> <p>The Playwriting course will count for Creative Writing minor and English Major elective credit.</p>	SUMMER 2020 (2ND HALF)			CMT356: American Musical Theatre	TR 11:00-5:15	Prof. Dan Wirth	CMT347: American Horror Film	TR 6:00-7:25	Prof. Robert Blum	FALL 2020			CMT345: Special Topics Film & TV Genres	R 10:00-8:45	Prof. Nancy McVine	CMT348: 2: Multimedia Storytelling	MW 9:00-10:00	Prof. Matthew Sage	CMT347: 1: Playwriting	MW 9:00-10:00	Prof. John Miles	CMT343: 1: History of Theatre I	MW 8:00-8:15	Prof. Dan Handberg	<p>2/25/2020</p> <p>“CMT Courses of Interest”</p> <p>Promotion of Summer/Fall 2020 CMT courses of interest to English Majors.</p>
SUMMER 2020 (2ND HALF)																									
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<p>WHAT NEIU ALUMS ARE DOING...</p> <p>Ryan Day (BA English, '06) completed a dual MA program at Autonomous Madrid and St. Louis University, then spent a year teaching at Shantou University in China. He pursued his Doctorate at Arizona State University in Early Modern Literature and Economics, getting his Ph.D in 2016. He's been teaching full time in Madrid ever since.</p> <p>Ryan is working on a book manuscript (university titled <i>Asap</i>, due for release) Shakespeare and the Evolution of the Human Genome and a novel called <i>Mr. Day</i>.</p>	<p>2/25/2020</p> <p>“Ryan Day NEIU Alum”</p> <p>Featuring 2006 Alum and English Major Ryan Day.</p>																								
<p>PAID, FULL-TIME SUMMER POSITIONS</p> <p>SUMMER 2020 INTERNSHIPS</p> <p>MacArthur Foundation</p> <p>Summer 2020 Available Positions</p> <ul style="list-style-type: none"> Grants Management Intern Criminal Justice Intern Philanthropy Intern/Leader For Change Chicago Commitment Intern Social Impact Intern Communications Intern <p>Internships are unpaid (\$15). Preferred timeline is mid-June to mid-August with 35-hour internship.</p> <p>Must be returning to school Fall 2020 to be eligible.</p> <p>Apply via Foundation website: https://macfound.org/apply-to-summer-internships</p>	<p>2/27/2020</p> <p>“MacArthur Internship”</p> <p>Summer 2020 internship opportunities with the MacArthur Foundation</p>																								
<p>CONGRATULATIONS!!</p> <p>TO RECENT NEIU ALUM SUSAN LANDWER</p> <p>Susan graduated from NEIU with an M.A. in English in December 2019. She has now been accepted into Marquette University's PhD program starting in Fall 2020.</p> <p>Her acceptance offer included full tuition remission plus an annual stipend and insurance!</p>	<p>3/3/2020</p> <p>“Susan Landwer Congrats”</p> <p>Congratulations to recent alum Susan Landwer on her acceptance into Marquette</p>																								
<p>SUMMER INTERNSHIP POSITIONS WITH THE OBAMA FOUNDATION!</p> <p>Summer 2020 Internships will begin on June 1, 2020, and end on August 21, 2020.</p> <p>Interns will be required to work just under 30 hours per week, Monday-Thursday, and will receive a modest \$16 per hour. The application will close on March 8, 2020, at 4pm EDT.</p> <ul style="list-style-type: none"> Public Engagement Intern Executive Offices Intern Digital Intern Development Intern <p>These internships are open to anyone currently pursuing their post-secondary pathway and who is eligible to work in the United States.</p> <p>www.obama.org/careers</p>	<p>3/4/2020</p> <p>“Obama Foundation Interns”</p> <p>Opportunity for summer internships with the Obama Foundation</p>																								

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COURSE	INSTRUCTOR	SESSION											
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 <p>ONE-DAY NORTHEASTERN ILL. UNIVERSITY ENGLISH CONFERENCE</p> <p>English Department faculty will read from papers and creative works-in-progress, with periods for discussion. <i>Free and Open to the Public! English Majors Encouraged to Come!</i></p> <p>APRIL 10 (FRIDAY) 10:00 AM - 1:00 PM COST: \$0 FOOD AND DRINKS: PROVIDED</p>	<p>3/6/2020</p> <p>“English Department Symposium”</p> <p>Promoting the 1-Day NEIU English Faculty Conference for English Majors and the general public.</p>												
 <p>SCHOLARSHIPS! BERNARD J. BROMMEL DOCTORAL SCHOLARSHIP APPLICATION DEADLINE: June 1, 2020 AVAILABLE POOL: \$5,000</p> <p>This scholarship supports doctoral study for alumni who have received either bachelor's or master's degrees from NEIU and meet the criteria specified by the donor, Dr. Bernard J. Brommel.</p> <p>SCHOLARSHIP CRITERIA:</p> <ul style="list-style-type: none"> • Earned a bachelor's or master's degree from NEIU. • 1st or 2nd year student admitted/enrolled for at least 3 credit hours in a doctorate or professional program accredited by the NECA or equivalent. • If enrolled in a doctor/master's/doctoral program, must have completed 32 hours of graduate work. • A strong research background; published articles/papers presented at conferences highly desirable. <p>Download YOUR application at: neiu.edu/academics/college-of-arts-and-sciences/college-arts-sciences-scholarships</p>	<p>3/9/2020</p> <p>“Brommel Doctoral Scholarship”</p> <p>Scholarship opportunity for alumni entering doctoral programs.</p>												
 <p>SCHOLARSHIPS! Dr. Harry N. Hild Student Writing Award APPLICATION DEADLINE: April 27, 2020 (4:30 pm) AWARD AMOUNT: \$900</p> <p>What does COMMUNITY mean to you? Submit a piece of writing on this subject, which may be: an informative/persuasive essay; a creative format (poem, short story, etc.); a journalistic approach; an open letter, or a personal narrative.</p> <p>ELIGIBILITY CRITERIA:</p> <ul style="list-style-type: none"> • Declared major in the College of Arts and Sciences. • Enrolled full- or part-time at NEIU. • A completed Harry N. Hild Student Writing Award application. • Must be a student with at least one semester remaining before graduation. <p>Download YOUR application at: neiu.edu/academics/college-of-arts-and-sciences/college-arts-sciences-scholarships</p>	<p>3/9/2020</p> <p>“Harry Hild Writing Scholarship”</p> <p>Scholarship opportunity for CAS students writing on the subject of Community</p>												
 <p>SCHOLARSHIPS! J. NJOGU KARARU AND EBEN C. MORGAN SCHOLARSHIP</p> <p>The J. Njogu and Eben C. Morgan Scholarship provides annual support (\$2,000) for students in the College of Arts and Sciences. CAS invites applications from qualified students who have:</p> <ul style="list-style-type: none"> • Faced challenges in pursuing their education but remained diligent and persistent. • Declared a major in the College of Arts and Sciences at NEIU. • Enrolled full- or part-time. • At least one semester to complete. <p>Visit neiu.edu/academics/college-of-arts-and-sciences/college-of-arts-and-sciences-scholarships to submit YOUR application, by 4:30 pm, Monday, May 4, 2020</p>	<p>3/9/2020</p> <p>“Kararu-Morgan Scholarship”</p> <p>Scholarship opportunity for CAS students who have persevered in their education despite obstacles.</p>												

 <p>SCHOLARSHIPS! BROMMEL-HANSON-McGEE AWARD EXTENDED DEADLINE: May 25, 2020 AWARD AMOUNT: \$800</p> <p>This fund identifies a student exemplifying excellence within the College of Arts and Sciences, through demonstrated academic achievement, potential for future success, and community leadership.</p> <p>SCOLARSHIP CRITERIA:</p> <ul style="list-style-type: none"> • Junior student entering their senior year at NEU • Declared at least one major in the College of Arts and Sciences. • Grade Point Average of 3.5-4.0 or higher. • A strong research background; published articles/papers presented at conferences highly desirable • Preference given to applicants in selective academic programs (McHair Scholars, etc.), leadership roles in NEU community, or participate in NEU Student Research and Creative Activities Symposium. <p>Download YOUR application at: neu.edu/academics/college_of_arts_and_sciences/scholarships</p>	<p>3/9/2020</p> <p>“Brommel-Hanson-McGee Scholarship”</p> <p>Scholarship opportunity for CAS students in their junior year who exemplify excellence.</p>
 <p>Welcome to our Newest English Major!</p> <p><i>Meriam Youkhana</i></p> <ul style="list-style-type: none"> -Ninkinda enthusiast -Chicago born Assyrian born on April Fool's day, which is also the day of Assyrian New Years. -Interested in teaching high school English in Chicago/suburbs -works at an aviary + raises baby parrots! <p>Welcome to newly declared English Major Meriam Youkhana! We are super happy to have her join our wild and creative family. And how cool is it that she raises little parrots?</p>	<p>4/9/2020</p> <p>“Welcome to Meriam Youkhana”</p> <p>Welcome to newly declared English Major Meriam Youkhana</p>
 <p>Let's Honor our English Alumni on the Front Lines!</p> <p>STAY HOME FOR RAGNA RUSSO '08</p> <p>Nurse, St. Catharine's Hospital, East Chicago</p>	<p>4/10/2020</p> <p>“Ragna Russo”</p> <p>Safety announcement mentioning English Alum and frontline nurse Ragna Russo</p>
 <p>Congratulations to Katelyn Juerjens!</p> <p>Katelyn was accepted into multiple PhD programs and chose to attend NORTHEASTERN UNIVERSITY (in BOSTON) with a full ride + generous stipend.</p>	<p>4/16/2020</p> <p>“Katelyn Juerjens Congratulations”</p> <p>Celebrating MA student Katelyn Juerjens on her acceptance into Boston's Northeastern University PhD program</p>
 <p>BORDERLESS MAGAZINE</p> <p>For the summer, to help build and expand our reach.</p> <p>Is Seeking an ENGAGEMENT INTERN</p> <p>Ideal candidates will be passionate about immigration issues and fluent in social media platforms, including Twitter, Instagram and Facebook. Experience with community outreach or public events is also desired.</p> <p>Interested candidates: Email your resume and samples of your work to info@borderlessmag.org</p>	<p>4/17/2020</p> <p>“Borderless Internship”</p> <p>Internship opportunity with online magazine Borderless for those interested in immigration issues.</p>

 <p>Someday...When Sports RETURN...</p> <p>Cover It as a BVM SPORTS WRITING INTERN!</p> <p>BVM Sports cover provides professional reporting of hyperlocal, timely, coaches and teams—both local and national scale.</p> <p>We seek talented students for the 2020-21 academic year: student journalists interested in expanding their portfolio with real world media experience. AND college credit.</p> <p>INTERNS WILL:</p> <ul style="list-style-type: none"> ➤ Write game coverage & reports ➤ Write player/coach/team profiles ➤ Write local human-interest stories ➤ Produce photo/video content to complement stories ➤ Share stories on personal social media platforms 	<p>4/17/2020</p> <p>“BVM Internship”</p> <p>Remote Summer internship opportunity with BVM Magazine as a Sports Writing Intern.</p>
 <p>Congratulations to Linguistics' Erica Lederman!</p> <p>Erica just published her article: “Context, Gestures and Smiles: Investigating linguistic and cultural attitudes in Rick Steves’ European phrasebooks” in the <i>Journal of Tourism and Cultural Change</i>.</p> <p>Erica also defended her MA thesis with universal accolades. Well done!</p>	<p>4/20/2020</p> <p>“Erica Lederman Congratulations”</p> <p>Celebration of Linguistics student Erica Lederman publishing her article and defending her MA thesis.</p>
 <p><i>Welcome to Newly Declared English Major Andraya Gsam!</i></p> <p>“I’ve been at Northeastern since 2018, I’ve just been undeclared!</p> <p>I plan to be a high school English teacher, so I’m getting my BA in English, and later participating in the Masters program for Secondary Education to get my teaching certificate.”</p>	<p>4/23/2020</p> <p>“Welcome to Andraya Gsam”</p> <p>Welcoming newly declared English major Andraya Gsam.</p>
 <p>WHAT NEIU ALUMS ARE DOING...</p> <p>Camille Severino</p> <p>Is Tending Bar and MAKING COMICS!</p> <p>Read her interview in <i>Chilled Magazine</i> about the bartending life and her comic: <i>3 Feet of Wood</i>.</p>	<p>4/30/2020</p> <p>“Camille Severino”</p> <p>Celebration of alum Camille Severino’s online comics career.</p>
 <p>STOP! ...IN THE NAME OF AWARDS!</p> <p>Don't forget! Don't lose it along the way!</p> <p>SUBMIT your JUICE-test work for the 2020 English Department Student Awards!</p> <p>And PORTFOLIO OF THE YEAR AWARD for Excellence Across Categories!</p> <p>CREATIVE WRITING: Poetry, Short Fiction, Creative Nonfiction, Hybrid Form</p> <p>CRITICAL WRITING: Comp/Literary Analysis, Research Papers, Cultural Studies</p>	<p>5/5/2020</p> <p>“2020 Awards Call for Entries”</p> <p>Initial call for students in the English major to submit work for the annual department awards.</p>

<p>CONGRATULATIONS! 2020 MAY/AUGUST ENGLISH GRADUATES</p>	<p>5/6/2020</p> <p>“Congratulations 2020 Grads”</p> <p>Announcement of all English students graduating in 2020.</p>
<p>CONGRATULATIONS ISAIAS ROGEL!</p> <p>Isaias has been accepted into New Mexico State University's MFA program in Creative Writing, with an emphasis in Fiction.</p> <p><i>Well Done Isaias!</i></p>	<p>5/7/2020</p> <p>“Congratulations Isaias Rogel”</p> <p>Congratulations on Isaias’ acceptance into NM State University MFA Creative Writing program.</p>
<p>CONGRATULATIONS TIA MUNTON!</p> <p>Tia is headed to the University of Illinois this Fall to begin her Master's in Library and Information Science</p> <p><i>Well Done!</i></p>	<p>5/12/2020</p> <p>“Congratulations Tia Munton”</p> <p>Congratulating Tia Munton in her acceptance to UI’s Master’s Program in Library Science</p>
<p>Congratulations MEGAN PALM!</p> <p>Megan completed her MA at NEIU, and plans to work as a high school English teacher, plus writing and submitting articles for publication.</p> <p><i>Well Done, Megan!</i></p>	<p>5/13/2020</p> <p>“Congratulations Megan Palm”</p> <p>Congratulating Megan Palm on completing her MA at NEIU and preparing to work as a HS teacher.</p>
<p>100% ...NEED YOUR AWARD SUBMISSIONS!</p> <p><i>Deadline EXTENDED to Mid-June!!</i></p> <p>2020 English Department Student Awards</p> <p>CREATIVE WRITING: Poetry, Short Fiction, Creative Non-Fiction, Hybrid Form.</p> <p>CRITICAL WRITING: Critical/Relay Analysis, Research Papers, Cultural Studies.</p> <p>PORTFOLIO OF THE YEAR: For Excellence Across Categories.</p> <p>Why wait until it's time to be great? SUBMIT, PERIOD!!</p>	<p>5/14/2020</p> <p>“2020 Awards 2nd Call for Entries”</p> <p>Second call for entries in the 2020 Student Awards with extended deadline.</p>

	<p>6/15/2020</p> <p>“2020 Awards call for Entries extended deadline”</p> <p>Call for entries in 2020 Student Awards with June 30th deadline.</p>
	<p>6/22/2020</p> <p>“Fall 2020 Tuition Merit Scholarship”</p> <p>Call for applicants for the English Department Undergrad Tuition Merit Scholarship for Fall 2020.</p>
	<p>6/24/2020</p> <p>“Spring 2020 Dean’s List English”</p> <p>List of English majors on the Spring 2020 Dean’s List</p>
	<p>6/24/2020</p> <p>“Spring 2020 Dean’s List English Sec Ed”</p> <p>List of English Secondary Education majors on the Spring 2020 Dean’s List</p>
	<p>7/1/2020</p> <p>“2020 Awards Final Call”</p> <p>Last call for entries in the 2020 Student Awards with July 3 deadline.</p>

ENGLISH LANGUAGE PROGRAM

Annual Report 2019-2020

Submitted by Tina M. Villa

I. Executive Summary

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

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

Administration of the ELP has continued with Tina M. Villa in the role of coordinator. We had no faculty retirements or resignations this year and our headcount remained at eight full-time instructors. We had a full-time program support specialist whose time was divided among the TESOL, ELP, and SAELL programs. One of the Program’s instructors continued to teach part of her appointment in the TESOL Program, and a second instructor split her time between ELP and the Learning Success Center. No adjuncts were hired this year.

In 2019-2020, the ELP offered a new course (ELP 098) whose corequisite course is ENGL 101 after a successful pilot in the previous spring semester (2019). Of the 72 students enrolled in the corequisite course sequence in the fall and spring, 55 (76.4%) successfully completed their ENGL 101 requirement. We are confident that these results will continue to hold for future semesters, and that the addition of this corequisite with ENGL 101 will continue to help boost our students' retention and success at NEIU.

In the summer of 2020, the Enrichment, Readiness & Growth Experience (EMERGE) program in English was offered to first time students as well as continuing students. The EMERGE program offers an intensive 3-week writing workshop to new incoming freshmen students who place into ELP 095, ELP 096, or ELP 098 and who choose to participate in the program. The goal of the program had been simply to hone the students' writing skills in preparation for retaking the placement test and advancing one or more levels in their placement for the upcoming Fall semester. However, most of the students participating in the program this summer were students who had already placed into English 101. Therefore, the students were participating in the program to advance their writing skills prior to beginning their coursework in the fall.

II. Program Plan

A. Long term goals

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

B. Projected needs

1. Faculty

None

2. Equipment

None

3. Other Resources

None

ENVIRONMENTAL SCIENCE

Annual Report 2019 – 2020

Submitted by **John M. Kasmer**

I. Executive Summary

I am happy to report that the interdisciplinary Environmental Science Program (ENVI) remained in good health during this period of evaluation, and that we survived the abrupt transition to the remote landscape forced upon us by the COVID-19 pandemic in the spring of 2020. The number of majors (16 in Spring 2020) and student credit hours in ENVI-monikered classes (227 in AY2019-20) are up slightly from last year, and the number of students graduating from the program (2) has been steady. Retention of students from Fall 2019-Fall 2020 was the highest in the last three years (92%), and much higher than the average for the CAS (86%). And in spite of the ongoing pandemic and enrollment declines at NEIU, it appears that our numbers for AY 2020-2021 are on an upward trajectory, so it is clear that the program is serving our students well and has the potential to grow in the future. We are also fortunate that we were able to establish a coordinator position for the program (**Kasmer**) and expect that having a dedicated leader for the program will be a catalyst for growth.

As a relatively new and relatively small program (both in terms of students, space and budget), we have limited opportunities to build infrastructure to support teaching and research activities, so it was a pleasant surprise that the cloud of the pandemic had a silver lining in the form of the Title III grant that NEIU was awarded. In order to help STEM programs pivot to remote and online instruction, the grant was able to provide funds (over \$34k) to purchase several complete sets of Bluetooth-enabled chemical/physical sensors that students could take into the field, and video equipment and software that have been used to create videos of lab and field activities for teaching remotely and online. In addition, we were able to get support from the CAS Science Equipment fund to purchase and install (on the roof of BBH) three air-quality monitoring stations (more on this below). We greatly appreciate these sources of support.

As far as faculty concerned, Summer 2020 saw the retirement of Dr. Laura **Sanders** (ESCI), and we thank her for her active involvement in the ENVI program and for having served as PI for multiple grants that have supported students in ENVI and ESCI.

Other faculty associated with the program continued to be active in securing funds for STEM Education and for environmentally-related research, with an emphasis on being able to offer tuition and paid research opportunities for students. Drs. **Geddes**, **Insel**, **Nicholson**, and **Voglesonger** are PIs, Co-PIs, and/or Collaborators in four externally-funded grants that total \$754k in new grants and continuation of a \$1.5M grant initially funded in 2018. We appreciate the efforts these faculty members have made to support students in STEM and in ENVI, and expect that the activities supported by these grants will improve recruitment, retention and graduation of students in all of the STEM departments at NEIU.

Faculty associated with the program continued to be active scholars who engage our students in research, and have contributed to curricular development for the ENVI program. During the period of evaluation, faculty published one peer-reviewed article and made three presentations at conferences, and students made six presentations at local, regional or national venues.

In addition, Dr. **Anderson** spearheaded installation of air-quality monitoring stations on the roof of BBH, and is leading a research project during Summer 2020, which was highlighted in an article of Noteworthy at Northeastern: *“Under the direction of Physics Department Chair Greg Anderson, Earth Science Professor Elisabet Head and Chemistry Department Chair Ken Nicholson, and in collaboration with the Environmental Protection Agency Region 5, four students have begun the arduous task of [examining air pollution data to study two separate issues](#): if areas with higher levels of particulate matter (or PM 2.5) correlate with higher cases or mortality rates of COVID-19 and the occurrence of ozone plumes. The research, which began this summer, is facilitated by the Student Center for Science Engagement, a Northeastern resource that offers students research opportunities to not only expand their resumes, but also examine various critical issues in science, technology, engineering and mathematics (STEM).”* (Live data can be accessed at the bottom of the page at this link <https://physics.neiu.edu/~anderson/research/air.html>)

Next, as far as curricular issues are concerned, Dr. **Anderson** took the lead in developing and moving through governance two versions (2-cr and 3-cr) of new ENVI-monikered course (Science in Popular Literature), which are our first offerings to support the University Core Curriculum requirement for boundary-crossing courses. One of the versions of this course is scheduled to be offered in Spring 2021, and we hope that its inaugural offering will be a terrific success.

And finally, I want to thank Dr. **Anderson** for organizing our inaugural Civic Engagement seminar series during 2019-20, with the aim of establishing a culture of scholarship and collaborations with local and national agencies working on environmental issues. We had speakers from the Metropolitan Water Reclamation District, US EPA Region 5, and the Chicago Park District, each of whom both presented interesting local environmental research and provided students with a sense of the kinds of careers that are available for environmental scientists. We hope to build upon this effort in the future, and engage our faculty and students with local and regional environmental-science researchers, agencies, and organization.

II. Program Plan

A. Long term goals

One of the long term goals of the program is to strengthen its curriculum by assessing the extent to which the current ENVI courses (101, 301, and 390) are achieving the desired learning outcomes and properly serving both students in the program and the general student population. During the coming year, we plan to develop a clear assessment plan, And, on a related matter, we plan to take steps to assess our advising practices and procedures, and to strengthen recruitment efforts with local community colleges.

B. Projected needs

Continue to build infrastructure: lab equipment, laptop computers that can be taken into the field, acquisition of Bluetooth-enabled sensors that students can take into the field, equipment to support remote instruction (which appears to be a lasting change in the teaching landscape), additional atmospheric and near-remote sensing data collection tools,

1. Faculty: With the establishment of a Coordinator, the recent (and ongoing) declines in enrollment at NEIU, and our possibly-increasing but still small number of majors, our immediate needs for additional faculty have diminished. However, if recruitment efforts both internally and with transfers from community colleges are successful and/or enrollment trends at NEIU are reversed, we may need a hire (BIO, CHEM, ESCI, or PHYS) to support the ENVI program. Such a hire would also help the home departments to create elective courses that would serve both their majors as well as ENVI majors.

2. Equipment: With the increasing emphasis and reliance on remote and online instruction, the primary needs of the program are laptops/tablets and sensors that can be issued to students and that can be taken out to the field (for either classes or research projects conducted with faculty).

3. Other resources: At the moment, there are no outstanding specific or substantial resources needed by the program. Again, if the size of the program increases, this may change, and the most likely additional resource needed would be space (beyond our single lab) to support both teaching and research.

III. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts

Insel, N. 2019. Response of the North American monsoon system to orbital forcings in the Eemian. Abstract GC31A-05, presented at 2019 Fall Meeting of American Geophysical Union, San Francisco CA, 9-13 Dec 2019.

Pini, AK and **P Geddes**. 2020. Fungi are capable of mycoremediation of river water contaminated with *E. coli*. *Water, Air, and Soil Pollution* 231:83. <https://doi.org/10.1007/s11270-020-4464-7>

4. Conference Presentations

Sanders, L, M Erber, **P Geddes**, S Saszik, and **K Voglesonger**. 2019. Can a cohort-based research community increase success for students who start college taking developmental courses? National Science Foundation Principal Investigators Meeting, Washington, DC (poster presentation)

Geddes, P. 2019. Identifying cattail species and their hybrids using molecular markers: Lessons learned. Minnesota Water Resources Conference, St. Paul MN. 15-17 Oct 2019. (oral presentation)

5. Funded grants

Cotton, JM (PI; California State University, Northridge), with Co-PIs: EG Hyland (North Carolina State University), **NI Insel**. RUI/COLLABORATIVE RESEARCH: The rise of C₄ grasses in South America: Linking grassland transitions to the South American summer monsoon. Award: NSF-EAR 1850658. Period: Apr 2019-Mar 2022. \$100,198

Geddes, P (PI), with Co-PIs: **K Voglesonger** and **K Nicholson**. A bridge to USDA research for HSI STEM undergraduates. Award: USDA-HIS/NIFA. Period: Sept 2020-Aug 2024. (Will not start until Summer 2022 due to COVID-19) \$275,000

Butts-Wilmsmeyer, C (PI), with Co-PIs: M Villamil, A Lipka, and M Bohn (University of IL, Champaign-Urbana) and Collaborator **P Geddes**. Preparing undergraduates for new frontiers in data analysis: Experiential learning in Applied Statistics (ELIAS) Fellows program. Award: USDA Agriculture for Research Initiative (AFRI)/NIFA. Period: Apr 2019-Mar 2023. \$378,765 (Currently funding research project of Sam Garcia, ENVI major.)

Sanders, L (PI), with Co-PIs: **P Geddes**, **K Voglesonger**, S Saszik, M Erber. A longitudinal research-based learning community to address critical transitions of underprepared freshmen in STEM. Award: NSF-HIS Building Capacity. Period: Oct 2018-Dec 2023. \$1,500,000 (Funds used to recruit and co-teach students in newly-developed courses NEIU 100 & 300 Fall 2019 and Spring 2020.)

6. Service

Insel, N: Reviewed manuscripts for *Geophysical Research Letters*, *JGR-Atmospheres*, and *Engineering Geology (ENGE)*.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications. (ENVI undergraduate students' names are in italics)

Albrigo, E and **P Acioli**. Spiral wave patterns in two-species predator-prey model. NEIU Student Center for Science Engagement 11th Annual Research Symposium, Chicago IL. 27 Sept 2019. (oral presentation)

García, S, and **P Geddes**. 2020. Macroinvertebrates as biological indicators: The role of artificial floating wetlands in aquatic ecosystems. NEIU Biology Department Virtual Research Symposium. Chicago IL. (oral presentation - virtual)

García, S, *G Ríos*, and **P Geddes**. 2020. Are microsatellite markers useful in detection of invasive plant species? A case study with *Typha domingensis*. Wisconsin Wetlands Association Annual Conference, Elkhart Lake WI. 18-20 Feb 2020. (oral presentation)

García, S, *G Ríos*, and **P Geddes**. 2019. Molecular tools may help with early detection of invasive plant species: A case study with *Typha domingensis*. NEIU Student Center for Science Engagement 11th Annual Research Symposium, Chicago IL. 27 Sept 2019. (oral presentation)

Ríos, G, *S García*, and **P Geddes**. 2019. Molecular tools may help with early detection of invasive plant species: A case study with *Typha domingensis*. SACNAS National Conference, Honolulu, HI. 31 Oct-3 Nov 2019. (poster presentation)

Sochacki, B, *Gomez, S*, and *Slate, J*. Busse Lake's South Pool is ideal for piscivorous fish populations due to high zooplankton densities. Midwest Ecology and Evolution Conference, Macomb IL. 28 Feb-1 Mar 2020. (poster presentation)

GEOGRAPHY & ENVIRONMENTAL STUDIES

Annual Report 2019 – 2020

Submitted by Erick Howenstine

I. Executive Summary

The Department of Geography & Environmental Studies, with a Chair, four Tenure Track Faculty and two part time Instructors served 541 students Fall and Spring terms with 16 and 21 courses in the two terms respectively. From Summer 2019 through Summer 2020 the Department issued 20 B.A.'s in Environmental Studies, 8 in Geography, 8 in Geographic Information Science (GIS), and 4 Masters of Arts degrees. In Fall 2019 the Department had 81 students including 14 Geography Majors, 25 Environmental Studies majors, 26 Graduate Students and 14 in the Graduate GIS Certificate Program. The average GPA for undergraduate students was 3.5, with average 52 credits each. Graduate Students' GPA mean was 3.8, with an average of 27 graduate credits cumulatively received.

The Department contributed to Northeastern in many ways. With mapping and GIS analysis faculty supported Institutional Research, Student Affairs, Facilities Management, and academic departments. They maintained NEIU's Tree Campus USA status, burned campus prairies, stewarded the Green Fee, Green Conservation Group, and a new club: The GIS and Geography Organization. Office Manager Lauren DeMaat, now serving three departments and six degreed programs, completed her first year. Faculty organized an alumni picnic, an alumni fundraiser, an International Study course, and supervised 13 internships. We also introduced to the curriculum a professional quality drone, purchased with monies raised in an alumni fundraiser. During this period, enrollments declined for the Department as they did across campus and we are addressing various ways to recruit more students.

There were 16 faculty meetings. Members also served on the Faculty Council on Academic Affairs (FCAA), the Climate Study, the Banner Functional Administrative Advisory Committee (BFAAC), the CAS Leadership Team, Administrative Team, and the University Planning and Budget Council (UPBC). Chair Howenstine helped move NEIU from paper to digital workflows with significant successes. Articulation agreements with all major feeder schools were completed in this year, and the Department submitted its Program Assessment reports as well.

The pandemic from March onward caused all courses to switch suddenly to remote format. This required cancelling the Belize travel course, foregoing some professional presentations, and a massive effort on the part of all faculty retooling and training with D2L and Zoom. Judging from end-term Student Evaluations teaching under these circumstances was very successful.

II. Program Plan

A. Long term goals

The Department is intent on addressing the enrollment decline, which may be driven by national trends in environmental regulations and also the confusion of our program with the relatively new Environmental Science degree. Our commitment to staying current includes updating of GIS software, integration of drone data collection and VR, and improving remote learning. Historically our field has not done well attracting minority groups – we want to understand the reasons for this and address them. Our new scholarship fund may be useful in attracting under-represented populations.

We also see promise in greater coordination with other environmental programs like Earth Science and Environmental Science to elevate NEIU's reputation in the environmental field. A director of campus sustainability would be pivotal in this effort.

B. Projected needs

Our needs are relatively modest in the face of lower enrollments. New equipment for research and teaching will be required. We are fortunate to have three reliable Instructors with PhDs and a number of M.A. graduates who are able to contribute. The Director of Sustainability, coordinating all environmental efforts across campuses, would be a targeted new hire. More important, we will need the attention and cooperation of various university offices as we promote our programs and recruit and welcome new students. The professional support of Marketing, Recruitment, Enrollment, Admissions, Advisement, Alumni Affairs, Financial Aid, Development, and Graduate Admissions will all be necessary.

III. Accomplishments

1. Articles and Abstracts, Local Exhibitions or Performances:

Schirmer, A. E.[†], Gallemore C.[†], **Liu, T.**[†], Magle, S., DiNello E., Ahmed, H., and Gilday, T. 2019. Mapping behaviorally relevant light pollution for urban habitat planning. *Scientific Reports* 9: 11925 (2019).

[†]*Authors contributed equally to the writing of this manuscript*

Liu, T. and Yang, X. 2019. Characterizing Spatial Variations of Urban Growth Patterns in Beijing, China through Spatial Analysis and Geovisualization. *Proceedings of the 29th International Cartographic Conference (ICC)*

Jennie M. Warmouth, Jeffrey C. Skibins, **Melinda Storie** & Gwyneth Schuler (2020) Melting the ice: arctic tourists' epiphanies and connections to wildlife, *Journal of Ecotourism*, DOI: 10.1080/14724049.2020.1849229

2. Conference Presentations, Group Shows

Liu, T. and Yang, X. 2019. Characterizing Spatial Variations of Urban Growth Patterns in Beijing, China through Spatial Analysis and Geovisualization. Presented at *the 29th International Cartographic Conference (ICC 2019)*, July 19, 2019, Tokyo, Japan

Storie, M. (2020, April). *Place characteristics of exceptional experiences in nature: Understanding the role of place in Environmental Epiphany experiences*. Paper presented at the American Association of Geographers Annual Meeting, Denver, Colorado. --Cancelled due to COVID-19.

Potosnak, M. & **Storie, M.** (2020, April). *Climate change and conservation psychology*. Invited talk: Academic Enrichment Council, Northwestern University Osher Lifelong Learning Institute (OLLI), Chicago, Illinois. --Cancelled due to COVID-19.

Storie, M. & Weed T. (2020, May). *Transitioning from forest preschools to "traditional" schools: A pilot study of the Chicago Forest Playschool*. Paper presented at the Inspiring Nature Play Conference, Chicago Botanic Garden, Glencoe, Illinois. -- Postponed until May 2021 due to COVID-19.

3. Service

Storie, Melinda. Editorial Board Member, *Human Ecology Review*

B. Student Achievements

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

Morales, Sonia (M.A. Geography and Environmental Studies) "Analyzing Informal Settlements in The Periphery of Latin-American Cities Using Remote Sensing" Illinois Geographical Society annual conference.

Morales, Sonia (M.A. Geography and Environmental Studies) was selected as one of the recipients for the 2019-2020 Illinois Geographical Society (IGS) Research Grant Award.

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

Baber, Ashley (Graduate GIS Certificate '19) co-authored a paper "Student Based Budgeting Concentrates Low Budget Schools in Chicago's Black Neighborhoods" published by The Project for Middle Class Renewal at U of I.

Fedoruk, Valerie (B.A. Environmental Studies '19) currently working towards her M.A. in Cultural Heritage Management at Johns Hopkins University.

Green, Destinie (B.A. Geography '19, Minor in GIS '19)

Destinie Green has been accepted into the master's program in Public Health at Purdue University and will start the program in Fall 2019. Destinie also has been accepted into the Area Health Education Center (AHEC) Fellowship, which is a two-year fellowship that aims at providing health care to underserved populations along with educating populations about health problems.

Jarnagin, Briana (BA Geography '17) was accepted to the MS in Higher Education Administration and Policy program, Northwestern University's School of Education and Social Policy

Lopez, Marco (B.A. Geography, minor in GIS '19), received the 2019-2020 Illinois Geographical Society Award for Four-Year College Outstanding Senior Geographers

Serrano, Samantha (M.A. Geography and Environmental Studies 2008) was accepted to the Ph.D. Geographic Education program at Texas State University at San Marcos. She will start in Fall 2021.

Samantha has been an AP Human Geography teacher at Conant High School in Hoffman Estates.

C. Alumni News

Anderson, Matt Ph.D. (M.A. Geography and Environmental Studies, '08) has published two more peer-reviewed articles. He earned his Ph.D. in Geography from University of Illinois Urbana-Champaign and is on the faculty at Eastern Washington University.

Anderson, M. B. (2019). Class Monopoly Rent and the Redevelopment of Portland's Pearl District. *Antipode*, 0(0).

Anderson, M. B., & Radil, S. M. (n.d.). A hard binary to shake: The limitations and possibilities of teaching GIS critically. *The Canadian Geographer / Le Géographe Canadien*, 0(0).

Junagadhwal, Aqsa (Graduate GIS Certificate '18) accepted a GIS Analyst position with the Davey Tree Experts on their environmental consulting/vegetation management team.

Kolovitz, Dylan (B.A. Environmental Studies '20) is now a grade 3-4 writing teacher and Campus Operations Specialist at IEDA Public Schools, Chicago

Venkatachalam, Deepa (M.A Geography and Environmental Studies '16) is now Associate Data Analyst with Fund Consulting LLC

Sebetto Casey (BA Environmental Studies, '15) was accepted to the MA Urban Planning and Policy, University of Illinois, Chicago. Concentration in Environmental Planning and Policy.

Senow, Robert (M.A. Geography and Environmental Studies '18) accepted an IT Specialist-GIS position with U.S. EPA Region 5.

Senz, Antonia (B.A. Environmental Studies '19; B.A., Geography '19, Minor in GIS '19) is Museum Associate for Friends of the Chicago River, at the McCormick Bridgehouse & Chicago River Museum.

Tilley, Nina (B.A. Environmental Studies '19, Minor in GIS '19) is working for Florida International University in an Aquatic Ecology Lab as a Lab Technician. During her senior year, she completed an internship with the Forest Preserves of Cook County and was also featured in their volunteer newsletter.

GLOBAL STUDIES

Annual Report 2019 – 2020

Submitted by Tracy Luedke

I. Executive Summary

2019-20 was a year for reflecting and building on the outcomes of the program review conducted the previous year. Global Studies received the report on our program review in August 2019. The report included multiple relevant suggestions, several of which we have pursued during this year. In September 2019, we enacted our newly approved program bylaws. In November, Global Studies faculty met with Provost Rome, to introduce him to the program as part of his “listening tour” as well as to follow up on program review.

During the year we began to work on several of the suggestions that emerged from the review, including partnering more closely with other interdisciplinary programs and sharing courses across programs as well as expanding options for capstone experiences for majors and continuing to build our online and hybrid course offerings.

In Spring 2020, Tracy Luedke was on sabbatical and Ryan Poll acted as GS Coordinator. Ryan focused on building community among GS majors by establishing a Global Studies club that began to meet every Tuesday during activity hour in the Pedroso Center. The club provided an opportunity for students to discuss their courses, discuss their developing thoughts on their capstone projects, discuss pre-chosen articles pertaining to Global Studies, and spend time getting to know one another and building relationships outside of class. The response from students was excellent, which demonstrates the value of this initiative.

Unfortunately, the COVID pandemic and subsequent shift to remote/online teaching and events limited progress in this and other areas for the remainder of the semester. However, we are pleased that we were able to keep Global Studies majors on track in their classes and moving toward graduation. Ryan worked closely with students as GS advisor and maintained the numbers of enrolled majors. Indeed, we were able to register our largest ever GS capstone class of ten students for Fall 2020.

The Global Studies program remains committed to providing opportunities for interdisciplinary study from a global perspective for NEIU students. The framework of the program allows students to engage with key issues and debates around the subject of globalization through a set of core courses grounded in a Global Studies perspective as well as through disciplinary and interdisciplinary electives that encourage multi-perspective critical thinking on key issues facing the global community.

II. Program Plan

A. Long term goals

- Develop innovative GS elective courses, perhaps offered in the summer, in order to provide curriculum on relevant issues and skillsets that will attract students to NEIU and to the program
- Conduct outreach to high schools and community college programs that might act as feeders for the GS program
- Establish connections with the College of Business, especially around their global business minor
- Increase internship opportunities for Global Studies majors
- Expand and enrich the relationship between the GS program and International Programs so that majors are more able to and interested in participating in study abroad
- Explore potential joint faculty hire that could serve GS as well as other program(s)

B. Projected needs

GS has limited needs at this point.

Faculty: In the future, we would like to pursue joint faculty hires that would serve GS as well as other programs.

Equipment: None needed.

Other Resources: Global Studies has begun collaborating with several other NEIU programs with related content and we would like to establish a space on the NEIU website where we could market this collective of programs and the shared double-major and major-minor program combinations we have to offer.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Lee, J., Choi, J., Park, K., Choi, S., **Mun, S.**, Kim, H., ... Kim, J. (Eds.). (2020). *Korean American population and household statistics in the US (2nd ed.)*. Chicago, IL: Hansa Institute.

3. Articles and Abstracts, Local Exhibitions or Performances:

De La Torre, Maria. (2020). "Teaching about Latino Immigration with a Focus on Social Justice." *Contemporary Justice Review*, doi.org/10.1080/10282580.2020.1755851

Hegerty, S.W. "Macroeconomic Volatility, Monetary Union, and External Exposure: Evidence from Five Eurozone Members" (2020) *Baltic Journal of Economics* 20(2), 117-138.

Hegerty, S.W. "Structural Breaks and Regional Inflation Convergence for Five New Euro Members" (2020) *Economic Change and Restructuring* 53(2), 219-239.

Hegerty, S.W. "Common Baltic-Nordic Business Cycles: Correlation Versus Markov-Switching Approaches" (2019) *Contemporary Economics* 13(4), 427-445

4. Conference Presentations, Group Shows

De La Torre, Maria. (2020). "Developing into Leadership Roles." *Midwest Sociological Society*, Omaha, NE (April 2-5, 2020). *Cancelled due to the covid pandemic.*

De La Torre, Maria.. (May 28-30, 2021). Principal site conference organizer, Justice Studies Association Annual Meeting to be held at NEIU. *Cancelled due to the covid pandemic.*

De La Torre, Maria.. (July 14, 2020). Presenter, Collaborative Online International Learning (COIL) Workshop, organized by Cris Toffolo, Office of International Programs, NEIU. Offered virtually globally, with participants from countries in Asia, Africa, Latin America, Europe, and the United States.

De La Torre, Maria.. (October 28, 2020). Presenter, Collaborative Online International Learning (COIL) Workshop, organized by Cris Toffolo, Office of International Programs, NEIU. Offered virtually globally, with participants from countries in Asia, Africa, Latin America, Europe, and the United States.

Hegerty, S.W. "Monetary Union, External Exposure, and Macroeconomic Volatility: Evidence from Five Euro Members" Illinois Economic Association, Illinois Economic Association, November 1, 2019, Chicago, IL.

Mun, S. (Moderator). (2020, Feb. 22). *Mental health and healing of Korean American*. The 2020 Spring Forum of Hansa Institute. Korean Cultural Center of Chicago (KCCOC), Wheeling, IL.

Mun, S. (Moderator/Discussant). (2020, Feb. 22). *The 2020 U.S. and world economy forecast*. The 2020 Spring Forum of Hansa Institute. Korean Cultural Center of Chicago (KCCOC), Wheeling, IL.

5. Funded grants

Cloonan, Denise. 2019 STARTALK Combination Grant Co-Director \$132K Arabic Language Children's Program, Arabic Teacher Training Program (awarded)

Luedke, Tracy. 2020 ChicagoCHEC grant renewal for 2020-25, \$17.7 million. NCI-funded tri-institutional (NEIU, Northwestern, and UIC) grant to address cancer health disparities in Chicago. Luedke is Co-Lead of Community Engagement component of CHEC.

6. Service

Cloonan, Denise.

- Invitation to be a reviewer for Oxford Research Encyclopedia (ORE) of Latin American History. I reviewed an article to be published in the ORE titled: “The Spanish Language in Latin America during the Colonial Period”, by Ilan Stavans
- Invitation to serve on NEH Humanities Initiatives for HSIs Panel June 2020 (accepted)

De La Torre, M.

- (2020-2022). President of the Justice Studies Association.
- (2018-2020). Vice President, Justice Studies Association.
- (2019-2022). Chair of the Social Action Committee, Midwest Sociological Society.
- (May 2020). Co-leader, Study Tour to take 10 NEIU students to Colombia, in collaboration with *Universidad del Atlántico* and *Universidad Simón Bolívar*, Colombia. *Cancelled due to the covid pandemic.*

Luedke, Tracy

- Board member, Pan-African Association (NEIU community partner)
- Editorial board member, *Journal of Religion in Africa*

Mun, Seung-Hwan

- Board Member, *Hansa Institute* (2017 - Present)
- Reviewer, *Asian Journal of Communication*

Schroeder, Chris

- co-coordinated two One Book One Chicago events that included the 39th Ward Alderman Samantha Nugent and WBEZ Reporter Monica Eng with the Albany Park branch and the Chicago Public Library
- editorial board member for the oldest independent periodical in comp studies (*Composition Studies*)
- judge theatrical performances as a member of the Joseph Jefferson Awards Committee
- Equity statistician, which includes analyzing voting data for all Equity productions and preparing attendance reports.

B. Student Achievements

GS major David Warme attended Universidad del Norte in Colombia for Spring 2020

C. Alumni News

- Mia Blixt-Shehan (GS 2017) completed a Master of Library and Information Science at UIUC (2020)
- Anna Augustyn (GS 2017) completed an MA in Political Science at NEIU (2020)
- Angelika Corlew (GS 2018) is a paralegal at Kikland & Ellis LLP
- Lissette Madrigal (GS 2019) is an optician
- Kayla Bible (GS 2019) is a flight attendant and is working on her first book of historical fiction
- Yongming Deng (GS 2019) is a research grants assistant at the Northwestern University Office for Sponsored Research
- Xenia Figueroa (GS 2020) is an account manager at C.H. Robinson
- Arely Anaya (GS 2020) is a supervisor at Lakeshore Learning Materials

HISTORY

Annual Report 2019 – 2020

Submitted by Charles R. Steinwedel

I. Executive Summary

(Organized according to the six Strategic Goals of the university's strategic plan.)

a. Enrollment and Student Success

The department, like the university as a whole, faced challenges in 2019-2020 with respect to enrollment. Overall, however, History undergraduate enrollments declined less than CAS enrollments, and History graduate enrollments held steady.

The number of History and History-Secondary Ed majors dropped from 81 in Fall 2018 to 69 in Fall 2019, while the number of History/Secondary Ed students increased from 12 to 16. (Note: History-Secondary Ed students complete the same program within the History Department that History majors do). The total for both categories dropped from 93 in Fall 2018 to 85 in Fall 2019, a drop of 8.6 percent. The decline in CAS students as a whole was 13.2 percent.

The number of History courses offered decreased from 28 in Fall 2018 to 24 in Fall 2019, a drop of 14.3 percent. The number of Student Credit Hours decreased very slightly from 1,404 in Fall 2018 to 1,395 in Fall 2019, a drop of less than one percent.

Enrollment in the History Masters Program remained steady, with 17 in History and 3 in Teacher Licensure Programs (TLP) in both Fall 2018 and Fall 2019.

The department has been affected by the decline in overall enrollment in general education courses at the university. In the past, the History Department recruited many of its majors from students enrolled in general education history courses.

The department is working to increase enrollments through the creation of new ELE-X courses of interest to a wide range of students and by greater attention to career possibilities for students. It participates actively in all opportunities the university provides to promote the History major.

b. Academic Excellence and Innovation

History faculty adjusted to the disruption caused by COVID-19 professionally and successfully. As of June, half the faculty had enrolled in CTL and Quality Matters training. Another faculty member completed training to teach in the First Year Experience program.

The department developed and guided through governance a new general education course “World History since 1500,” with the eventual goal of consolidating our general education offerings. We also developed and received governance approval for two new courses: “Women and Gender in Muslim Societies” and “War and Revolution in the Middle East Since 1500.”

c. Urban Leadership

In December 2019, the History Department participated in NEIU’s “#GivingTuesday fundraising initiative for the first time. Department alumni and faculty contributed a total of \$915. These funds were added to the Susan Rosa Memorial Scholarship fund, which enabled the department to award a \$1,000 to an excellent student. Generous gifts from former faculty enabled us to award three additional scholarships.

The department participated actively in outreach efforts to the local community. Through professional development seminars, media appearances, and invited lectures, faculty promoted the image of NEIU, communicated the interesting research that takes place at NEIU, and made public the expertise on our campus. The Covid pandemic substantially reduced public appearances in 2019-20, however.

Faculty members, Nikolas Hoel, Joshua Salzmman, and Mateo Farzaneh led Professional Development Seminars for high school teachers that were very successful. Salzmman and Francesca Morgan gave presentations to the Chicago Metropolitan History Fair.

Mateo Farzaneh made a total of four television appearances on WGN, WTTW, and ABC 7, and one radio appearance on Illinois Public Radio. Francesca Morgan participated in a panel discussion regarding the musical *Newsies* at the Paramount Theater in Aurora, IL.

d. Exemplary Faculty and Staff

As of June 30, 2020, the department consists of eight tenured/tenure-track faculty (including the chair) and three long-serving, budgeted instructors whose course loads in the History Department have dropped substantially over the last few years. Patrick Miller, who teaches U.S. History and African-American History, retired as of December 31, 2019. Instructor Dr. Leo Bacino retired as of June 1, 2020. Andrew Eisenberg declared his intention to retire in August 2022.

Grants

The History Department participated in the CASA Title V grant application, with the expectation that the department will contribute a course on the history of science to this STEM cohort program.

Joshua Salzmman received a prestigious and very competitive Summer Research Stipend from the National Endowment for the Humanities.

Charles Steinwedel received a US Department of Education Title VI grant via National Resource Centers (NRCs) for Russia/Eastern Europe to develop an interdisciplinary course on capitalism including Russian and East European content. The grant included funds for the purchase of materials for the NEIU Library. He received another Title VI grant to fund his participation in the Summer Research Laboratory at the University of Illinois, which was postponed until 2021 due to the Covid pandemic.

Publications

History Department faculty continued to produce scholarship at a high level. Joshua Salzmann book *Liquid Capital: Making the Chicago Waterfront* received an Honorable Mention in the 2019 Jon Gjerde Prize competition of the Midwest History Association.

Instructor Dr. Nikolas Hoel published two articles in religious studies journals.

Department members made numerous conference and invited lecture presentations.

Service

Department faculty did important service to professional organizations consonant with their high status in their profession.

Andy Eisenberg serves as a member of the Board of Directors of the Tang Research Foundation, a non-profit educational corporation active in funding research in classical Chinese history and culture. Christina Bueno chairs the Judy Ewell Award Committee of Rocky Mountain Council for Latin American Studies and the María Elena Martínez Prize Committee 2019 of American Historical Association's Conference on Latin American History. She also served as a manuscript reviewer for multiple prominent journals and publications in her field. Nikolas Hoel served as Nominations Chair of the Hagiography Society.

II. Program Plan

A. Long term goals

Community Engagement and Internships

The COVID-19 pandemic curtailed efforts to foster greater engagement with the wealth of resources in the Greater Chicago area. As the pandemic wanes and institutions reopen, the department will develop more partnerships with local historical institutions such as the Chicago History Museum, the Pritzker Military Library, and the Newberry Library, among other, smaller institutions. This would allow us to develop our offerings in the field of public history. We already have some graduates working in these institutions, but more systematic development of internships and coursework collaborations would improve our students' opportunities and NEIU's standing in the community.

Empowerment through Learning

The department's students would benefit greatly from more opportunities for the use of digital technology in historical work. Digital learning would not replace our traditional ways of research, writing, and discussing history, but enable students to innovate in how they organize and present their work. Doing so would give students critical skills and knowledge that expand the types of work for which they would be qualified.

Internships and digital learning could be part of a broader effort to develop professional skills and career planning among humanities and social science students in general. Whereas students in STEM fields have access to the resources of the Center for Scientific Engagement, students in the humanities and social sciences have minimal resources with which to make the transition from campus to professional careers. Offerings in digital humanities and social sciences would make our students more competitive in the job market and open new possibilities for them.

B. Projected needs

1. Faculty

With Patrick Miller's retirement in December 2019, the Department is without a specialist on African-American History. Since the department also lacks a specialist on Early America, this leaves us with no coverage of areas essential to the university and for the training of our students and future teachers. Early American history was identified as an area of need by our external reviewer in 2015.

2. Equipment

The computers in the department are growing old and inadequate to the increased demands placed on them as faculty use media in the classroom or for online course offerings. We have been lucky not to have more equipment fail and jeopardize instruction while we are teaching remotely.

As we return to campus, we continue to have basic needs for office furniture. We have no department budget for this. Facilities Management periodically comes around to tell us that our file cabinets, desk chairs, and other office furniture are in violation of safety codes, but we have no money to replace them. That should not be a requirement of the department. NEIU needs to provide safe and functional office equipment for every faculty and staff member.

3. Other Resources

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

The elimination of our department travel budget has meant that TP faculty can attend at best one conference a year. In some cases, faculty who have achieved scholarly excellence have not been able to attend any conferences to present their research. We are fortunate to have instructors with Ph.Ds who also conduct research, but with no funds for travel they cannot do it. The lack of resources directly and negatively impacts our ability to fulfill the teaching and research missions of the university.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Nikolas Hoel. "Hues of Martyrdom: Monastic and Lay Asceticism in Two Homilies of Gregory the Great on the Gospels," *The Downside Review*, 138 (2020): 3-18.

_____. "Response: Comparison as a Provisional Activity," *Religions* 11 (2020), 36. <https://doi.org/10.3390/rel11010036>.

2. Conference Presentations, Group Shows

Christina Bueno. "From Fragments to Pristine Artifacts: The Making of Archaeological Patrimony in Modern Mexico," Rocky Mountain Council for Latin American Studies, Las Cruces, New Mexico, April 2020. Accepted, but conference was cancelled.

_____. "The Tangled Journey of the Cross of Palenque," Midwest Conference on Mesoamerican Archaeology and Ethnography, Northeastern Illinois University, March 2020.

Nikolas Hoel. Respondent/Moderator, "Power Matters: Hagiography Rhetoric and Patronal Dynamics in Historiographical Sources," International Medieval Congress, Leeds, England, July 2019.

_____. "Communal and Individual Monastic Identity in Gregory the Great's *Dialogues*," International Medieval Congress, Leeds, England, July 2019.

_____. "To be Written Upon: The Odd Case of the Deformity of Theodore and Theophanes *Graptoi*," 45th Annual Byzantine Studies Conference, Madison, Wisconsin, October 2019.

_____. Participant on the Roundtable, "Teaching Comparison," American Academy of Religion, Annual Meeting, San Diego, California, November 2019.

Charles Steinwedel. Presenter, "Sugar in Late Imperial Russia: The Particular

Regulation of a Product of Universal Necessity,” for the Conference “Trade and Empire: Productivity, Economic Exchange, and Differences in Eurasia,” (virtual), organized by Smith College and the University of Tiumen, Russia, June 23, 2020.

_____. Discussant for a panel entitled, “Understanding the Russian Empire through the Politics of Race,” “Thinking ‘Race’ in the Russian and Soviet Empires,” University of Illinois at Chicago and University of Chicago, Chicago, IL, March 6, 2020.

3. Funded grants

Joshua Salzmann, Summer Research Stipend, National Endowment for the Humanities, \$5,000.

Charles Steinwedel, US Department of Education Title VI grant via National Resource Centers (NRCs) for Russia/Eastern Europe, \$2,000.

_____. US Department of Education Title VI grant from the U. of Illinois’s Russian, Eurasian, and Eastern European Center to support research at the Summer Research Lab, July 2020, \$1,150. Postponed until 2021.

4. Service

Christina Bueno served as chair of the Judy Ewell Award Committee of the Rocky Mountain Council for Latin American Studies and the María Elena Martínez Prize Committee 2019 of American Historical Association’s Conference on Latin American History. She also reviewed multiple manuscripts for elite journals and major academic presses.

Andrew Eisenberg was a member of the Board of Directors of the Tang Research Foundation, a non-profit educational corporation active in funding research in classical Chinese history and culture.

Joshua Salzmann serves on the Steering Committee of the Chicago Gun Violence Research Collaborative.

JUSTICE STUDIES

Annual Report 2019 – 2020

Submitted by M. De La Torre

I. Executive Summary

This academic year was challenging for students, faculty and staff. In March of 2020 the university closed the campus due to the COVID-19 global pandemic and although this upended academic life forcing us to cancel some of our planned activities, our staff and faculty were responsive to the challenge and quickly adapted administrative tasks and procedures, teaching, serving, and research work to virtual and online modalities. This was a phenomenal transformation that took work, time, and patience, but that was done with the purpose of protecting the well-being of our students, faculty and staff. Throughout the year, faculty continued to provide service to several professional organizations in our field by holding office, presenting at various local and national conferences and publishing in a variety of journals. In the year 2019-2020 a total of 43 students in the Justice Studies Major completed their Bachelor's Degrees.

II. Program Plan

A. Long term goals

Decreasing enrollments continue at both the university and departmental levels and their impact is deeply felt in the number of classes we can offer each semester. However, throughout this year faculty engaged in discussions on the enrollment challenges we face and brainstormed on ways to address them.

Curricular innovation

Faculty had key conversations regarding changes to our curriculum and in preparation for a program review in the next couple of years. One strategy the faculty pursued this year was to make our courses available to a broader number of students at the university. We had three successful curricular modifications aimed at making several of our courses meet requirements for the Bachelor's Degree. These courses include:

- **JUST 101-Intro. to Social Justice** was revised and approved by the University as a General Education Behavioral Sciences course.
- **JUST 321- Violence Against Women** and **JUST 355- LGBTQ Communities & Crime** were adjusted and approved as Engaged Learning Experience – Boundary Crossing courses.

Recruitment Visits

The department chair participated in college visits throughout the Chicago metropolitan area to recruit students especially from community colleges that send significant numbers of students to NEIU, including Triton, Truman, and King College.

Advising and Career Mentoring

A key concern of the faculty has been to offer the necessary academic preparation in our field and at the same time support the development of skills for students' careers. Dr. [Nancy Matthews](#) helped organize a "Justice Studies Alumni Panel" as part of the "Justice Studies Day" that both aimed to offer advising and career mentoring to our students. Luckily, we had these events at the end of February 2020, before the pandemic closed our campus.

Assessment

Another aspect of faculty conversations was on assessment and this year we focused on the extent to which our students are learning and understanding research methods. Dr. Messenger led this effort and his report is also submitted to the CAS. Our findings suggests that "on average, students majoring in Justice Studies learn about differences between research methods, their relative strengths and weaknesses, and how to apply this knowledge to design and improve research studies." (p.3).

B. Projected needs

1. Faculty

Professor T.Y. Okosun retired at the end of spring 2020. The department has only four remaining TP faculty to serve the teaching, mentoring and advising needs of our students and to provide the service and academic needs of the program. We make do with these low number of faculty, but it is not optimal for program needs.

2. Equipment

Our computer equipment in the main Justice Studies office has aged and we may need to replace or update it in the next year or so.

3. Other Resources

We have been requesting for several years now a designated classroom for the Justice Studies Department's use that we can always assign to our classes and that may contain information on its walls that is relevant in our field and easy to consult by students. This request may be easy to grant in that it only asks that a classroom is designated to us. In addition, we have also requested for some time now a meeting room for departmental use similar to meeting rooms other departments have (e.g., History).

III. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts, Local Exhibitions or Performances:

De La Torre, M. (April 2020). "Teaching about Latino Immigration with a Focus on Social Justice." *Contemporary Justice Review*, doi.org/10.1080/10282580.2020.1755851

Guadalupe-Diaz, X. L., & **Messinger, A. M.** (Aug. 2020). Working toward transgender inclusion in the movement to address intimate partner violence. In A. M. Messinger & X. L. Guadalupe-Diaz (Eds.), *Transgender intimate partner violence: A comprehensive introduction* (pp. 362-377). New York University Press. [<https://nyupress.org/9781479890316/transgender-intimate-partner-violence/>]

Kurdyła, V., **Messinger, A. M.**, & Ramirez, M. (Oct. 2019). Transgender intimate partner violence and help-seeking patterns. *Journal of interpersonal violence*, 0886260519880171. [<https://journals.sagepub.com/doi/abs/10.1177/0886260519880171>]

Messinger, A. M. (Aug. 2020). Theorizing on the roots of transgender intimate partner violence. In A. M. Messinger & X. L. Guadalupe-Diaz (Eds.), *Transgender intimate partner violence: A comprehensive introduction* (pp. 110-132). New York University Press. [<https://nyupress.org/9781479890316/transgender-intimate-partner-violence/>]

Messinger, A. M., Dyar, C., **Birmingham, R. S.**, Newcomb, M. E., & Whitton, S. W. (Sept. 2019). Sexual and gender minority intimate partner violence and childhood violence exposure. *Journal of interpersonal violence*, 0886260519875556. [<https://journals.sagepub.com/doi/abs/10.1177/0886260519875556>]

Messinger, A. M., & Guadalupe-Diaz, X. L. (Eds.). (Aug. 2020). *Transgender intimate partner violence: A comprehensive introduction*. New York University Press. [<https://nyupress.org/9781479890316/transgender-intimate-partner-violence/>]

Messinger, A. M., & Guadalupe-Diaz, X. L. (Aug. 2020). The intersection of transphobia, human rights, and transgender intimate partner violence. In A. M. Messinger & X. L. Guadalupe-Diaz (Eds.), *Transgender intimate partner violence: A comprehensive introduction* (pp. 3-34). New York University Press. [<https://nyupress.org/9781479890316/transgender-intimate-partner-violence/>]

Messinger, A. M., & Koon-Magnin, S. (Oct. 2019). Sexual violence in LGBTQ communities. In W. O'Donohue, C. Cummings, & P. A. Schewe (Eds.) *Handbook of sexual assault prevention*, pp. 661-674. Springer: New York. [https://link.springer.com/chapter/10.1007/978-3-030-23645-8_39]

4. Conference Presentations, Group Shows

De La Torre, M. (2020, April). "Developing into Leadership Roles." *Midwest Sociological Society*, Omaha, NE. [CONFERENCE CANCELED DUE TO PANDEMIC]

—. (2020, May). Site conference organizer, Justice Studies Association Annual Meeting, to be held at NEIU. [CONFERENCE CANCELED DUE TO PANDEMIC]

—. (2020, July). Presenter, Collaborative Online International Learning (COIL) Workshop, organized by Cris Toffolo, Office of International Programs, NEIU. Offered virtually globally, with participants from countries in Asia, Africa, Latin America, Europe, and the United States.

Martensen, K. (2019, November). Making the Case for Research on Latinx Girls. Special Panel Invite at the American Society of Criminology. San Francisco, CA.

—. (2019, November). Gender Violence and Women of Color Feminisms at the Center of Prison Abolition. Paper Presentation at the American Society of Criminology. San Francisco, CA.

Martensen, K. (2019, November). Making the Case for Research on Latinx Girls. Special Panel Invite at the American Society of Criminology. San Francisco, CA.

—. (2019, November). Gender Violence and Women of Color Feminisms at the Center of Prison Abolition. Paper Presentation at the American Society of Criminology. San Francisco, CA.

Messinger, A. M. (2020, February). LGBTQ intimate partner violence. *Northeastern Illinois University CCRT*, invited presentation, Chicago, IL.

Fountain, K., **Messinger, A. M.**, Peterson, K., & Vasquez, A. L. (2019, October). LGBTQ intimate partner violence: Innovations in survivor services, policies, and research. *Northeastern Illinois University Angelina Pedroso Center*, panel organizer & presenter, Chicago, IL.

Messinger, A. M., Kurdyla, V., & Guadalupe-Diax, X. L. (2020, April). Intimate partner violence help-seeking in the U.S. Transgender Survey. *Southern Sociological Society Annual Conference*, regular session paper, Jacksonville, FL.. [CONFERENCE CANCELED DUE TO PANDEMIC]

5. Funded grants

Martensen, K. (2019, November). Research Grant. Institute of Race and Public Policy, University of Illinois Chicago (\$1,500).

Matthews, N. (2019). FAST Fund (NEIU UPI), Believe in Students Foundation, \$5000.

6. Service

De La Torre, M. (2018-2020). Vice President, Justice Studies Association.

— (2019-2022). Chair of the Social Action Committee, Midwest Sociological Society.

— (2020, May). Co-leader, Study Tour to take 10 NEIU students to Colombia, in collaboration with *Universidad del Atlántico* and *Universidad Simón Bolívar*, Colombia. [CANCELED DUE TO PANDEMIC]

Korda, C. President, Friends of Peterson.

— Chair, Peterson Parent Advisory Council.

— Team Member, Hate Has No Home Here National Project.

Martensen, K. (2019-2020). Guest Editor, Special Teaching Issue. *Contemporary Justice Review*.

— (2019-2020). Reviewer. *Social Compass*.

Matthews, N. (2018-present). University Professionals of Illinois, Chapter President.

— UPI FAST Fund, Founder and Committee Chair – established an emergency fund for student through UPI that made grants to students totalling \$9549.44. Most of these grants helped students with tuition emergencies, so this directly helped students and NEIU.

— Board member, Take Back the Night Foundation.

Okosun, T. Y., (2019-2020). Editor-in-chief of *Contemporary Justice Review* (CJR).

B. Student Achievements

JUST 318- Gangs in Chicago students. (2019, Fall). Research Symposium on Chicago Gangs. Carruters Center for Inner City Studies, NEIU.

JUST 355 LGBTQ Communities & Crime students. (2019, October). Students organized a series of on-campus awareness-raising events about violence and discrimination facing LGBTQ people. This year, students organized events within the Domestic Violence Awareness Month and LGBT History Month on the topic of LGBTQ intimate partner violence. NEIU

JUST 321 Violence Against Women students. (2019, November). Students organized a series of on-campus awareness-raising events about gender-based violence, as part of the internationally-recognized campaign 16 Days of Activism Against Gender-Based Violence. This year, those events focused on the intersections between gender-based violence and work. NEIU

LATINA/O AND LATIN AMERICAN STUDIES

Annual Report 2019 – 2020

Submitted by Brandon P. Bisbey

I. Executive Summary

This academic year the Latino and Latin American Studies (LLAS) Program completed its eighth year of offering a major and minor in the College of Arts and Sciences. The LLAS major supports the university's mission to provide an exceptional environment for learning, teaching, and scholarship and prepares a diverse community of students for leadership and service in our region and in a dynamic multicultural world. It also focuses on the Strategic Plan Goal 3.2 "Position and promote Northeastern as a leading Hispanic Serving Institution in the recruitment, retention, and graduation of Latino students," given the program's focus on Latino culture, which research has shown to benefit Latino students.

The LLAS program is dedicated to promoting research, training and engagement in the complex histories, cultures and politics of Latinos and Latin America. As part of a public, urban university whose mission is to provide high quality academic, the LLAS program offers students the opportunity to study the ever-growing Latino population in the United States. Currently, the Latino population consists of approximately 55 million people in the United States, or about 17% of the U.S. population; by the year 2050 the U.S. Census estimates that the Latino population will make up at least 30 percent of the total U.S. population. In the state of Illinois, Latinos are 16.5% or approximately 2 million residents; in the city of Chicago, Latinos are 29% of the city's residents. Chicago has the fifth largest Latino population in the U.S. As economic and demographic trends continue, the importance of providing the insight and understanding of Latinos and Latin Americans will also increase. The growing number of Latinos in the United States and the increasing importance of relations between Latin America and the United States generate the need for competent professionals to address social, economic, and cultural needs through professional roles in the field of education, business, politics, and community services. As such, the LLAS major and minor are essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural U.S.

The LLAS Program has continued to develop in exciting and productive ways in order to promote the goals of the University overall and of the program. Specifically, the Coordinator, Dr. Brandon Bisbey, focused on the following areas:

- Working to strengthen relationships between the LLAS program and other Latino-serving programs at NEIU through participation in the Council on the Status of Latinxs.
- Designing and implementing a new Assessment Rubric for the program.
- Leading student interns in the production of new promotional materials for the department, including a video to encourage enrollment in Spring 2020.
- Chairing a scholarship committee that awarded 6 need-based scholarships of \$350 each to LLAS majors in Spring 2020.
- Advising LLAS students academically and professionally.
- Actively supporting the co-sponsorship of numerous activities in the University with other programs and departments, including the *Mostra Brazilian Film Series* in Fall 2019, the "What's with the X in Latinx?" student and faculty panel in Spring 2020, and "A Virtual Discussion with author José Ángel Navejas" in Spring 2020
- Supporting student organization collaboration with LLAS. (For example, the Chimexla organization collaborated on the production of the "What's with the X in Latinx" panel.)

In addition to this work undertaken by the coordinator, LLAS faculty proposed several new courses in Fall 2019 and Spring 2020:

LLAS/WGS/WLC 340: Latinx Feminisms and Social Media (author: Sarah West)

LLAS 347: US-Mexico Border (author: Víctor Ortiz)

LLAS 348: Mestiza/o Ways of Knowing (author: Víctor Ortiz)

LLAS/WGS/ENGL 349G: Gloria Anzaldúa: A Deep Dive (author: Emily García)

LLAS 350: Latinos in a Transnational Perspective (author: Víctor Ortiz)

II. Program Plan

A. Long term goals

Articulate based on University priorities

LLAS continues to orient its long-term goals toward increasing enrollment, retention and graduation of majors and minors by increasing the variety of its native and cross-listed course offerings, providing excellent and responsive advising, and working across institutional divisions to increase interdisciplinary collaboration, for example, in the promotion of major/minor combinations and co-validation of courses.

B. Projected needs

1. Faculty

2. Equipment

3. Other Resources

- **Administrative personnel:** Since 2017, Jeanette Hernández, Administrative Aide for the department of World Languages and Cultures, has also been charged with administering LLAS, AFAM and WGS. Previously, there was an administrative aide dedicated solely to these interdisciplinary programs. Ms. Hernández is required to split her time between the WLC and the interdisciplinary program office (LWH 2096), which entails difficulties for all four programs mentioned, particularly in keeping the interdisciplinary program office space staffed and open for students. If we are to successfully grow LLAS we will need dedicated administrative support in the future.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Bueno, Christina. "The Excavation and Exhibition of Pre-Columbian Artifacts during the Porfiriato," in William Beezley, ed. *The Oxford Encyclopedia of Mexican History and Culture*, (New York: Oxford University Press, 2019).

2. Articles and Abstracts, Local Exhibitions or Performances:

West, Sarah M. "Yucateco Pirate Novels and the Discourses of the Mayan Rebel in the Nineteenth-Century Creole Imaginary." *Revista de Estudios Hispánicos*. Washington University, St. Louis. 2019.

3. Conference Presentations, Group Shows

Bueno, Christina. "From Fragments to Pristine Artifacts: The Making of Archaeological Patrimony in Modern Mexico," Rocky Mountain Council for Latin American Studies, Las Cruces, New Mexico, April 2020. Accepted, but conference was cancelled.

---. "The Tangled Journey of the Cross of Palenque," Midwest Conference on Mesoamerican Archaeology and Ethnography, Northeastern Illinois University, March 2020.

West, Sarah M. Organizer and Discussant, "Consideraciones literarias desde las 'trincheras de ideas': migrantes, mojados, y mujeres chicagüenses que confrontan el olvido". Latino Studies Association. Pending (postponed due to COVID-19).

---. “Aproximaciones académicas a la literatura en español de Chicago”. Latino Studies Association. Pending (postponed due to COVID-19).

---. “Literary Visions of the Caste War in Eligio Ancona’s *La Mestiza* (1861).” Southeastern Council of Latin American Studies. Oaxaca, Mexico. March 27-30, 2019.

---. “The Voices of Yucatán’s Caste War Rebels: a Literary Perspective.” Southeastern Council of Latin American Studies. Oaxaca, Mexico. March 27-30, 2019.

4. Funded grants

Ortiz, Victor. “Social Cohesiveness in a Chicago Suburb.” National Science Foundation, 2018-2021, \$149,000.

LINGUISTICS

Annual Report 2019-2020

Submitted by Richard W. Hallett

I. Executive Summary

The Linguistics Department still remains one of the largest graduate programs in the College of Arts and Sciences. During the 2019-2020 academic year, nine Master of Arts (MA) in Linguistics students graduated. Once again, the MA in Linguistics still serves as a bridge to Ph.D. programs. During the 2019-2020 academic year, one recent MA graduate student in Linguistics was accepted into the doctoral program in Linguistics at the University of Maryland with a full ride. Two alumnae of the MA Program in Linguistics completed their doctorates in linguistics, one at the University of Bern (Switzerland) and the other at the University of Michigan. Two alumni of the MA Program in Linguistics also began tenure-track positions, one at the University of Oklahoma and the other at Northeastern Illinois University. At the undergraduate level, 18 students were officially minoring in Linguistics in 2019-2020.

In terms of research, Dr. Ariana Bancu, who began her tenure-track position in Linguistics in the fall of 2019, published an article in a conference proceedings and two online book reviews. She also gave three presentations at international conferences, one presentation at a national conference, and one invited presentation. Dr. Karen Duchaj, senior instructor, presented a paper at an international conference and another at a national conference. Dr. Richard W. Hallett co-presented a paper with a current graduate student at a regional conference. A current graduate student in the MA Program gave a presentation at a conference in Belgium. Another graduate student published an article in an international journal.

Before the COVID-19 pandemic forced all Linguistics classes to go remote in the Spring 2020 semester, the Department of Linguistics sponsored a colloquium by a visiting ERASMUS+ scholar from Warsaw University (Poland), “Networked: From Innovation Diffusion to Language Acquisition,” and co-sponsored another colloquium by the same professor with the Department of Teaching English to Speakers of Other Languages (TESOL), “English Acquisition, Instruction, and Use beyond the US Context: Taking in a More Global Perspective.” Linguistics also sponsored colloquia two other colloquia, “Italian as a Heritage Language Spoken in the US” and “Evidentiality in Uzbek and Kazakh.” With TESOL, Linguistics co-sponsored another colloquium, “Corpus-Based Input for Teaching Pragmatics: Designing Activities for Academic Discussion.”

Assessment

Seven primary goals exist for the Linguistics Program: 1.) to introduce students to the nature and structure of language; 2.) to teach the principles and methods of linguistic study; 3.) to provide students with the tools to look at language as a part of culture; 4.) to foster an appreciation of the role of language as a medium of intercultural understanding; 5.) to foster an understanding of how language functions in relation to the society and culture of which it is a part; 6.) to teach the application of linguistic theory to language teaching; and 7.) to attain the knowledge of language and language use necessary for careers in language teaching and other language-centered careers such as curriculum development, speech pathology, forensic linguistics, computational linguistics, etc. Departmental evaluations focus primarily on instructors' teaching, specifically on their effectiveness of instruction, ability to interest students in the learning process, development of students' critical thinking, and fair and respectful treatment of all students. All of the Linguistics teaching professionals/instructors met and exceeded the criteria for the above goals for their teaching in the 2019-2020 academic year.

II. Program Plan

A. Long term goals

The Department of Linguistics remains committed to the creation of a Ph.D. Program. The Department maintains that it is uniquely qualified and poised both at the University and within the Greater Chicago Area to offer a high caliber doctorate program specializing in areas not currently offered by Northwestern University, the University of Chicago, or the University of Illinois at Chicago. Having successfully offered graduate classes online during the pandemic, Linguistics is now contemplating the creation of a doctoral program that could be offered at least partially online.

Concerning the creation of new programs/degrees, the Department of Linguistics remains cognizant of a need among its undergraduates minoring in Linguistics for courses in speech pathology. As stated in our last annual report, speech pathology programs in Chicago are small in number, quite competitive, and very costly. Moreover, none of the speech-language pathology programs in Illinois offers a degree in bilingual speech pathology. The Department of Linguistics is considering first developing a separate bilingual speech pathology minor (in addition to the current minor in Linguistics) that might help such students enter these competitive programs and/or developing an agreement with some of these programs that our students could take some of their required speech pathology courses at NEIU with the understanding that their coursework would transfer into another program. Eventually, the Department would like be able to offer both an undergraduate degree and a master's degree in bilingual speech therapy. Given NEIU's Hispanic-Serving Institution (HSI) status, the Department could easily distinguish itself in this area by offering these degrees that focus on speech pathology issues in both English and Spanish. The first step in this process for now, however, is to propose a new minor or track within our existing minor. We plan to work with the Office of the Dean of the College of Arts and Sciences as well as the Center for Teaching and Learning to see how much of these proposed new programs could be offered online.

B. Projected needs

1. Faculty

In order to address our disciplinary and personnel gaps and critical programmatic needs and focus on strategic growth, innovation, and interdisciplinary opportunities, the Department needs to hire at least one more assistant professor specializing in phonology and, preferably audiology and hearing sciences. Given our student population, this hire should have an extensive knowledge of a language other than English (LOTE). Before beginning a Ph.D. program in linguistics, the Department will need at least six full-time tenure/tenure-track faculty members.

2. Equipment

The Department needs to upgrade the university technology issued to its teaching professionals. For example, neither of the university-issued laptop computers used by the two tenured faculty members contains a camera. As the Department offers more and more online or hybrid courses, these faculty members will need to be supported with technology to be able to interact with students online. As the Department hopes to develop a bilingual speech pathology program, it will need a phonetics laboratory to offer students firsthand experience with cutting-edge technology and phonological analysis in the future. Such a lab would most likely only be the result of an external grant.

3. Other Resources

Once the Department has submitted paperwork for the creation of the proposed bilingual speech therapy programs, it will need to secure funding for accreditation by the American Speech-Language-Hearing Association (ASHA), as administered by the Council on Academic Accreditation (CAA). Current CAA fees are \$6,000 for initial accreditation, \$8000 for candidacy, and \$4620 for the initial site visit.

III. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts

3.1. Articles

Bancu, A. (2020). Two case studies on structural variation in multilingual settings. *Proceedings of the Linguistic Society of America* (5):1, pp. 750-764.

3.3. Book Reviews

Bancu, A. (2020). Open access textbook review of Anderson's (2018) *Essentials of Linguistics*, <https://open.umn.edu/opentextbooks/textbooks/essentials-of-linguistics>, posted May 7.

Bancu, A. (2020). Open access textbook review of Abrams's (2017) *Deutsch im Blick*, 2nd edition, <https://open.umn.edu/opentextbooks/textbooks/deutsch-im-blick>, posted August 29.

4. Conference Presentations

4.1. Refereed International Conference Presentations

Bancu, A. (2020). Category-specific coordinating conjunctions in a Germanic language. North American Research Network in Historical Sociolinguistics (NARNiHS) 2020 Research Incubator. (via ZOOM, April 17-18).

Bancu, A. (2019). Morpho-syntactic variation in a multilingual setting: How contact varieties can shed light on the structure of under-documented languages. 48th New Ways of Analyzing Variation (NWAV 48) Conference. Eugene, OR. (October 10-12).

Bancu, A., & Deaton, E. (2020). Stability of phonological variation in language contact settings. Annual Meeting of the North American Research Network in Historical Sociolinguistics (NARNiHS). New Orleans, LA. (January 4).

Duchaj, K. (2019). You should see Polythene Pam: Performance of dialect as a means of indexing social characteristics. The Abbey Road Conference. Rochester, NY. (September 27-29).

4.2. Refereed National Conference Presentations

Bancu, A. (2020). Two case studies on structural variation in multilingual settings. Linguistic Society of America Annual Meeting. New Orleans, LA (January 2-5).

Duchaj, K. (2020). Stressed syllable constraints on English names in pop music: Evidence from Lennon and McCartney. American Name Society Annual Meeting. New Orleans, LA. (January 2-5).

4.3 Refereed Regional Conference Presentations

Arroyo, F.M., & **Hallett, R. W.** (2019). Examining the linguistic landscape of an HSI in an urban area. Linguistic Association of the Southwest (LASSO) Conference. Baton Rouge, LA (October 31-November 2).

4.5. Invited Presentations

Bancu, A. (2020). Endangered languages. Invited lecture for a Language and Discrimination undergraduate class at the University of Michigan.

6. Service

International Service

Ariana Bancu was a judge for the International Gender and Language Association (IGALA) Best Graduate Student Paper Award in 2020.

Richard W. Hallett reviewed a manuscript for *The Open Psychology Journal* in August 2019. He also reviewed a manuscript for the journal *Social Semiotics* in March 2020.

National Service

Ariana Bancu reviewed abstracts for the Linguistic Society of America in 2020.

B. Student Achievements

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

Lederman, E. (2020). 'Context, gestures, and smiles': Investigating linguistic and cultural attitudes in Rick Steves's European phrasebooks. *Journal of Tourism and Cultural Change* DOI: 10.1080/14766825.2020.1753755.

Murphy, J. (2019). Practical implications of second modality second language (M2L2) acquisition in pedagogical contexts: A call for research. Sixth European and Ninth Nordic Symposium on Multimodal Communication (MMSYM). Leuven, Belgium, (September 9-10).

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

Micheline Kaufmann (MA Linguistics, 2019) was accepted to the Ph.D. program in linguistics at the University of Maryland with a full scholarship.

C. Alumni News

Ariana Bancu (MA Linguistics, 2012) received her Ph.D. in linguistics from the University of Michigan in 2019. In June 2019 she published an article, "Contact-induced variation in Transylvanian Saxon verb clusters," in *Language*. She is now a tenure-track faculty member in Linguistics at Northeastern Illinois University.

George H. Borawski (MA Linguistics, 2016) published a paper, "Optimizing L2 Vocabulary Acquisition: Applied Linguistic Research," in the *Purdue Linguistics, Literature, and Second Language Studies (PLLS) 2019 Conference Proceedings* in September 2019.

Vanessa (Revaz) Jaroski (MA Linguistics, 2014) successfully defended her Ph.D. dissertation at the University of Bern in Switzerland in the spring of 2020.

James Jones (MA Linguistics, 2016) gave a three-hour workshop, “Preparing for ATA’s Chinese>English Certification Exam,” at the American Translators Association’s (ATA) Sixtieth Annual Conference in Palm Springs, CA in October 2019.

Ryan Kasak (MA Linguistics, 2011) started a tenure-track position in Linguistics at the University of Oklahoma in the fall of 2020.

Kia D. London (MA Linguistics, 2019) presented a paper, “Infusing Afro-Latin Culture into the Spanish World Language Curriculum,” at the American Council on the Teaching of Foreign Languages (ACTFL) Convention in Washington, DC in November 2019.

Malgorzata (Gosia) Plaza (MA Linguistics, 2018) is working on her ESL and Bilingual Endorsements from Dominican University.

Jessica Rangel (MA Linguistics, 2003) was promoted to the rank of Lieutenant Commander (O-4) in the US Coast Guard on August 1, 2019.

Marco Shappeck (MA Linguistics, 2003) co-authored an article, “Linguistics in general education: Expanding linguistic course offerings through core competency alignment,” in *Language* in the summer of 2020.

MATHEMATICS

Annual Report 2019 – 2020

Submitted by Lidia Filus

I. Executive Summary

The Department of Mathematics takes pride in the ongoing accomplishments of its students and faculty.

Overall, during the academic year 2019-2020 we graduated 22 majors (compared to 13 in 2018-2019) and 10 (8 in 2018-2019) with a Master degree. There were 24 students enrolled in graduate programs (compared to 28 in 2018-2019) offered by our department and 71 (87 in 2018-2019) declared math majors enrolled in our undergraduate programs. We observed a continuous interest of students in our minor programs, mostly in Mathematical and Statistical Modeling of Complex Systems program (This applied mathematics minor program which was approved in 2014/15, is designed to better prepare students for careers in quantitative methodology for complex systems with applications primarily in healthcare, financial, and social science. This minor is linked and essential to the NIH MARC grant).

In Fall 2019, math classes contributed 4641 Student Credit Hours (SCH). This is a significant portion of 44,945, the total number of SCH in the College of Arts and Sciences and 70,027 of the University. This translates to approximately 10.3% and 6.3% contribution respectively.

The retention rate (Fall 2019 to Fall 2020) for our department undergraduate programs is 90.4% and for graduate programs 87.5%. Corresponding rates for the College of Arts and Sciences are 85.9% and 82.8%

The department continues to provide a supportive environment to assist a broader NEIU student population in succeeding in mathematics. Opened in Fall 2016, the Math Community Center and its coordinator, Professor Cordell play an integral part in those efforts.

The Department continued to offer a variety of initiatives (in the format allowed with the COVID 19 restrictions in Spring 2020) in order to create a student friendly environment, increase math awareness, enrich student support, and provide extra curricula experience important for students' academic development and their future career. Among them are:

Department Seminars provide a stimulating forum for faculty and students for discussion and exchange of ideas on research in different areas of mathematics, their applications, and interdisciplinary research. Our Applied Mathematics Seminar is coordinated by Professor Kahouadji and Mathematics Education Seminar by Professor Graham. Here are some examples of 2019-2020 seminar presentations: : “Databases Have Topology” by Dr. Abraham Smith, Univ. Of Wisconsin, "[Gerrymandering: What is it, how can we measure it, and what can we do about it?](#)" by Dr. Jeanne Nielsen Clelland, University of Colorado at Boulder

Workshops on Mathematical and Statistical Modeling of Complex Systems. They were designed to provide participants with hands-on experience in interdisciplinary quantitative analysis. The first took place in December 2012. In 2019-2020, Professors Filus, Hibdon, Kahouadji, and Turian organized the 15th Workshop on Mathematical and Statistical Modeling of Complex Systems. It took place on November 18-19, 2019 and was organized in collaboration with the ChicagoCHEC grant and Warsaw School of Economics (Poland) supported by a grant from NAWA Polish National Agency for Academic Exchange. The Workshop focused on Modeling for Cancer Risk Assessment; Modeling in Health, Sciences, Business and Economics. It was a very successful event with speakers coming from Northeastern Illinois University, University of Chicago, Arizona State University, University of San Francisco and Warsaw School of Economics.

Curriculum Development

- Cordell. Designed course proposal for the Math 173C co-requisite course.
- Cordell, Graham. Collaborated with Mathematics Department faculty to develop new stretch and co-requisite courses for the Title III and Title V grants.
- Cordell. Developed an online version of Math 173C due to COVID-19.
- Turian. Member of the exploratory committee for developing an interdisciplinary Biomathematics program at NEIU.
- Kahouadji. Accomplished listing of NEIU in the Society of Actuaries (SOA) University and Colleges with Actuarial Programs, in the tier Introductory Curriculum (UCAP-IC). In order to be included in the SOA's UCAP, a department/program/university must demonstrate that they have courses that prepare for at least two actuarial exams, and have at least one of the three VEE (Validation by Educational Experience) subjects approved (Economics, Accounting and Finance, Applied Statistics). The SOA approved the following courses to meet these requirements:

MATH 347 - Probability for Actuaries with Actuarial Exam Preparation, taught in Spring 2019, course preparing for SOA Exam P (Probability), and

MATH 357 - Financial Mathematics for Actuaries with Actuarial Exam Preparation, taught in Fall 2019, course preparing for SOA Exam FM (Financial Mathematics).

ECON 303 - Intermediate Macroeconomics Theory
ECON 304 - Intermediate Microeconomics Theory

This recognition further demonstrates Northeastern's ability to prepare students for careers in Actuary. Congratulations to the Math Department on this achievement.

The department continued to look at ways to offer free open source material for our courses. Multiple courses have gone to fully open course material, including college algebra, piloted by Philip Wagala Gwanyama, and other faculty including Nancy Wrinkle, Matt Graham, Katy Bird, Sarah Cordell, Emma Turian, and Nabil Kahouadji.

Philip Wagala Gwanyama continued to operate a Free Problem Solving Seminars for Graduate students in the M.S in Mathematics program preparing for their M.S. Qualifying Examinations.

II. Program Plan

A. Long term goals

The long term goals for the mathematics department are the following:
Provide quality and innovative education in mathematics and related fields addressing the current job market and community needs.

Create a center for students' success in mathematics.

Cooperate with other departments to develop interdisciplinary programs in highly demanding areas such as biomathematics, actuarial science, data science and analytics, and other areas which require mathematical science skills.

Cooperate with other departments in developing innovative programs for teachers.
Improve student outcomes at all levels: developmental, service, and undergraduate major and graduate courses, by pursuing evidence-based pedagogical innovations that reflect best practices in mathematics education.

Play a leading role in the university's work to increase the proportion of underrepresented minorities successfully pursuing STEM majors.

B. Projected needs

1. Faculty

New tenured line positions to support and enhance academic excellence, and develop innovative programs.

- a. Statistics
- b. Biomathematics
- c. Math Education
- d. Analytics/Data Science

Addressing the need for a statistics position is urgent and extremely important. At the moment the department does not have a statistician.

2. Equipment

More up-to-date computer equipment for instructors is needed.

3. Other Resources

Increased support for faculty to participate in professional meetings and get professional development.

III. Accomplishments

Building on the work done in previous years, faculty members have distinguished themselves in teaching, research, and service. The faculty members have continued to excel in their research and publication activities. Their conference presentations and publications are impressive. The faculty have also been very successful in acquiring grants.

Awards

Sarah Cordell received Audrey L. Reynolds Distinguished Teaching Professorship Award, NEIU, Fall 2019

Lidia Filus listed in the Kosciuszko Foundation Collegium of Eminent Scientists

https://www.thekf.org/kf/programs/KF_Collegium_of_Eminent_Scientists/

A. Faculty Research/Creative Activities

2. Book Chapters, Regional Exhibitions or Performances

Filus, *A General (Universal) Form of Multivariate Survival Functions in Theoretical and Modeling Aspect of Multicomponent System Reliability Analysis* (with J. Filus), in Ram M., Pham H. (eds) *Advances in Reliability Analysis and its Applications*. Springer Series in Reliability Engineering. Springer, Cham, 319-342, 2020 (online Dec. 12, 2019)

Polyashuk, *Applying Intangible Criteria in Multiple-Criteria Optimization Problems: Challenges and Solutions*, Chapter 4 in *Advanced Studies in Multi-Criteria Decision Making*, pp. 81 - 94, 2020

3. Articles and Abstracts, Local Exhibitions or Performances:

Filus, *Universal Form of Bivariate Reliability Functions* (with J. Filus), ISSAT Proceedings, 25th ISSAT Conference Reliability & Quality in Design, Ed. Hoang Pham, ISBN: 978-0-9910576-7-2, 137-141, 2019

Filus. *Building Cross-Institutional Collaborative Infrastructure and Processes: Early Lessons from the Chicago Cancer Health Equity Collaborative* (with M.A. Simon, M. Fitzgibbon, C. Ciecierski, J.M. Cooper, E. Martinez, L. Tom, J. Kanoon, J. Feinglass, R. Warnecke, M. Stuart, M. Stern, R.A. Winn), *Progress in Community Health Partnerships: Research, Education, and Action*, Volume 13, Special Issue 2019, 5-13, John Hopkins University Press, 2019

Filus. *Architecture of the Chicago Cancer Health Equity Collaborative – A Partnership Delivering Transformative Cancer Health Equity Research, Education and Community Engagement* (with M.Simon, C. O'Brian, M. Fitzgibbon, C. Ciecierski, J. Feinglass, R.Winn), *Cancer Health Disparities*, Vol. 4 (2020)

Filus, *On Statistical Aspects of Advanced Stochastic Modeling of Lava Flows of Volcano Lonquimay* (with M. Stehlík, J. Filus and Stehlíková), Proceedings of the 11th DQM International Conference Life Cycle Engineering and Management, Prijedor, Serbia, 25-26 June, 2020, 73-84, 2020

Polyashuk, *Multi-Criteria Solutions for Optimizing Lineup in Baseball*, Proceedings of MathSport International Conference, pp. 277 - 306, 2019

Zeng, *On the sensitivity of singular and ill-conditioned linear systems*, *SIAM Journal on Matrix Analysis and Applications*, Vol. 40, No. 3, pp. 918-942, (2019)

Zeng, *Geometric modeling and regularization of algebraic problems*, Proceedings of International Symposium on Symbolic and Algebraic Computation (ISSAC '20, refereed and highly competitive annual conference of Association of Computing Machinery (ACM)), pp. 458-465, 2020

4. Conference Presentations, Group Shows

Cordell. Title III HSI STEM Professional Development Meeting, Northeastern Illinois University (El Centro), Fall 2019.

Graham, Accepted to present at (STEAM)² Conference, St. Charles, Il, April 17-28 2020 (conference Cancelled due to Covid-19).

Hibdon, Church, Stojkovic, Annual Biological Research Conference for Minority Students (ABRCMS), Director Meeting for MARC grant, Anaheim, CA, November 13-17, 2019.

Hibdon, Pines, Volgesonger, Geddes, Sztainberg, STEM ESS Institute: Creating Hispanic Identity in STEM through Evidence-based Student Serving Strategies, Invited Workshop, April 10 & 11, 2020 (Remote). Work is still ongoing.

Turian, E. *Tumor Dynamics under Immunotherapy: A Time-Delay Revised Predator-Prey Model*. The 10th Annual Faculty Research and Creative Activities Symposium - Northeastern Illinois University, Chicago, November 2019.

Wrinkle. Topology Postdocs Workshop, Georgia Tech, July 27-28, 2020 (remote). Invited Panelist on PUI (Primarily Undergraduate Institutions) Jobs Discussion Panel. <http://people.math.gatech.edu/~dmargalit7/tpw20/index.shtml>

Zeng, *Geometric modeling and regularization of algebraic problems*, Proceedings of International Symposium on Symbolic and Algebraic Computation (ISSAC '20), July 22, 2020, Kalamata, Greece (remote)

Zeng, *Newton's iteration at nonisolated solutions*, NEIU Faculty Research Symposium, Nov. 15, 2019

Zeng, *Singular linear systems are not ill-conditioned*, Workshop in Scientific Computing with Applications, Univ. of Arkansas at Little Rock, Nov. 1, 2019

Zeng, *A Newton's iteration quadratically converges to nonisolated solutions too*, Workshop in Scientific Computing with Applications, Univ. of Arkansas at Little Rock, Nov. 1, 2019

5. Funded grants

Bird. Mathematics Component Coordinator, Summer Bridge/EMERGE Program at Northeastern Illinois University, \$150,000, 2014-2020.

Cordell. Faculty Coordinator, Title III HSI-Science, Technology, Engineering, Mathematics and Articulation Program, EXITO: Exit on Time in STEM, U.S. Department of Education, \$5.6 million, 2017-present.

Cordell. Faculty Coordinator, Title V Developing Hispanic Serving Institutions (DHSI) – Individual Development, \$2.6 million, 2017-present.

Cordell. Mathematics Component Coordinator, Summer Bridge/EMERGE Program at Northeastern Illinois University, \$150,000, 2014-2020.

Cordell. Advisory, Mentor and Skill Enhancement Workshop Coordinator, NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences, \$1,500,000, 2014-present.

Filus. Co-PI (with Marzenna Weresa-Warsaw School of Economics, Christina Ciecierski-Economics). New Economy Lab: Strengthening and developing scientific and educational cooperation – Poland’s National Agency for Academic Exchange, CRU3565/2019, 419,000 PLN (approx. \$110,000), 12/1/2018-11/30/2020

Filus. Research Community Grant - to build the foundation for a specialized all-inclusive support program for a six-person cohort of NEIU students who are (either medically or self) diagnosed ADHD to receive resources, gain knowledge and establish a peer-to-peer accountability network that will provide them with a platform for growth, empowerment, and success so that they may overcome the difficulties that present within an academic setting and lead them to timely graduation from NEIU (with C. Ciecierski-Economics, J. Jonak-Special Ed), \$4,925, 2019-2020

Filus. Co-PI (with Christina Ciecierski-Economics) Chicago Cancer Health Equity Collaborative (ChicagoCHEC), National Institute of Health/National Cancer Institute, U54 Comprehensive Cancer Partnership to Advance Cancer Health Equity, \$17.4 million, 9/2015-8/2020, partnership of NEIU (U54CA202995), University of Illinois in Chicago (U54CA202997), and Robert H. Laurie Comprehensive Cancer Center of Northwestern University (U54CA203000)

Graham. Faculty Coordinator of co-requisite College Algebra course, Title III HSI-Science, Technology, Engineering, Mathematics and Articulation Program, EXITO: Exit on Time in STEM, U.S. Department of Education, \$5.6 million, 2017-present.

Graham. Faculty Coordinator of Statistics stretch course and Math for Teachers stretch course, Title V Developing Hispanic Serving Institutions (DHSI) – Individual Development, \$2.6 million, 2017-present.

Graham. Co-PI of NSF Noyce Scholars University and Community College Collaboration for Mathematics and Biology Scholar Teacher Education Grant (Award no. 1660785), \$1.45 million 2017- present.

Hibdon, Co-PI, NIH MARC U*STAR Grant, NIH, \$1, 281,120 (June 2019 - 2024), \$1,500,000 (June 2014-2019)

Hibdon. STEM PD Committee, Title III HSI-Science, Technology, Engineering, Mathematics and Articulation Program, EXITO: Exit on Time in STEM, U.S. Department of Education, \$5.6 million, 2017-present.

Zeng ,Regularization of hypersensitive problems for numerical computation with empirical data, NSF grant DMS-1620337, \$179,992, 2016 - present (with extension)

6. Service

Bird. Coordinator, Summer Bridge/EMERGE Program (Mathematics Component), Northeastern Illinois University, 2014-2020.

Cordell. Coordinator, Mathematics Community Center, Northeastern Illinois University, Fall 2016-2020.

Cordell. Coordinator, Summer Bridge/EMERGE Program (Mathematics Component), Northeastern Illinois University, 2014-2020.

Cordell. Mathematics Department Personnel Committee Chair, Northeastern Illinois University, Fall 2016-present.

Cordell. Member of MSTQE Faculty Design Team, Northeastern Illinois University, Spring 2020-present.

Filus. Member of the following editorial boards:

1. *Stochastic Modeling and Applications*
2. *Journal of Applied Mathematics and Computational Mechanics*
3. *Universal Journal of Mathematics*.

Filus. Member of the Program Committee of *Organization Review (Przegląd Organizacji)* <http://www.przeglądorganizacji.pl/>,

Filus. External Reviewer of Mathematics Programs at Governors State University, 2019-2020

Filus. Mentor of Dr. Tadeusz Mokrogulski, Erasmus Plus Scholar from Warsaw School of Economics

Filus. Member of the Scientific Committee of the 6th Stochastic Modeling Techniques and Data Analysis International Conference and Demographics2020 Workshop (SMTDA 2020), June 2-5, 2020, Barcelona, Spain

Filus. Member of the Scientific Committee of the 14th Scientific Conference “Multimedia in Business and Administration. ICT Technologies in Contemporary Management”, Czestochowa University of Technology, Poland, 2020

Filus. Member of the Pandemic Stress Indicator Expert Panel, Institute of Government and Public Affairs, University of Illinois System

Filus. President of the Chicago Chapter of the Kosciuszko Foundation

Filus. Member of the National Advisory Council of the Kosciuszko Foundation.

Filus. President of the Council of Educators in Polonia.

Filus. Co-Founding President of the Polish and European Academic Center for Exchange and Research (PEACER)

Hibdon. American Mathematical Society - Committee on Equity, Diversity and Inclusion, Spring 2020-present.

Hibdon. Society for the Advancement of Chicanos/Latinos and Native American in Science - Chapter Committee, Fall 2014 - present.

Hibdon. The Graduate School Diversity Council, Northwestern University, Summer 2020 - present.

B. Student Achievements

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

Paul Brinkmann (Math '18), Lily Radom, **Joseph Hibdon**, Brittany Pines, and Rachel Adler, *Geometry, Art and Cultural Relevance with Computational Thinking*, Joint Mathematics Meeting, Denver, CO, January 4-8, 2020.

Paul Brinkmann (Math '18), Lily Radom, **Joseph Hibdon**, Brittany Pines, and Rachel Adler, *Geometry, Art with Computational Thinking*, SCSE Annual Meeting, Chicago, IL, September 27, 2019.

Gurga, J., and **Turian, E.** *The Benefits of Radiotherapy for NSCLC Treatment: Modeling the Response using Different Numerical Methods*. The 15th Mathematical and Statistical Modeling of Complex Systems Workshop - NEIU, November 2019.

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

Lia Yusuf (Math '21) - Summer Research Assistant at Argonne National Laboratory (March 2020)

C. Alumni News

Grace Kim, MS 2019 - Teaching High School math at Sierra Vista Middle School in the Irvine Unified School District

John Aufdenkampe, BA 2018 & MS 2020 - Teaching at Harold Washington.

MATHEMATICS DEVELOPMENT

Annual Report 2019-2020

Submitted by Matthew Graham

I. Executive Summary

The Mathematics Department continues to make great strides in our main goal of providing a mathematical pathway for each student that allows them to complete their first math requirement for their major within two semesters. This year we worked with Sociology and created two semester pathways to the Sociology math requirement (which also satisfies NEIU's quantitative reasoning requirement). **This means all majors (including Psychology and Sociology) except Business, and STEM have a two semester pathway to complete their first math requirement for their major regardless of math placement.** Additionally, Biology majors choosing to use Math 275 for their math requirement that placed into Math 092 have a two semester pathway.

Math 111A/011A and Math 111B/011B: This stretch statistics course sequence:

- outperformed all other pathways (except for College Algebra Express corequisite) for students placing into Math 090, Math 091, and 092 with a pathway success percentage of 57% compared against 21% (Math 090 placement), 33% (Math 091 placement), and 46% (Math 092 placement). Students complete this in two semesters instead of 4 (Math 090 placement), 3 (Math 091 placement), or 2 (Math 092 placement).
- allowed 87 students to save time towards satisfying their Quantitative Reasoning (QR) requirement;

Corequisite College Algebra: The corequisite College Algebra Express Math 092C and Math 173C had a success percentage of 59% compared to 46% of the standard pathway (Math 092 and a college level course). That is, the corequisite course outperformed the 2 semester pathway and did it in half the time.

The structure and success of these pathways partially address strategic goals 1.2, 1.3, 2.3, 6.2.

LSC Partnership: Developmental Mathematics continued its recent partnership with the LSC. These services were underutilized during Covid-19, however, we will continue to offer exam retakes at the LSC when face to face instruction resumes. This partnership has allowed students in the new stretch courses opportunities to retake exams (as long as they had 70% on all homework assignments for that section). These services partially addresses strategic goals 1.2, 1.3, 2.7, 5.3.

EMERGE Summer Program: The 2019 Summer Bridge Program (EMERGE) had significantly less participation (17 students compared to 93 the year before) due to lack of recruitment efforts by the administration (more details are included in the report). Despite these challenges, EMERGE collectively saved the 17 students that participated from taking 18 math courses (47% advanced two levels and 12% advanced one level).

Submission of a Title V: CASA (Creating Access to STEM for all) grant: The NEIU grant writing team with Brittany Pines and Dr. Matthew Graham submitted a Title V: CASA (Creating Access to STEM for all) grant aimed at increasing equity in STEM for our students. The grant proposes a bold 2-3 semester sequence to get STEM students placing into Math 091 (or higher) to and through Calculus I. The grant proposes a cohort experience where students take Philosophy Ethics, Financial Literacy, Public Speaking, and History courses all taught with a STEM lens. The grant proposes forming a professional learning team comprised of faculty from History, Philosophy, Communications, Economics, and many STEM fields to build cross cutting curricula and thread STEM concepts throughout the undergraduate experience. Importantly, the grant will allow partnership with the Pedroso Center to allow our faculty to expand their Culturally Responsive teaching practices and efficacy.

II. Program plan

- A. **Developmental Mathematics Long Term Goals:** The parenthetical numbers refer to the University's strategic goals.
1. Create a mathematical pathway for each major that allows *any* student to complete the first math requirement for their major within two semesters. (1.2, 1.3, 2.3, 6.2)
 2. **(Achieved 2020)** Almost all (all except for maybe 6 per year ~87%) math developmental courses are free to the student (besides tuition). We have implemented the use of Open Educational Resource (OER) materials and free online homework servers. (1.2, 1.3, 5.3)
 3. Improve Universal Accessibility within course designs and course materials. (2.7, 2.8)
 4. Continue to contextualize and make relevant the mathematics in Developmental coursework in ways that elevate critical and analytical thinking. (1.2, 1.3, 2.3)
 5. Make the delivery of Developmental Mathematics courses consistent within the same semester and across semesters. (4.5)
 6. Establish metrics to gauge the effects of curriculum and course delivery changes and then, ideally, use this structure to identify variables, conditions, etc. that influence student success in order to modify/adjust our program accordingly. (4.5)

7. Provide Professional Development for Developmental Mathematics faculty, tutors, and Peer Leaders that is culturally relevant. (2.7, 4.4)
8. Continually improve course designs and materials to allow instructors to easily implement student centered classrooms, culturally responsive pedagogy, and mastery grading strategies. (2.7)
9. Create summer versions of our stretch courses. (1.2, 1.3)
10. Where appropriate create mathematical pathways that allow students to complete their first math requirement for their major in one semester. (1.2, 1.3)
11. Align math components of Summer Bridge with mathematical pathways.

FY 2021 Goals

We will continue to redesign the math development program. Regardless of whether we receive the Title V grant that we applied for, we will continue developing a shorter STEM and Business pathway. We will continue using the Title III: EXITO--Exit on Time in STEM and Title V: Comprehensive System of Support grants until they run out. Below are specific near term goals that will move us in the direction of accomplishing many of the long term objectives above.

o Curriculum Modification Goals

- *Math 111A and Math 111B:*
 - Continue to expand and create more online MyOpenMath content for these courses as well as fix mistakes, typos, errors in coded questions.
 - Develop a summer option for this course to better support students who would like to complete (or begin completing) the quantitative reasoning requirement over the summer.
 - Continue to make this course uniform. The course already has common exams that students can retake if their homework scores for that section are above 70%. Implement a grading system that allows uniform grading between sections.
 - Implement a mastery based grading system.
- *Math 148A and Math 148B:* This ran for the first time in Spring of 2020. We have realized that even with consistent effort and communication to the advising units it will be hard to identify students who are in a position to take a advantage of this sequence early enough. Many students are not sure that they are ready to commit to being an elementary or middle level teacher when they are taking developmental level math. We plan on developing a stacked version of this course which would have students from both the first and second semesters in the same class together. We also will explore mastery grading strategies in these courses.

- *Math 092C and Math 173C (STEM Corequisite)*: Although the success numbers continue to climb not all students commit to both courses. Sometimes they will only commit to the college level course and underperform in the support course. We plan on exploring mastery based grading strategies to help improve the course as well as putting all requirements in the college level course.
- *Math 113 corequisite course*: Design a corequisite course for Math 113 which would allow students a one semester option to complete the NEIU Quantitative reasoning requirement.
- *Math 097*: Given the success of the 111AB sequence we will no longer offer Math 097. This course has played a critical role in allowing the department to pilot new course materials that are being used in all of the stretch and corequisite options, however, there is no need for it if students can take a 2-semester pathway equivalent to Math 112 since this option is better and faster than Math 097 at getting students to and through the NEIU quantitative reasoning requirement.
- *Stretch Calculus*: We have learned quite a bit in delivering the Corequisite College Algebra course and believe in our ability to construct a 2-semester sequence starting from Math 092--or even Math 091--that would conclude with Math 187 (Calculus I). We have used this as one compelling piece of the Title V: CASA (Creating Access to STEM for All) grant described in the summary. It targets underrepresented students who want to pursue a STEM degree.
- *All math development classes*:
 - We are using MyOpenMath for for the delivery of almost all math development courses. There are only two exceptions: (1) in some 091, 091, 092 courses Knewton, an adaptive learning software system, is used and costs students ~\$30: (2) some online sections will use a different online homework system. This means outside of these exceptions all math developmental courses are free (besides tuition) to the student. This means we have achieved long term objective 2.
 - Review the curriculum to ensure it is properly preparing students for successive math courses, and adjust where necessary.
 - Work with other departments to identify the math skills required for students to succeed in various academic pathways, as it applies to math development (e.g., STEM, non-STEM, education, business).

○ **Assessment Goals**

- *Assess how well we prepare our students for success in the next course*: Analyze longitudinal student success by disaggregating student results by grade and comparing to success of next course.
- *Assess success of pathways*: Aggregate our students by entry point into developmental math to allow us to accurately compare the success/difference of the various pathways. Completion time and completion rate are the most important

- *Assess Knewton:* Knewton is an adaptive learning computer platform (similar to ALEKS) that costs only ~\$30 per student (rather than over \$100). We have been piloting this system to run emporium style courses (students mainly work at the computer and get one-on-one help from the instructor as needed). We need to assess the efficacy of this system and approach on the standard developmental pathway (090, 091, 092).
- Calculate actual times to completion of the quantitative reasoning requirement to determine if students are completing this objective more quickly with the new stretch and corequisite options.
- Keep track of the number of students completing more than one course in a semester of 090, 091, 092 via the emporium or the compressed course models being offered within the department. Find a way to track these students longitudinally to further understand the systems that we employ.
- Begin collecting data to answer the question, "how much does doing your homework regularly help you in classes?" Ideally, we would understand better why some students choose to do very little work in our courses and also give future students the success data differentiated by completion of homework.

○ **Inter-Departmental Goals**

- Reach out to the other STEM departments to understand their needs and requirements in general and in particular understand their needs, and uses, of a stretch Calculus course.

○ **Placement Testing Goals**

- *Make Pre-Math Placement Support free:* We currently have a MyMathTest preparation 'course' that students need to spend \$10 to access. If a student has taken the placement exam twice within two years and would like to take it a third time they may pay the \$10 fee and work through the learning modules and sample exams on the MyMathTest preparation course to exhibit that they have been reviewing/learning about the concepts. The department would like to move this preparation course to MyOpenMath in order to make this process free.
- Assess accuracy of math placement cutoff scores.

○ **Student Support Goals**

- Continue to provide early identification of struggling students to advisors including by using Starfish.
- Develop an Intervention Strategy and Policy for students who are (chronically) repeating classes.

○ **Communication/Professional Development Goals**

- Provide additional professional development experiences for faculty.
- Develop a strengthened math development program website.

B) Projected Needs

1. Faculty
2. Equipment
3. Other Resources

III. Accomplishments/Updates

We begin this section with traditional assessment data to indicate the current trends with respect to enrollment, retention, and success of students in developmental mathematics courses. After this we present success data of the various mathematical pathways. We end by detailing important updates and accomplishments.

o Program Metrics and Trends: Traditional Assessment

• Enrollment Data (over the past 11 years)

The enrollment data table shows the total enrollment data in developmental mathematics for the years 2010 through 2020.

Enrollment Data

FY	90	91	92	092C	97	101A	101B	111A	111B	148A	148B	173C	Total	% Change
2010	434	808	1139										2381	--
2011	428	851	1148										2427	1.90%
2012	204	691	1131										2026	-19.80%
2013	278	774	1007										2059	1.60%
2014	303	504	858										1665	-23.70%
2015	239	413	720			9	8						1389	-21.40%
2016	240	406	627			19	12						1304	-7.80%
2017	277	440	552		17	27	15						1328	-0.30%
2018	306	417	502		16	23	14						1278	-3.60%
2019	113	217	333	27	20	13	10	42	11			27	813	-36.38%
2020	89	152	219	21	20			87	50	4		22	664	-18.33%

Developmental mathematics enrollment has consistently declined with four years of severe declines (2012, 2014, 2015, and 2019). The ratio of students entering Math 090/091/092 changed dramatically from 2013 to 2014 (dropped 23%) when EMERGE started and the math placement test was beginning to be used. **Compared to 2011, the 2019 developmental mathematics enrollment was 70% lower.**

Although the EMERGE, STP, and Summer Bridge programs are contributing to fewer students enrolling in math development classes during the fall semester, there is also a recruiting / enrollment issue at NEIU that needs to be addressed and analyzed.

• Class Retention Data (over the past 13 years)

The class retention rate is the ratio of students going to grade (A, B, C, D, F, or I) to total enrolled in the course after the last day to drop the course without receiving a W.

Retention Data

FY	90	91	92	092C	97	101A	101B	111A	111B	148A	148B	173C
2008	82%	84%	81%									
2009	86%	83%	83%									
2010	89%	84%	84%									
2011	91%	87%	85%									
2012	86%	86%	86%									
2013	87%	84%	86%									
2014	87%	86%	89%									
2015	92%	92%	93%			89%	100%					
2016	90%	86%	88%			60%	92%					
2017	83%	88%	87%		88%	50%	86%					
2018	73%	72%	76%		88%	74%	78%					
2019	89%	89%	91%	89%	75%	100%	100%	93%	91%			81%
2020	79%	84%	80%	86%	65%			77%	96%	100%		91%

- **Coarse Success Data (over the past 10 years)**

Success Data

FY	90	91	92	092C	97	101A	101B	111A	111B	148A	148B	173C
2010	69%	64%	66%									
2011	74%	71%	73%									
2012	62%	56%	73%									
2013	59%	56%	61%									
2014	64%	62%	63%									
2015	69%	65%	61%			89%	86%					
2016	61%	59%	57%			47%	92%					
2017	55%	55%	62%		71%	44%	80%					
2018	52%	56%	60%		38%	61%	57%					
2019	57%	59%	69%	63%	50%	54%	100%	60%	55%			67%
2020	64%	72%	61%	48%	50%			67%	86%	100%		59%

Math 090, 091, 092: There is a downward success trend in the standard 090, 091, and 092 courses with increases in years 2011 and 2014 and more recently 2019 and 2020. It is unclear why 2011 is markedly different. The change in 2014 has previously been attributed to a change in the mathematics placement cut scores, which increased the percentage of students enrolled in Math 090 Elementary Algebra. Unfortunately, the success rate continued to decline after this two year period. This drastic continuous decline in the success rates is one reason why the Mathematics Department invested massive amounts of time and energy (sponsored in part by the Title III and Title V grants) to create

two stretch corequisite sequences Math 111A, 111B, and 148A, 148B and corequisite courses Math 173C and Math 092C. The 111AB and 148AB give shorter pathways to Math 112 and 149 respectively and the corequisite courses allow students to satisfy their Math 173 (College Algebra) and its prerequisite Math 092 (Intermediate Algebra II) in the same semester.

In 2019 the success rate of Math 090 and 091 increased and the success of Math 092 significantly increased. These increases can be partially attributed to the existence of the other pathways. Students who have weak algebra skills have other good options besides the traditional pathway, which leaves the traditional pathway overall more successful.

Pathway Success Data

In fiscal year 2019 we made great strides towards our goal of creating pathways through developmental mathematics that allow ANY student to satisfy their first math requirement for their major by the end of the second semester. In fiscal year 2020 we worked successfully with Sociology to find new and shorter pathways to their major math requirement which also satisfies NEIU's Quantitative Reasoning requirement.

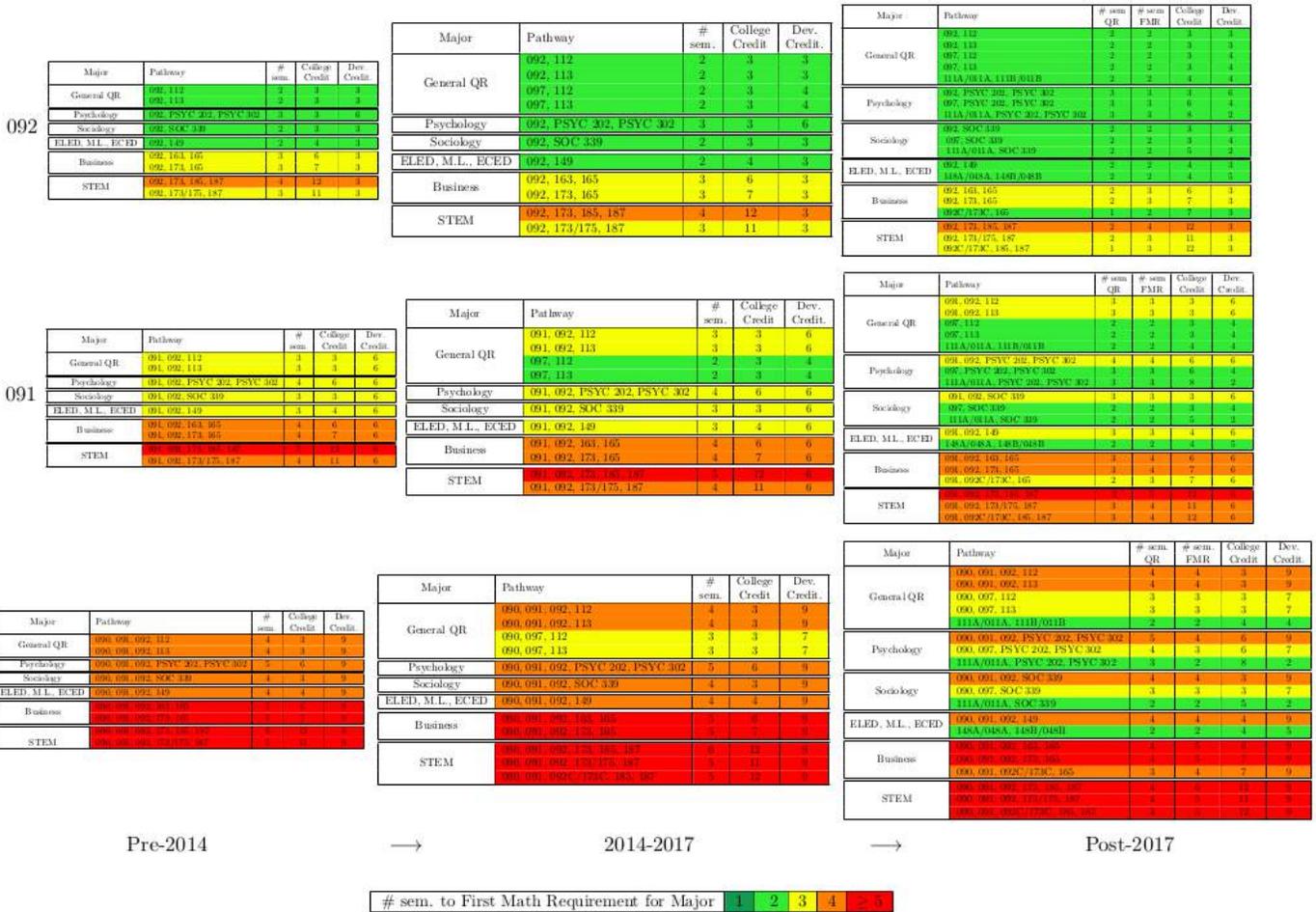
The next few diagrams depict our progress towards this objective. The first diagram is all of the rational pathways for a student who has placed into Math 090 to complete their first math requirement for their major (and satisfy the Quantitative Reasoning requirement). This table is color coded to indicate the number of math semesters each path would take assuming that they were successful in each course. The success of the developmental pathways approach are the green lines of this table, which represent two semester pathways to the first math requirement in the discipline. Every green pathway also satisfies NEIU's Quantitative Reasoning requirement.

Math 090 Pathways

Major	Pathway	# sem. QR	# sem. FMR	College Credit	Dev. Credit.
General QR	090, 091, 092, 112	4	4	3	9
	090, 091, 092, 113	4	4	3	9
	090, 097, 112	3	3	3	7
	090, 097, 113	3	3	3	7
	111A/011A, 111B/011B	2	2	4	4
Psychology	090, 091, 092, PSYC 202, PSYC 302	5	4	6	9
	090, 097, PSYC 202, PSYC 302	4	3	6	7
	111A/011A, PSYC 202, PSYC 302	3	2	8	2
Sociology	090, 091, 092, SOC 339	4	4	3	9
	090, 097, SOC 339	3	3	3	7
	111A/011A, SOC 339	2	2	5	2
ELED, M.L., ECED	090, 091, 092, 149	4	4	4	9
	148A/048A, 148B/048B	2	2	4	5
Business	090, 091, 092, 163, 165	4	5	6	9
	090, 091, 092, 173, 165	4	5	7	9
	090, 091, 092C/173C, 165	3	4	7	9
STEM	090, 091, 092, 173, 185, 187	4	6	12	9
	090, 091, 092, 173/175, 187	4	5	11	9
	090, 091, 092C/173C, 185, 187	3	5	12	9

# sem. to First Math Requirement for Major	1	2	3	4	≥ 5
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The following picture/table represents the pathway history by student placement and major. Our successes can be seen on the right hand side of the diagram where **all majors except Business, and STEM** have a **two semester pathway to complete their first math requirement for their major regardless of math placement.** This is seen by looking how much new green we have added (especially in the bottom right hand corner).



The following table displays success data for the popular pathways above and there are three graphs by math placement that are discussed in more detail. CL stands for college level course that we assume has a 75% success rate.

Pathway Success Data (Assuming 75% College Level Success)

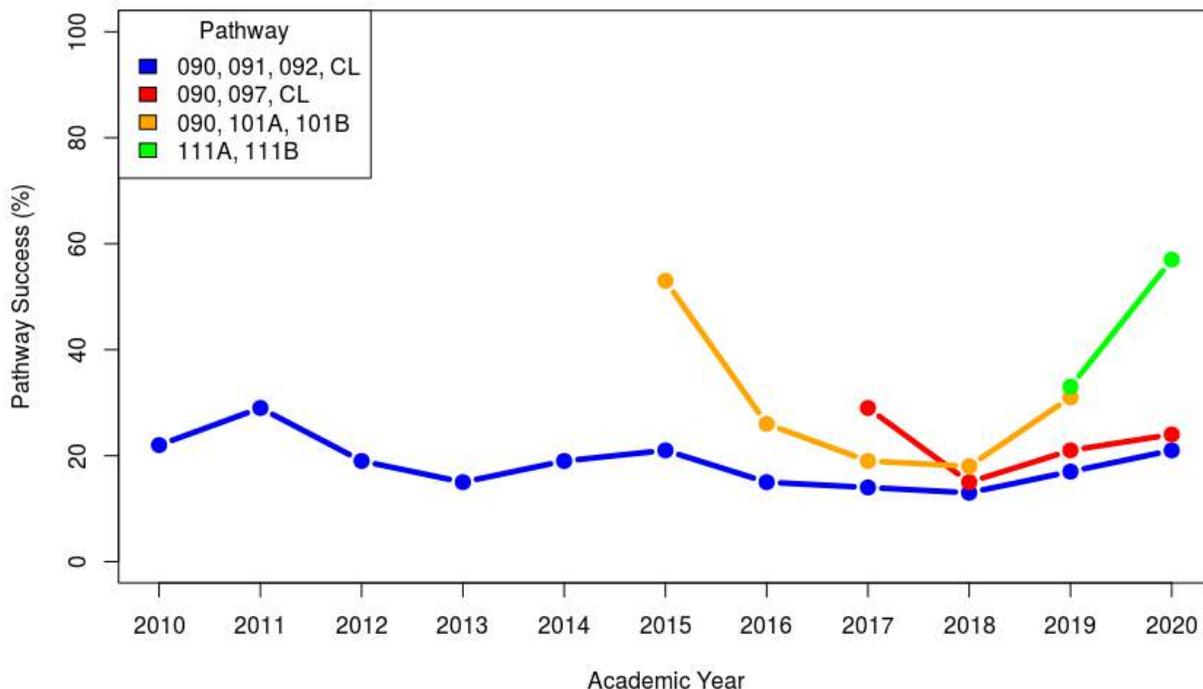
FY	Math 090 Pathways				Math 091 Pathways				Math 092 Pathways	
	090, 091, 092, CL	090, 097, CL	090, 101A 101B	111A 111B	091, 092, CL	97 CL	101A 101B	111A 111B	092, CL	092C 173C
2010	22%				32%				50%	
2011	29%				39%				55%	
2012	19%				31%				55%	
2013	15%				26%				46%	
2014	19%				29%				47%	
2015	21%		54%		30%		78%		46%	
2016	15%		36%		25%		59%		43%	
2017	14%	29%	25%		26%	53%	45%		47%	
2018	13%	15%	31%		25%	29%	60%		45%	
2019	17%	21%	39%	33%	31%	38%	69%	33%	52%	67%
2020	21%	24%		57%	33%	38%		57%	46%	59%

Math 097, 101A, 101B, 111A, and 111B are alternate pathways to satisfying Quantitative Reasoning (QR) requirements equivalent to Math 112 and Math 113. The purpose of these courses are to speed up completion times along the pathway and therefore should be judged by comparing the pathway success completion times and completion rates. The following graphs do exactly this.

Note: This pathway success data is arrived at by multiplying all of the success percentages of the various courses within the same semester together to arrive at an approximate success percentage for the pathway. Any values that do not involve the stretch courses represent the situation quite well and the success percentages for pathways involving the stretch courses are a good approximation even though there will be some variation in the success percentage depending on the students math placement. One of our assessment goals is to verify that this approximation method represents the situation well.

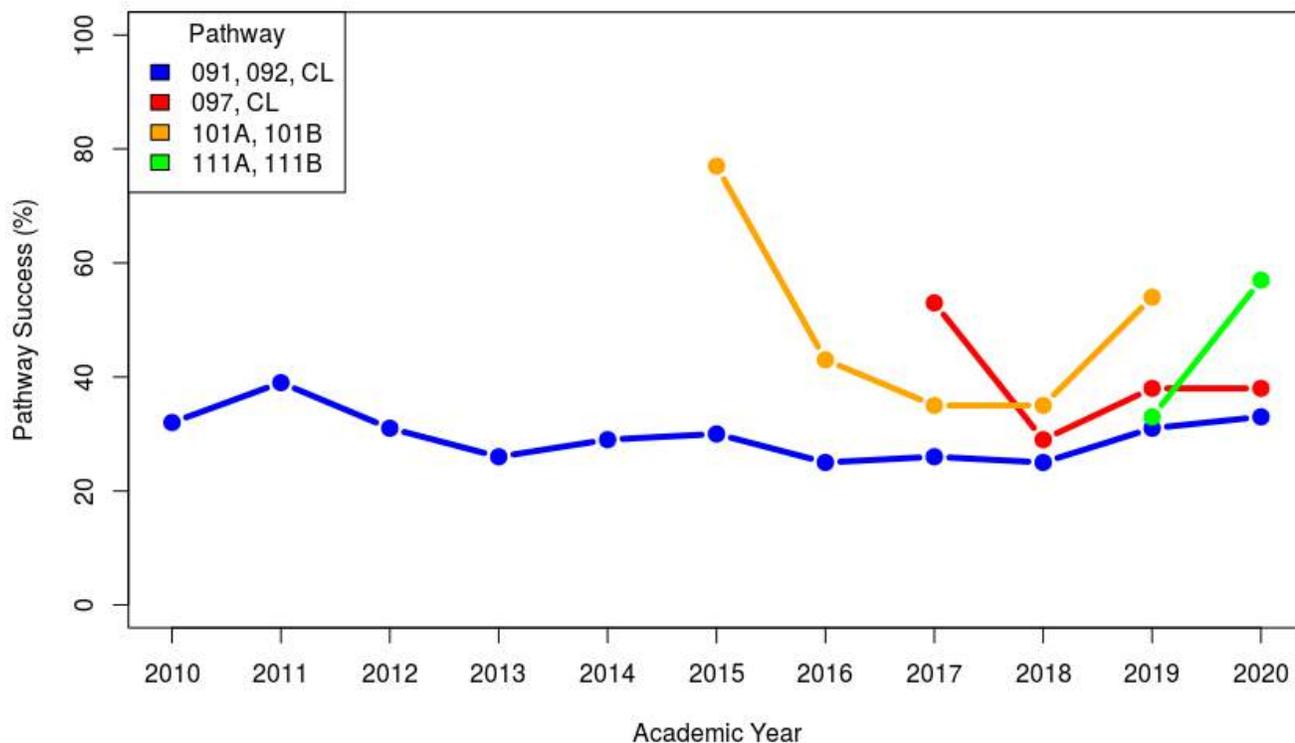
Below you will find graphical representations of these approximated data. These plots give an understanding of the relative success of the pathways by math placement (into 090, 091, 092).

Pathway Success for Math 090 Student



The Math 090 success graph depicts the pathway success rates of the various pathways over time. Over the last five years we have been shortening the math developmental pathway for our Math 113 and more recently for Math 112. Our most recent success is the Math 111AB two semester sequence which had original success similar to the other pathways and then showed a marked improvement (due to increased success in 111B). These green success percentages may actually be a little bit lower since it includes outcomes from students placing into 091 and some from 092. This is a substantial improvement for students placing into Math 090 since the Math 111AB sequence is two semesters instead of three like Math 101AB sequence or four like the 090, 091, 092, college level. There is a dip in success in the Math 097 sequence in 2018 most likely due to piloting (and fixing various issues) with many of the course materials that have made it into the new Math 111AB sequence. Math 097 will not be offered in the future since the 111AB pathway is shorter and more successful.

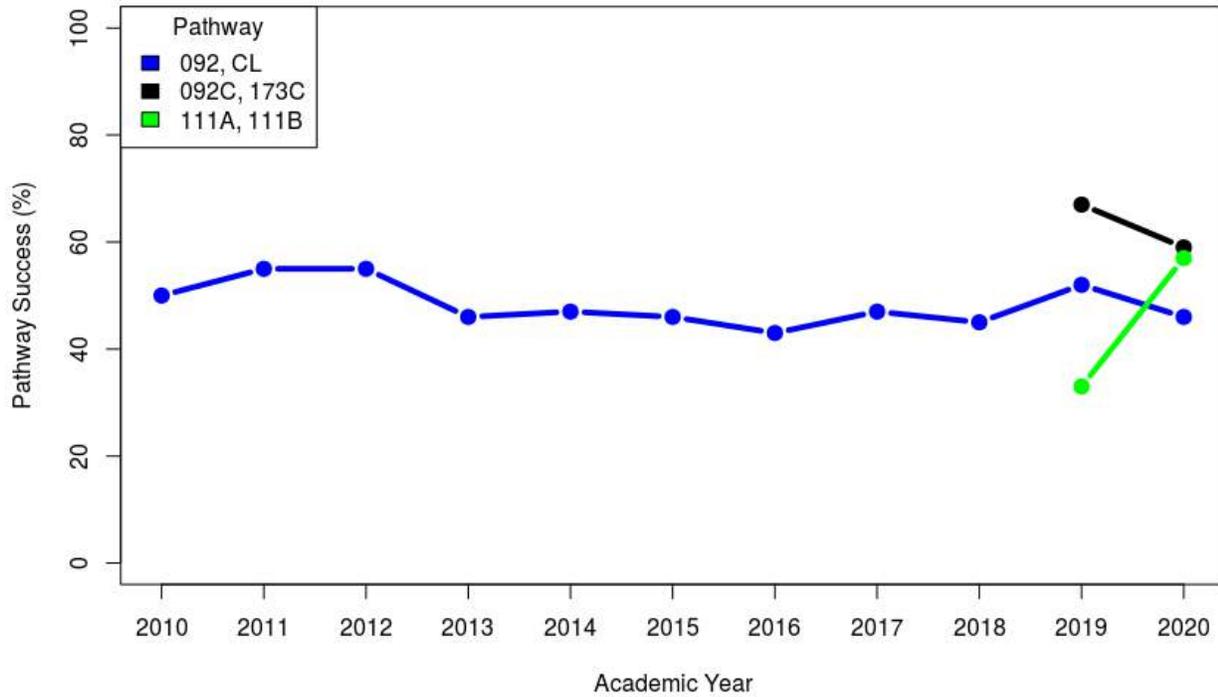
Pathway Success for Math 091 Student



The success graph for Math 091 students shows the pathway success rates of the 101AB and the Math 097 sequences are better than the standard (091, 92, CL) pathway. The marked improvement of the green 111AB is comparable to the previous success of the 101AB sequence. This graph shows the success of the two semester 111AB sequence is significantly larger than the four semester traditional sequence (090, 091, 092, college level).

Due to the success and the demand of this pathway we will soon begin offering summer versions of this course. One eventual goal is to develop a one semester course equivalent to the two semester 111AB sequence.

Pathway Success for Math 092 Student



The pathway success graph for Math 092 students shows that the two new pathways (two semester 111AB sequence and one semester corequisite college algebra sequence) are outperforming the traditional two semester pathway (092 and a college level course). This does not mean that the traditional pathway will be eliminated since the 111AB sequence is not a viable option for most STEM students and not every student will choose to take 7 credits of math in one semester. This success data shows that our shorter pathway is quicker and more successful.

Although the corequisite course is faster and more successful than the traditional sequence it is not good enough for most STEM students from an equity perspective: it does not supply a two semester pathway that satisfies the first math requirement for STEM and Business students. However, it does point in the direction of a two semester sequence getting students to and through Calculus I in two semesters (for students placing into 091 or higher). We submitted a Title V: CASA (Creating Access to STEM for All) grant and hope to receive this grant to help begin this work.

- **Summer Bridge Program (EMERGE)**

The advancement data of the math portion of the EMERGE program is in the table below. This summer bridge program is the "EMERGE" program, however, in 2017 it was call the "Summer Bridge Program".

Math Emerge Data

FY	No. of Students	Percent Advancing	% Advancing 1 Level	% Advancing 2 Levels	% Advancing 3 Levels	% Advancing 4 Levels	% Not Advancing
2014	79	73%	37%	23%	13%	1%	27%
2015	93	70%	28%	30%	10%	2%	30%
2016	80	64%	30%	25%	9%	0%	36%
2017	85	59%	31%	24%	2%	2%	41%
2018	93	71%	43%	19%	9%	0%	29%
2019	17	59%	12%	47%	0%	0%	41%

The 2019 Summer Bridge offerings fall within this fiscal period. To measure the student improvement shown in the math EMERGE data table we normally compare students' initial Math Placement Test (MPT) scores prior to beginning the program to their final MPT scores at the end of the program.

The Emerge Summer Program enrollment dropped from 93 to 17 students from summer 2018 to summer 2019 due to significant changes in the recruitment process in 2019. In all previous years of the program (2014-2018), recruitment was completed by the EMERGE team including coordinators and student assistants. However, beginning in summer 2019, recruitment was taken over by administration. Although the goal for summer 2019 was to have a total of 80 students in the program, the recruitment process under administrative leadership resulted in only 17 students being recruited.

- o **Curriculum Modification Updates/Accomplishments** Dr. Matthew Graham continues to coordinate all of the curriculum development for developmental math courses.
 - **Title III: EXITO--Exit on Time in STEM** grant has supported the construction of the College Algebra Express course also known as the corequisite course, consisting of the corequisite pair Math 092C and Math 173C.
 - **Title V: Comprehensive System of Support** grant has supported the construction of the stretch course sequences Math 111AB and Math 148AB that are equivalent to Math 112 and Math 149 respectively.
 - **Math 101A, Math 101B and Math 097** have been phased out since the statistics stretch course (111AB sequence) allows students placing into Math 090 to enroll and the success rate is better than the traditional pathway success rate (and either of these pathways).
 - **Math 111A and Math 111B:** The success of this pathway is increasing and the number of students has doubled from previous pilot year. The content needs to be updated and refreshed, however, we are happy with the curriculum

which is based of the OER curriculum known as Statway (developed by the Dale Carnegie Foundation). Stevan Ranney piloted the statway materials in Fall of 2019 and Dr. Matthew Graham, Joe Loconte, and Ivan Temesvari continued this development in 2020. Dr. Graham moved all homework and exams to the MyOpenMath online homework system, which has allowed common exams across sections.

The Statway curriculum is designed to easily allow instructors to create student centered classrooms where students are challenged and helped to productively persist until they have succeeded. Clearly this sequence allows students to satisfy their QR requirement more quickly but we also see this course as an intervention to help our students build a more robust useful understanding of what mathematics is and more importantly to help them see themselves as a competent math learner. The common question, "but what is this good for?" is answered frequently, strongly, and usually implicitly, in each class session.

We will continue to partner with the LSC to proctor exam retakes for these courses. Any student who has over 70% on homework for the exam sections may retake the exam.

- **Math 148A and Math 148B** is a stretch course (equivalent to Math 149 in college content) specifically designed for future teachers (ELED or MLED majors). This course sequence allows students placing into Math 090 and Math 091 a two semester option to complete their first math requirement. Dr. Katy Bird developed the initial syllabus and helped in finding course materials for Math 148AB.

We finally were able to run a section of 148A/048A in the spring. One reality that we will need to cope with is the fact that enrollment will continue to be small due to the fact of finding enough students (fast enough) who know they want to teach at the elementary or middle level. We are exploring teaching this two semester sequence as a stacked course to help with the enrollment issues. In principle this would also provide more opportunities for these preservice teachers to be the teacher in the room.

- **Math 092C and Math 173C (College Algebra Express)** has allowed students placing into Math 092 to complete College Algebra in the same semester that they complete Math 092C. The course is permanent and continues to be more successful than the standard pathway in half the time. Dr. Sarah Cordell has been developing Math 173C since Fall of 2019. Stevan Ranney initially developed Math 092C and Dr. Matthew Graham took over development in Fall 2020.
- **Math 111A is a prerequisite to SOC 339** came to fruition after reaching out to the Sociology department to inform them of the new prerequisite possibilities and the Department of Sociology decided to allow both Math 111A and Math 097 to serve as prerequisites for SOC 339.

- **Knewton**, an adaptive learning computer platform, has been used in some courses that are being taught in the emporium style. Students in an emporium style course do individual work at the computer and cover the material at their own pace with occasional 1-1 interaction with the instructor. Knewton can be thought of a less expensive version of ALEKS. The main selling point of this delivery method is that students can work through more than one course during a single semester.
- **Compressed Classes** continue to be offered by willing instructors. A compressed class is similar to an emporium style course in that students work at their own pace and are able to finish multiple 090, 091, 092 courses in the same semester. These courses are different from emporium style since the instructor holds normal class sessions.
- **LSC Collaboration** The math department has been working with and supporting the LSC Math Specialist position for years. This year we worked out agreements and mechanisms that allow our students to retake exams at the LSC. This has allowed students more flexibility and chances to display knowledge gained, and in some cases it has decreased the exam anxiety that is often associated with mathematics.

MUSIC and DANCE

Annual Report 2019 – 2020

Submitted by Robert Heitzinger

I. Executive Summary

The Department of Music continues its high-profile position as a vital part of the cultural life of the university and the community. Pre-pandemic, we worked closely with The Office of Cultural Events, to sponsor approximately 80 concerts, workshops, and master classes last year. Many of our premiere events, such as the Chicago Brass Festival, Chicago Chamber Music Festival, and the Chicago Clarinet Ensemble were forced to cancel their schedule of activities. We eagerly anticipate their return.

The Department's Bachelor of Arts in Music degree has proven to be very popular and we have a growing body of students who choose this degree. Our Bachelor of Music in Music Education has held steady in the face of declining enrollments and we currently have about 40 majors in this area. Another area that has held steady is our Teacher Licensure Program where we have about 11 students.

Recruitment continues to be a primary goal. The Department continued its local, state, and national recruitment efforts with representation at NEIU Open Houses, the Illinois Music Education Conference (IMEA) in Peoria, IL and participation at the Midwest Band and Orchestra Clinic, as well as online outreach efforts.

The Chicago Chamber Music Festival (CCMF), under the artistic direction of Dr. Susan Tang and Dr. Jaime Gorgojo, held a shortened and more limited event in August 2020, but it was still considered a success. They target potential High School student recruits through a series of online private lessons and master classes with our University Faculty members, which is a tremendous learning opportunity.

For the sixth year, even during the pandemic, the Department worked with the NEIU Community Music Program. The program is partnered with the office of Community Adult Programs in Education (CAPE) to continue to broaden its reach and offerings. This program gives our more advanced students the opportunity to hone their craft by teaching private lessons to young students.

Our faculty continued to perform at the international, national and local levels. These credits will be listed below.

In the Fall of 2019, student ensembles continue to sustain their high performance standards. The NEIU Wind Ensemble, Jazz Bands, String Orchestra, Guitar Ensemble, Chorus, Chamber Singers, Opera Workshop and Percussion Ensemble gave fine

performances in and around the NEIU Campus. The Brass Ensemble, Jazz Combos, Guitar Ensembles and other ensembles continued to provide music for important events on and around the NEIU campus. We trust that, after we are able to return to campus, these concerts and events will be back in full force.

Performances, to name only a few, included Prof. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago and Chicago Opera Theater; Dr. Travis Heath's performances with Brass Roots Trio and Camerata Chicago; Dr. Robert Heitzinger's performances with the Grant Park Chorus; Dr. Katherine Petersen's performances with the Chicago Opera Theater and Folks Operetta, Dr. Rose Sperrazza's performances with the Chicago Clarinet Ensemble, and Prof. Jamie Farrell and Dr. Venetia Stifler's choreography for CDI as Artistic and Executive director of the Ruth Page Center for the Arts.

II. Program Plan

A. Long term goals

- Development of curricular concentrations within the B.A. degree
- Continue work to strengthen the String Program
- Leverage The Nest to develop and broaden geographic recruiting strategies
- Re-invent our Master of Arts in Music Education degree
- Develop interdisciplinary degrees such as Music Therapy, Music Business or Music Theater
- Develop a series of summer camps/workshops to nurture and recruit young musicians

B. Projected needs

1. Hire one full-time faculty member each in Strings, Jazz, and Instrumental Music Education
2. Our equipment budget must be increased to maintain instruments
3. Marketing and promotional resources are needed to advertise and mobilize our performing groups and enhance faculty accomplishments and visibility– thus strengthening visibility and recruitment

III. Accomplishments

A. Faculty Research/Creative Activities

1.National/International Performances:

Duncan, Steven

Trombonist (July, 2019). Featured as a member of the Alliance Brass Quintet at Italian Brass Week in Florence, Italy.

Farrell, Jamie

Dancer, soloist, director. (August 2019). "Dancing in the 'Chorus'." Ravinia Festival Virtual Performances on RaviniaTV Episode 13 with Concert Dance Inc. "Chorus" Aquatic Sculpture at Ravinia Music Festival Tyler Gate, Highland Park, IL.

Heath, Travis

Solo Trumpet. (2019) Brass Roots Trio. Basking Ridge Concert Series, Basking Ridge, NJ.

Solo Trumpet. (2019) Brass Roots Trio. St. Anastasia Vespers Concert, St. Augustine, FL.

Solo Trumpet. (2019) Brass Roots Trio. Living Arts Concert Series, Burtonsville, MD.

Solo Trumpet. (2019) Brass Roots Trio. Southside United Methodist Church Vespers Concert. Jacksonville, FL.

Solo Trumpet. (2019) Brass Roots Trio. Fripp Island Concert Series, Fripp Island, SC.

Heitzinger, Robert

Grant Park Music Festival, (July 2019) “Grant Park Chorus in the Parks”, music by Thea Musgrave, Clara Schumann, Lori Laitman and others, conducted by Christopher Bell; a cappella concert, Choral ensemble member. Chicago, IL.

Grant Park Music Festival, (July 2019) “The Envelope Please: A Tribute to Broadway and Hollywood’s Best”, music by Andrew Lloyd Weber, Marvin Hamlisch, John Williams and others, conducted by Larry Loh; Choral ensemble member. Chicago, IL.

Grant Park Music Festival, (August 2019) “A *Mass of Life*: A Celebration of the Human Spirit”, music by Frederick Delius, conducted Carlos Kalmar; Choral ensemble member. Chicago, IL.

Grant Park Music Festival, (August 2019) “Symphony Number 2”, music by Gustav Mahler, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.

Kim, Kyung-Hoon (Kay)

Pianist. (October, 2019). Recital with hornist Gail Williams at Louisiana State University. Baton Rouge, LA.

Pianist. (July, 2019). Recital with clarinetist David Shifrin, Chamber Music Society of Lincoln Center and Yale University, at Northwestern University. Evanston, IL.

Pianist. (October, 2019). Performance with CSO flutist Jennifer Gunn at the Solti Foundation Gala. Chicago, IL.

Pianist. (November, 2019). World Premiere of a piano trio ‘Mind Fields’ by James Stephenson. Chicago, IL.

Pianist. January, 2020). Winter Chamber Music Festival at Northwestern University with hornist Gail Williams. Evanston, IL.

Kowalkowski, Jeffrey

Author. (2019). Hitchhiker's Guide to Music Theory and Composition, Great River Learning. Dubuque, IA Digital Webtext

Sperrazza, Rose

Artistic Director, Clarinetist. (2019). "Face 2 Face w/ Lowenstern and Gould." Workshop and Collaborative Concert. Suzuki School. Plains, PA.

2. Regional Performances:

Castaneda, J. Ricardo

Principal Oboist. (July-August, 2019). Northwest Indiana Symphony Orchestra. Northern Indiana. Summer Outdoors Concert Series.

Principal Oboist. (September, 2019). Northwest Indiana Symphony Orchestra. "The music of John Williams". Merrillville, IN.

English Horn. (October, 2019). Illinois Philharmonic Orchestra. Palos Heights, IL.

Principal Oboist. (October and September, 2019). James Stephenson Symphony Number Three, Recording project. Lake Forest Symphony Orchestra. Lake Forest, IL.

Oboe/English Horn. (November, 2019 to January, 2020). Disney's "Beauty and the Beast", Paramount Theater. Aurora, IL.

Principal Oboist. (February, 2020). Chicago Opera Theater, Freedom Ride Orchestra, King Arthur Opera, Roosevelt University Production, Studebaker Theater. Chicago, IL.

Cowan, Kathy

Music Director/Soloist. (July, 2019) Brooksville Community Memorial Gathering. Brooksville, ME.

Duncan, Steven

Trombonist (2019). Featured as a member of the Alliance Brass Quintet as the opening act for the Newport Music Festival's summer season. (August)

Trombonist (2019). Featured as a member of the Alliance Brass Quintet on a concert tour spanning Colorado, New Mexico, Kansas, Oklahoma, and Missouri. (August)

Firer, Benjamin

Conductor. (March 2020). Dubuque Symphony Youth Orchestra Tour. Side-by-side performance with the Minneapolis Youth Symphonies. Minneapolis, MN.

Guest Conductor. (December 2019). DuPage Symphony Orchestra. Went Concert Hall, Naperville, IL.

Conductor and Music Director. (November 2019). Dubuque Symphony Youth Orchestra Concert Performance. Featuring Concerto Competition Winners. Dubuque, IA.

(November 2019). Guest Conductor. Dubuque Symphony Orchestra Concert Performance. Dubuque, IA.

Kim, Kyung-Hoon (Kay)

Pianist. (August, 2019). Chicago Chamber Music Festival. Northeastern Illinois University. Chicago, IL.

Pianist. (August, 2019). Thirsty Ears Festival in Chicago. Live broadcasted by WFMT. Chicago, IL.

Kowalkowski, Jeffrey

Composer. (2020). CLEAT (Chicago League of Electro-acoustic Theater) commission, Prop Theater. Chicago, IL.

Conductor. (January, 2020). International Conductor's Guild, workshop with Ennio Nicotra, Ft. Wayne Indiana Symphony, Fort Wayne, IN.

Composer. (August, 2019). Access Contemporary Music, commission of ORBITA, live at Davis Theater. Chicago, IL.

Petersen, Katherine

Soprano. (October 2019). *Ensemble in Residence* (Decho Ensemble). Lionel Hampton School of Music at University of Idaho, Moscow, ID.

Soprano. (January 2020). Decho Ensemble. International Saxophone Symposium and George Mason University. Fairfax, VA.

Soprano. (January 2020). Decho Ensemble. Truro Anglican Church. Fairfax, VA.

Soprano. (May 2020). *A bas Guillaume* with Rhymes with Opera. Digital Salon.

Suarez-Ruiz, Irma

Artistic Director, Choreographer, Performer. (2019). Flamenco Performance. Staller Center for the Arts – Stony Brook, NY. 1 Concert.

Torosian, Brian

Solo classical guitar. (February, 2020). Recital for the Kansas City Guitar Society, Kansas City, MO.

3. Local Performances:

Amano-Katsma, Hideko

Flutist. (June, 2019). Performed in the faculty concert of “Flute Symposium of Chicago. Roosevelt University. Chicago, IL.

Flutist. (September, 2019). Performed in a faculty showcase. Harper College. Palatine IL.

Flutist. (February, 2020). Performed in a faculty showcase. Harper College. Palatine, IL.

Flutist. (February, 2020). Performed in 15th Annual Chamber Music Festival. Harper College. Palatine, IL.

Castaneda, J. Ricardo

Principal Oboist. (July, 2019). New Philharmonic Orchestra Summer Pops. College of DuPage, Glenn Ellyn, IL

Principal Oboist. (September, 2019). Midwest Mozart Festival. Woodstock, IL.

Oboist. (August, 2019). Lake Forest Symphony Orchestra. Lake Forest, IL

Ensemble Member. (September, 2019). Chicago Sinfonietta, Hispanic Heritage Series. Chicago, IL.

Oboist. (September, 2019). Faculty Trio, combined concert with Luxman Trio, University of Iowa. Northeastern Illinois University. Chicago, IL.

Principal Oboist. (September, 2019). New Philharmonic Orchestra. College of DuPage, Glenn Ellyn, IL.

Principal Oboist. (October, 2019). Chicago Sinfonietta. Chicago, IL. Naperville & Symphony Center, Chicago, IL.

Voice, Violin and Oboe Trio Concert. (October, 2019). Blake Songs, R. Vaughn Williams. Fourth Presbyterian Church of Chicago Chamber Music Series. Chicago, IL.

Cowan, Kathy

Director/Narrator. (July, 2019). Cabaret Performance, "I Love Paris" produced by The Phantom Collective. Chicago IL.

Actor. (September, 2019). "Now I Lay Me Down" produced by The Phantom Collective, The Hemingway Foundation, The Chicago Literary Hall Of Fame, & Oak Park Brewing Pub. Oak Park, IL.

Director. (November, 2019). "Reckless Daughter," Music by Joni Mitchell, produced by The Phantom Collective. Chicago, IL.

Director/Author/Soloist(. November, 2019). "A Celtic, Appalachian, and Southern Christmas" Faculty recital, Northeastern Illinois University. Chicago, IL.

Soloist. (January, 2020). “Sing Me to Sleep, a Concert of Lullabies” Faculty Recital, Northeastern Illinois University, Chicago, IL.

Soloist. (May, 2020). Guest artist, Mother Jones International May Day Celebration. Produced by the Mother Jones Museum, and the Irish American Heritage Center. Chicago, IL.

Soloist. (February, 2020). Guest artist, Black Heritage Gospel Choir Concert, Northeastern Illinois University. Chicago, IL.

Duncan, Steven

Euphonium (2020). Performer on a recording project of two Leo Sowerby orchestral jazz works written for Paul Whiteman in the 1920s and not recorded or performed since.

Trombone (2020). Lead trombone with Chicago’s premiere big band, the Chicago Jazz Orchestra, performing at Symphony Center backing up jazz piano icons Kenny Barron and Benny Green.

Trombone (2020). Featured soloist with Jeff Hedburg and C11 at the Rolling Meadows Jazz Festival.

Trombone (2020). Featured soloist at Chicago’s historic Green Mill jazz club every Tuesday with the Fat Babies, specializing in popular and dance music from the 1920s.

Farrell, Jamie

Master Instructor. (July 2019). Chicago Dance Convention. Schaumburg, IL.

Director and performer. Fall Student Dance Concert (November 2019). Northeastern Illinois University. Chicago, IL.

Dancer. (March to June 2020). Concert Dance Inc. Virtual dance film offerings directed by Venetia Stifler. Ruth Page Center for the Arts, Chicago, IL.

Firer, Benjamin

Trombonist, (January 2020). Quinck Vocal Ensemble. Jewel Box Series Concert Performance. Northeastern Illinois University. Chicago, IL.

Conductor. (November 2019). NEIU Orchestra Concert Performance. Featuring winners of the Chicago Chamber Music Festival Concerto Competition. Northeastern Illinois University. Chicago, IL.

Principal Trombonist. (November 2019). Park Ridge Civic Symphony Concert. Park Ridge, IL.

Conductor. (October 2019). NEIU String Orchestra. Northeastern Illinois University. Chicago, IL.

Conductor. (August 2019). Merit School of Music Summer Philharmonic Orchestra. Chicago, IL.

Adjudicator. (August 2019). Chicago Chamber Music Festival Concerto Competition. Northeastern Illinois University. Chicago, IL.

Heath, Travis

Solo Trumpet. (2019) Camerata Chicago. Brandenburg Concertos. Multiple performances, 4th Presbyterian. Chicago, IL, Wheaton, IL

Heitzinger, Robert

Vocalist. (November 2019). Soloist on Music Faculty Convocation. Northeastern Illinois University. Chicago, IL.

Master of Ceremonies. (December 2019). Passavant Cotillion, Northwestern Memorial Hospital Women's Board. Chicago, IL.

Vocalist. (November 2019). Baritone Recitalist with Pianist Kay Kim; "Wine! WOMEN! Song!" music by various composers. Northeastern Illinois University. Chicago, IL.

Kim, Kyung-Hoon (Kay)

Pianist. (September, 2019). Lyric Opera audition for Assistant Principal/English Horn Oboe. Chicago, IL.

Pianist. (2019-2020). Chicago Symphony Orchestra, multiple occurrences.

Conductor/Soloist rehearsal with Maestro Riccardo Muti, Principal Conductor. Chicago, IL.

Pianist. (October, 2019). Northwestern University Faculty Recital with clarinetist Steve Cohen and soprano Josefien Stoppelenburg. Evanston, IL.

Pianist. (November, 2019). Northwestern University Faculty Recital with oboist Robert Morgan and hornist Gail Williams. Evanston, IL.

Pianist. (November, 2019). Chicago Flute Club Guest Artist Series with flutist Demarre McGill, Principal Flute of Seattle Symphony. Chicago, IL.

Pianist. (November, 2019). Master Class pianist for flutist Mindy Kauffman, New York Philharmonic. New York, NY.

Pianist. (March, 2019). Master Class pianist for flutist Emma Gerstein, Chicago Symphony Orchestra. Chicago, IL.

Orchestral Pianist. (September, 2019). Chicago Philharmonic Orchestra at Ravinia Music Festival. Glenview, IL.

Kowalkowski, Jeffrey

Sound Engineer. (2020). Remaster of 1998 performance in Claudia Cassidy Theater, Jack the Dog with Pauline Oliveros (accordion and voice/Carrie Biolo (percussion), Jeff Kowalkowski (electronics/piano). City of Chicago Cultural Center. Chicago, IL.

Sound Engineer. (2020). Remaster of “Geek Love” the Musical on Soundcloud. Cabaret Theater by Jeff Kowalkowski. Chicago, IL.

Petersen, Katherine

Soprano. (November 2019). *Operetta in Exile with Folks Operetta*. Chicago Jewish Theater Festival. Chicago, IL.

Soprano. (November 2019). *Imogen*. New Moon Opera, Chicago, IL.

Sperrazza, Rose

Clarinetist. (2019). Chamber Music Festival. Harper College, Palatine, IL.

Presenter (2019). Masterclass. Elmhurst College, Elmhurst, IL.

Clarinetist, Organizer. (2020) Chicago Clarinet Ensemble Workshop w/ John Bruce Yeh. Northeastern Illinois University, Chicago, IL.

Suarez-Ruiz, Irma

Presenter, Guest Artist, Artistic Director, Choreographer, Producer. (2019-2020). “Tales of Spain/Historias de España”, Multimedia lecture concerts for elementary and high school students. Northeastern Illinois University Auditorium, concerts, lectures with Artistic Director and performances.

Artistic Director, Choreographer, Producer. (2019-2020). Spain’s Dancing Rhythms (EE & Urban Gateways). Chicago, LaGrange, Wilmette, IL.

Artistic Director, Choreographer, Presenter, Producer. (2019-2020). Ensemble Español Spanish Dance Youth Company Performances, Northeastern Illinois University, Ballet Chicago, Hot Dog Festival, Shakespeare in the Park, YAS Festival, Lake Hinsdale Village Clubhouse, Loyola University Chicago, InterAmerica Magnet School. Concierto Familiar/Family Holiday Concert, Community performances.

Presenter, Artistic Director, Choreographer, Performer. (2019). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium.

Artistic Director. (2019). Amahl and The Night Visitors. Athenaeum Theatre, Chicago, IL.

Artistic Director, Choreographer, Performer. (2019). Flamenco Performance. Auditorium Theatre, Chicago, IL.

Artistic Director, Choreographer, Performer. (2019). Flamenco Performance. Cerqua Rivera Dance Theatre, Auditorium Theatre, Chicago, IL.

Artistic Director, Choreographer, Performer. (2019). Flamenco Performance. Lyric Opera House, Chicago, IL.

Artistic Director, Choreographer, Performer. (2019). Fireside Chat. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor, Presenter. (2019). Jose Barrios Master Class. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor, Presenter. (2020). Paloma Gomez Master Class. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor, Presenter. (2020). Virtual Social Media Projects & Tutorials. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor. (2020). Virtual Choreography “Duquelando”. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor. (2020). Virtual American Spanish Dance & Music Festival Presentation. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor. (2020). At home with the Auditorium Theatre. Auditorium Theatre, Chicago, IL.

Tang, Susan

Pianist. (2019) Chicago Duo Festival, Music Institute of Chicago.

Pianist. (2019) Performer/Faculty/Director. Chicago Chamber Music Festival, Northeastern Illinois University.

Pianist. (2020) George Crumb Festival, Music Institute of Chicago. (Reviewed by Chicago Classical Review, selected as top 5 concerts of 2020).

Pianist. (2019) Bell Ringers with Third Coast Percussion, Millennium Park, Chicago.

Pianist. (2020) Guest Artist Masterclass, Peoples School of Music, Chicago.

Torosian, Brian

Solo guitar music and chamber works. (July, 2019). Harper College. Palatine, IL.

Administrator/conductor. (September, 2019). Performance with Los Angeles Guitar Quartet of Andrew York’s “By Chants”. Wheaton College Artist Series. Wheaton, IL.

Administrator. (October, 2019) Workshop featuring Italian guitarist and pedagogues Oscar Ghiglia, Anne Waller (Northwestern University), and Mark Maxwell (DePaul University). Northeastern Illinois University. Chicago, IL.

Solo classical guitar recital. (November, 2019). Second Sunday Concert Series, McHenry County College. McHenry, IL.

Solo classical guitar. (November 2019). Faculty Music Convocation. Northeastern Illinois University Chicago, IL.

Solo classical guitar faculty recital. (November, 2019). Northeastern Illinois University, Chicago, IL.

Ensemble member. (February, 2020). Harper College Chamber Music Festival. Harper College. Palatine, IL.

Solo classical guitar recital. (February, 2020). Wheaton College, Wheaton, IL.

Solo classical guitar recital. (February, 2020). Wilmette Public Library, Wilmette, IL.

Solo classical guitar recital. (February, 2020). Chicago Botanic Garden, Glencoe, IL.

Solo guitar concert. (March, 2020). WZRD studio, Live broadcast. Chicago, IL.

3. Articles and Abstracts, Local Exhibitions or Performances:

Heath, Travis

Marcus Printup In Conversation with Travis Heath. (2019). The Brass Herald. UK. Phillip Biggs Brass Festivals LTD. ISSUE 77

Torosian, Brian

Solo Guitar CD Release. (November, 2019). "Concert Works on Operas by Bellini,".

4. Conference Presentations, Group Shows

Amano-Katsma, Hideko

Director. (July, 2019). Organized and taught The Chicago Flute Workshop at the MYAC summer camp. Highwood, IL.

Director. (June, 2019). Organized the flute choir and small ensembles at "Flute Symposium of Chicago". Roosevelt University, Chicago, IL.

Presenter. (June, 2019). Presented and led the warm up classes at "Flute Symposium of Chicago". Roosevelt University. Chicago, IL.

Master teacher. (June, 2019). Taught a masterclass and private lessons as a guest artist. University of Illinois ISYM. Urbana-Champaign, IL.

Organizer. (November, 2019). Led Harper College Flute Ensemble at Chicago Flute Club Festival. Chicago, IL.

Organizer. (November, 2019). Led Carthage Flute Ensemble at Chicago Flute Club Festival. Chicago, IL.

Organizer. (November, 2019). Led University of Wisconsin-Parkside Flute Ensemble at Chicago Flute Club Festival. Chicago IL.

Organizer. (June, 2020). Organized a “Flute Chat” and presented a virtual panel discussion on “How to Safely Try Flutes During the Pandemic”. Midwest Young Artist Conservatory. Highwood, IL.

Farrell, Jamie,

Guest Instructor. (February 2020). American College Dance Association Regional Conference, Western Michigan University, Kalamazoo, MI.

Owen, Christopher

Presenter. (February 2020). “Creating a Successful EdTPA Portfolio in a Performing Based Classroom.” Illinois Music Educators Conference (ILMEA Conference, Peoria, IL.

Tang, Susan

Presenter. (2020) Avoiding Common Technical Pitfalls when Building Foundational Technique. Chicago Area Music Teacher Association.

6. Service to Academic Organizations:

Amano-Katsma, Hideko

Director. (July, 2019). The Chicago Flute Workshop, Midwest Young Artist Conservatory. Highwood, IL.

Coach. (June, 2019- Jun 2020) Weekly chamber music program. Midwest Young Artist Conservatory. Highwood, IL.

Faculty. (June, 2019). Flute Symposium of Chicago. Roosevelt University. Chicago, IL.

Organizer. (August, 2019). Chose flute repertoire for all divisions of the SAM Competition 2020. Society of American Musicians. Wilmette, IL.

Director. (December, 2019). Harper College Flute Ensemble. Organized and presented a holiday concert. Harper College. Palatine, IL.

Director. (2019-2020). Student competition committee, volunteer chair. Chicago Flute Club. Chicago, IL.

Board Member. (2020). Society of American Musicians. Wilmette, IL.

Organizer. (June, 2020). Led a virtual 5-week summer practice session called "Together We Flute". Midwest Young Artist Conservatory. Highwood, IL.

Castaneda, J. Ricardo

Birch Creek Music Performance Center. (July, 2019). Egg Harbor Symphony Session Program Director/Oboe Instructor. Egg Harbor, WI.

Birch Creek Adult Chamber Music Retreat. (August, 2019). Program Director, Coach/Performer. Egg Harbor, WI.

Chicago Sinfonietta. (August, 2019). Planning Retreat. Musician representative. Chicago, IL.

Elgin Youth Symphony Orchestra. (October, 2019). Earl Clemens Woodwind Quintet. Coaching session). Elgin, IL.

Program Director and Oboe Instructor. (June, 2020). Birch Creek Symphony Online 2020. Birch Creek, WI.

Farrell, Jamie

Facilitator. (2019) Northeastern Illinois University Dance Program. Northeastern Illinois University. Chicago, IL.

Firer, Benjamin

Heath, Travis

Adjudicator. (August 2019). Chicago Chamber Music Festival Northeastern Illinois University. Chicago, IL.

Solo Festival Adjudication. (March 2020). CPS High School Solo Festival, Northeastern Illinois University, Chicago, IL.

Heitzinger, Robert

Acting Chair. (January, 2020). Department of Music. Northeastern Illinois University. Chicago, IL.

Solo Festival Adjudication. (March 2020). CPS High School Solo Festival, Northeastern Illinois University, Chicago, IL.

Kim, Kyung-Hoon (Kay)
Chair. (November, 2020). Competition Planning Committee for Sejong Music Competition. Seoul, South Korea.

Kowalkowski, Jeffrey
Judge. Illinois Arts Council Composition Fellowship. Chicago area judge. (March, 2020).

Petersen, Katherine
Board Member. (2019). Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Assistant Director of Auditions, (March 2020). Classical Auditions, Online Auditions, Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Adjudicator. (March 2020). North Park University Student Performance Awards, North Park University, Chicago, IL.

Solo Festival Adjudication. (March 2020). CPS High School Solo Festival, Northeastern Illinois University, Chicago, IL.

Assistant Director of Auditions, (April 2020). Music Theater Audition, Online Auditions, Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Tang, Susan
Jury. (2020) Sonatina Festival, Chicago-area Music Teacher Competition.

Jury. (2020) Sonatina Festival, North Shore Music Teacher Competition.

Jury. (2020) National Competition, Junior Division, Music Teacher National Association Competition.

Torosian, Brian
President. (July, 2019). Chicago Classical Guitar Society, various volunteer service and duties. Chicago, IL.

Master clinician. (June, 2020). Free online summer guitar master classes. Northeastern Illinois University. Chicago, IL.

B. Student Achievements:

Heitzinger, Robert
Brown, Isaih. (February 2020). Winner, Nada Spasojevich Award in Cultural Heritage Music. Northeastern Illinois University. Chicago, IL.

Gallagher, Samantha. (February 2020) Winner, Brommel-Ratner Award in Voice. Northeastern Illinois University. Chicago, IL.

Glaza, Anne. (April 2020) Winner, McGowan Award in Music). Northeastern Illinois University. Chicago. IL.

Thomas, Erika. (February 2020) Co-Winner, Hamilton Viets Award in Voice and Piano. Northeastern Illinois University, Chicago, IL.

Wilhelm, Megan. (February 2020) Co-Winner, Hamilton Viets Award in Voice and Piano. Northeastern Illinois University, Chicago, IL.

Petersen, Katherine

Tucci, Andrea (November 2019). Awarded Poster Presentation at the Central Region Conference of the National Association of Singers, at University of Iowa, Iowa City, IA.

Suarez-Ruiz, Irma

Beltran, Luis, "25 to Watch" (2019) Dance Magazine, Chicago, IL.

Molina, Nalanie, "Comfy Couch Concert" (2020) Columbia College Chicago, Chicago, IL.

Tang, Susan

Hsu, Zen (2019) Alumni, Judge for Chicago Area Music Teacher Association Composition Competition, Chicago.

Jang, Mikayla (2020) Senior, Performer for "Liszt Connections" American Liszt Society, Wheaton College.

Sato, Asami,(2019) Senior, Honorable Mention in Illinois State Music Teacher Association Collegiate Competition, State-wide Competition.

Torosian, Brian

Altenberg, Henry. (November, 2019). Guitar Junior Recital, Northeastern Illinois University. Chicago, IL.

C. Alumni News

Farrell, Jamie

Ilic, Amanda (Dance Minor '11): Team leader and dance instructor with Arthur Murray Studios; regional and national ballroom competitor; Maine East High School Orchestras Dance Coach; Associate Director of Reveries in Motion Inc.

Neims, Jaymi (Dance Minor '16): Behavioral health organization. Completed Personal Training Certification, PowHerhouse Fitness Studio training instructors, creating new dance-fitness classes, and leading fitness classes.

Perez, Leonard (Dance Minor '14): Dancer with Collage Dance Collective. Memphis, TN.

Vollmer, Kristin Samerson (Dance Minor '14): Community Engagement Teaching Artist at The Joffrey Ballet, as well as dance instructor at other Chicagoland dance studios.

Heitzinger, Robert

Coller, Typhanie Monique. (M.A. Applied Music Pedagogy, 2016). Faculty, Jazz Studies Department, DePaul University and Columbia College Chicago; Chicago, IL.

Egan, Theresa. (M.A. Applied Music Pedagogy, 2013). Actress, singer, teacher. Owner, Theresa Egan Studios. Chicago, IL.

Milla, Gisella. (M.A. Applied Music Pedagogy, 2017). Featured soloist at Musica Nelle Marche; Urbino, Italy.

Kowalkowski, Jeffrey

Walker, Donald. (M.A. Applied Music Pedagogy, 2019). Founder, Mind Exchange Music. Winner of International Film Award for composition/music production.

Torosian, Brian

Conroy, Brad. (B.M. Guitar Performance, 2015). Guitarist. International Guitar Festival in Brno, Czech Republic.

PHILOSOPHY

Annual Report 2019 – 2020

Submitted by John Casey

I. Executive Summary

The Philosophy department is pleased to share the accomplishments of its students and faculty over the 2019-2020 academic year. By any measure (but especially given the extreme challenge brought about by The Virus), 2019-2020 was a successful year for the program. Here is a brief list of the highlights:

Students

- The number of majors has remained strong and prospects for growth are strong, despite continued declines in University enrollment.
- We maintained a steady graduation class;

Program

- We hosted five (the last one cancelled on account of The Virus) colloquia in the second full year of the Philosophy Colloquium Series featuring speakers from around the world;
- We hosted the 6th Annual Sarah Hoagland TriVia lecture;
- We substantially revised and updated our curriculum and many course descriptions;
- We inaugurated the first dual-credit course at Roberto Clemente. From this class, we reportedly recruited four new students.

Faculty

- Our faculty expanded and deepened their collaboration with other programs, including WGS and Admissions;
- Our faculty had a successful research year, presenting around the world and publishing their research;
- Our faculty continues to serve the discipline in reviewing articles, editing journals, and mentoring graduate students.

Public Philosophy and Alumni Outreach

- Our faculty continued to engage in public philosophy;
- We updated alumni records and contacted each one personally, laying the groundwork for future fundraising;
- We cultivated a list of alumni willing to represent the value of Philosophy at NEIU.

Our program aims to foster a student-friendly culture by encouraging learning beyond the classroom and by developing student-student and student-faculty mentoring relationships. We believe that this accounts, at least partially, for our steady enrollment in a time of drastic reductions in overall undergraduate enrollment. Beyond the classroom, our faculty's research closely aligns with their teaching. Some of it originates in the classroom, some of it terminates there, as we shall discuss presently. Philosophy is more than teaching and research. It is activism. For this reason, the Philosophy Program takes university citizenship seriously. To this end, we are committed to university service and we maintain a presence on university committees disproportionate to our small faculty size. We are also eager to help foster a culture of intellectual engagement among the students, faculty, and staff at NEIU. Every year we host *Inspiring TriVia: The Sarah Lucia Hoagland Lecture Series* in March. In spring 2018, we inaugurated the "Philosophy Colloquium Series." The goal of the colloquium series is to host scholars from Chicago (and the world at large) who make their work accessible to NEIU undergraduates and faculty. In the 2019-2020 year, we hosted five speakers from around the world. Lastly, the Philosophy Program is collaborative. We maintain close relationships with the Business School, Political Science, and Women's and Gender Studies. This year we expanded our cross-disciplinary offerings to Computer Science. Next year we hope to deepen this relationship, given the close ties between logic (a core sub-discipline of Philosophy) and computer programming. Finally, I'd be remiss if I didn't mention that the whole of the faculty responded with aplomb to the challenges posed late in the second semester of 2019-2020 by The Virus. It was an accelerated lesson in online teaching, but it will pay dividends.

Faculty

John Casey

Dr. John Casey teaches critical thinking, logic, history of philosophy and various upper level courses (like Metaphysics and Philosophy of Religion). His research focus is also closely related to his teaching focus, informal logic and the history of philosophy. Over the past several years he and a co-author (Scott Aikin of Vanderbilt University) have authored several articles on fallacy theory. He and Dr. Aikin have discovered some new versions of the straw man fallacy, namely the Iron Man and the Hollow Man. Their work has gained traction in the professional literature and should soon appear in textbook treatments of fallacies. This year saw the publication of more of their work. They continued to work on their book *Straw man arguments* (due out in 2021 with Bloomsbury). Dr. Casey also continued to explore the concept of adversarial argumentation in published work and conference presentations. He also served on the scientific committee for the European Conference on Argumentation, in Groningen, Netherlands. He and colleague Katharina Stevens (University of Lethbridge) are editing a special issue of the journal *Topoi* on the topic of adversarial argumentation. Dr. Casey was reelected for another term on the Board of Directors at Large of the Association for Informal Logic and Critical Thinking (AILACT).

Stacey Goguen

Dr. Stacey Goguen has just entered her fifth year with the department and has continued to pursue a robust research plan that hews closely to her teaching interests. Dr. Goguen has also been an active contributor to NEIU campus initiatives. She has been working with Doug Lawson and the SJAI for professional development by giving presentations on exploring bias. She also worked with Gear UP doing some college recruitment work. Dr. Goguen is currently developing two courses for our department so that we can expand our curriculum going forward.

Daniel Milsky

Dr. Daniel Milsky's research is dedicated to the promotion of a new understanding of ecosystem health and function and the philosophical value of biodiversity. Lately his concentration has been on how to apply his ideas of ecosystem health and function to food production. Dr. Milsky continues to design new courses.

Sophia Mihic

Dr. Sophia Mihic has a 50 percent appointment in Philosophy (the other 50 in Political Science). She is working on strengthening the academic bond between the Political Science and Philosophy programs by developing new course offerings and including Philosophy courses as electives in Political Science.

Roumiana Stankova

Roumiana Stankova is an instructor who also teaches a course for Computer Science. She often covers courses at El Centro. In 2019-2020 she took the Online Teaching course offered by the Center for Teaching and Learning. We plan to offer a hybrid version of PHIL 101: Critical Thinking, for spring 2020 and fully online versions of PHIL 101 and PHIL 213: Ethics online in fall 2020, all taught by Roumiana.

David Waldman

David Waldman teaches part time for the Philosophy Program. He is also a well-known blues harmonica player and music historian. He has toured the country playing music. He also hosts a blues radio program on the University of Chicago radio station.

Mark Rockwell

Mark Rockwell is an instructor in the Philosophy Program. He holds a Ph.D. in Philosophy of Education from Loyola University Chicago. He has developed expertise in Business Ethics and Comparative Religion (which he offered this year for the first time at the 300 level).

II. Program Plan

A. Long term goals

As a major, Philosophy tends to be small across U.S. Colleges and Universities, at an average of .15-.20 percent of the total enrollment. NEIU beats the average (at .23). We have more (.27--it is higher now) majors by percentage than, for example, UIC which was only 0.18 percent in 2018. It is not a secret that several years of declining University enrollment have posed challenges and frustrations for everyone at NEIU. Prior University Administrations have attempted to enact policies that punish smaller majors and incentivize competition for a shrinking pool of students as a means to address falling enrollments. The Philosophy Program feels that much more is to be gained, for all of us at NEIU, from a policy of cooperation and collaboration. With this in mind, the Philosophy Program has developed the following three-part plan:

1. We generate interest in the Philosophy major and minor through collaboration with other majors. One focus of this initiative is stressing that double-majoring in Philosophy is fairly easy. It takes 82 credits to satisfy the Philosophy requirements as well as all of the relevant Gen Eds. Not counting courses that count in two majors (such as cross-listed courses in Political Science, Computer Science, and courses in the College of Business) that leaves 38 credits one can easily devote to another major (or another minor) without extending time-to-degree. Another, though longer-term, element of this plan is to offer Philosophy courses as alternatives to certain bottleneck courses in the General Education Program. Many universities (including the University of Illinois and Northwestern) accept courses in formal logic (PHIL 201) as satisfying the math requirement for the Math requirement for majors where other math is not necessary. Formal logic and critical reasoning courses, we believe, can achieve the objectives of the math requirement without the need for hours of additional developmental instruction (and thus thousands of dollars). We think something along this model might also work for the WIP courses, which are a scheduling burden to smaller programs.
2. We seek instructional efficiencies in current offerings, by establishing cross-listed classes that serve our major and Philosophy courses that satisfy requirements in other majors. This has a number of benefits. First, as a pedagogical matter, it stresses interdisciplinarity. Second, as a financial matter, it takes advantage of existing inefficiencies--where another major offers a course we can use, we cross list or accept it as satisfying a course in the Philosophy major. In the past year we have worked to advise other majors in regards to the courses in Philosophy that they might consider accepting. Computer science, for example, is working on turning PHIL 201: Logic I into an elective prerequisite. Political Science is also considering accepting Philosophy courses to satisfy their theory requirement. This would greatly expand student options while saving the university money and reducing student time-to-degree.
3. We are developing and implementing outward-facing, university recruitment-focused initiatives. We created the Hoagland TriVia Speaker Series and the Philosophy Colloquium Series in part to give our students access to diverse and high quality scholars in Philosophy. But we also wanted to demonstrate to our alumni and the public at large that the Philosophy Program at NEIU is an intellectually vibrant place. For

similar reasons, we have also collaborated with CAPE to offer professional development courses for teachers. We have a course on stereotyping we have run. Others are in the works. We are offered a dual-enrollment course (PHIL 213: Ethics) at a Roberto Clemente High School as a part of a recruitment initiative. Philosophy faculty have worked with Dr. Fraire to offer sample classes for student recruitment visits. Last year we conducted an exhaustive survey of the available alumni data. Combing through LinkedIn and other social media, we were able to track down many lost alumni. We then reached out to each one for whom we had an email address. We asked them to provide us with a blurb explaining how their degree in Philosophy from NEIU has been useful for them. We have constructed a document that shows both the usefulness of Philosophy as a major and the value of an education at NEIU through stories of the individual successes of our graduates. We have shared this information with recruiters, advisors, and the marketing department. Finally, we have begun work on constructing a one-week Philosophy Summer Camp for high school students to be offered in the Summer of 2022. Our hope is that the Philosophy Summer Camp, models of which exist all over the country, will raise awareness of NEIU in the local high schools.

III. Accomplishments

A. Faculty Research

1. Books

John Casey

In progress and under contract, *Straw Man Arguments*. (with Scott Aikin). Bloomsbury, anticipated publication in late 2021.

2. Articles

John Casey

“Heroic Arguers and Glorious Arguments.” (with Dan Cohen) Proceedings of the European Conference on Argumentation. 2020.

"No place for compromise: Resisting the shift to negotiation." (with David Godden). *Argumentation*. 2020.

“Adversariality and Argumentation.” *Informal Logic*. 40 (1) 77-108. 2020
<https://doi.org/10.22329/il.v40i1.5969>.

“Revisiting the Adversary Paradigm.” *Proceedings of the Ninth Conference of the International Society for the Study of Argumentation*. Edited by Bart Garssen, David Godden, Gordon R. Mitchell, Jean H.M. Wagemans. Sic Sat 2019: Sciential International Centre for Scholarship in Argumentation Theory. 155-163. 2019.
hip in Argumentation Theory. 155-163. 2019.

4. Conference Presentations

John Casey

“The Persuasive Force of the Ad Baculum.” Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario, Canada. June 3-6, 2020.

“Commentary on Marcin Lewinski’s ‘Metalinguistic disagreements, underdetermination and the straw man fallacy: toward meaning argumentativism.’” Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario, Canada. June 3-6, 2020.

“Argument and the Problem of Agreement.” American Philosophical Association Central Division Meeting. Chicago, IL Feb. 27 2020.

“The Persuasive Force of the Ad Baculum.” NEIU Faculty Research and Creative Activities Symposium. November 15, 2019.

Stacey Goguen

“Whose Science? Whose Knowledge” Invited speaker on Sandra Harding’s work in philosophy of science. University of Illinois Chicago Postdoctoral Association, International Women’s Day Event. August 2020.

6. Service

John Casey

Board of Directors at Large of the Association for Informal Logic and Critical Thinking (AILACT)

Stacey Goguen

Mentor, Philosopher’s Cocoon.

B. Student Achievements

Tim Olsen (2018) was accepted at University of Illinois Law School.

C. Alumni News

We have recently embarked on a project to update our alumni information. The information provided by the University is spotty, so we reached out to each one personally. The following is a sample of what we found. Here are some highlights: we have three students with PhDs from Cornell University. One just graduated from Harvard Law School. The vast majority are thriving. In addition, they report a high degree of satisfaction with their course of study and their education at NEIU. Here is a sample of what we found.

Arcos, Eric

Philosophy ‘17

Claims Adjuster, Progressive Insurance

Bah-Kamara, Mahjula
BA Philosophy '11
JD Atlanta's John Marshall Law School, 2018
Civil Mediator, Georgia

Czarnecki, David
Philosophy '11
JD Loyola University Law School 2014
Immigration Service Office, United States Customs and Immigration Service

Fleischer, Avi
BA Philosophy '07
PhD Industrial Organizational Psychology, Illinois Institute of Technology 2015
Visiting Professor of Statistics (NEIU), Consultant, Developer of Assessments

Forgash, Rachel
Philosophy '16
PhD Candidate, Political Science, UCLA

Jagmohan, Desmond
Philosophy '05
Ph.D., in Political Theory at Cornell University.
Assistant Professor at University of California, Berkeley (previously: Princeton University).
2018-2019 Sabbatical Fellow at the Hoover Institution

Jaruchik Naveriras, Abraham
Philosophy '07
Export Manager, Noridane Foods A/S, Barcelona, Spain

Lawandow, Atoor
Philosophy '06
MA Middle Eastern Studies, The University of Chicago, 2011
PhD Near Eastern Studies, Cornell University, 2018
Assistant Professor of Arabic, The Defense Language Institute

Manno, Luke
Philosophy, '14
J.D., John Marshall law school, 2017
Immigration Attorney, Chicago area

Mann, John (Sean)
Philosophy, 1972
JD University of California, Berkeley
Attorney in Private Practice, Los Angeles California

Marazan, Dan
Philosophy, '13
JD Marquette Law School, 2017.
Immigration Attorney, Grayslake, IL

Moore, Rita
BA Philosophy '10
Master of Science in Occupational Therapy, University of Illinois at Chicago, 2014
Occupational therapist at Marklund, Geneva, IL

Montiel, Jorge
Philosophy, '13
ABD at Marquette University

Monterroso, Geraldine
Philosophy '10
PhD Latin American Literature, Cornell University 2017
Visiting Lecturer, Spanish, Cornell University

Moskovits, Israel
JD Loyola Law School 2010
Bankruptcy Attorney, Semirad Law Group, Chicago, IL

Myslinski, Sylvia
Philosophy '13
Graduated John Marshal law schools, June 2015.
Assistant Cook County Public Defender

Nelson, Chad
Philosophy '04
Lead Software Developer, Temple University Libraries, Philadelphia, PA

Pulido, Luis
Philosophy and Political Science, '04
Major, US Air Force (Reserves)
Police Officer, City of San Diego Police Department

Ramsey, Jonathan
Philosophy and Economics, '08
Filmmaker, Hotelier, Corporate Headhunter, Warsaw Poland
“Smog Wars” most recent film project

Reardon, Matthew
Philosophy and Economics, '14
JD Harvard Law School, 2018
Sidley and Austin (Chicago), Litigation Associate

Rousseau, Carly
Philosophy, '12
JD IIT Kent Law School 2019.

Skeppstrom, Fred
BA Philosophy, '13
Owner tapsnap1077.com, writer, vegan soap maker, consultant

Wagner, Ben
BA Philosophy, '08
JD Northern Illinois School of Law 2016
Public Defender, State of Wisconsin

Weiner, Sander
Philosophy, '14
J.D. IIT Kent Law School, 2017.
Admitted to the Illinois Bar, 2017.
Labor Attorney, Fraternal Order of Police

Zimmerman, Edward
BA Philosophy '06
Novelist

PHYSICS

Annual Report 2019 – 2020

Submitted by Gregory W. Anderson

I. Executive Summary

The Physics Department continues to prioritize offering a high quality education to our students. Among the best practices used in the classroom are Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led Team Learning, that are proven by the Physics Education Research (PER) community to improve content retention as well as conceptual understanding of physics. In addition, a high level of engagement is helpful in creating an inclusive environment in the classroom. These pedagogical practices have been used in our General Education, Service, as well as in courses offered for physics majors. Most of the implementation of these techniques relies on the individual efforts of the faculty teaching the course and are therefore not implemented in every single course in the curriculum.

In the past year, the Physics Department revised our major requirements to give students more choice and restructured the physics minor to make it more appealing to STEM majors. We also developed a new interdisciplinary course on the science of sustainable energy which is intended to serve both physics and environmental science students. The Physics Department continues its strong support of the Environmental Science Program. Most of the laboratories for ENVI-101 have been written by members of the physics department. Students in Physics and other STEM students had been requesting more options for boundary crossing engaged learning courses. The Physics Department took the leadership role in creating a new ELE-X ENVI-302 Beyond the Textbook: Science in Popular Literature.

Dr. Orin Harris, continues his collaboration with Argonne National Lab, Fermi National Lab, the University of Chicago, as well as collaborators in Canada in the direct detection of Dark Matter. He has advised students in summer for this project and he continues his work on building a bubble chamber at NEIU. Orin Harris, NEIU Chapter of the Society of Physics Students (SPS). Orin Harris, Conference Coordinator for the PICO Collaboration. Dr. Acioli continues his active research program and he has been a member of the Editorial Board of two peer reviewed open access journals as well as a reviewer for multiple peer reviewed journals in the physical chemistry and chemical physics. Greg Anderson initiated a research collaboration with EPA Region 5 on Air Pollution in the Summer of 2020.

II. Program Plan

A. Long term goals

As highlighted in our most recent program review (2017) the department's mission statements and the goals and learning outcomes are closely aligned with those of the university. In particular, as a result of the previous program review (2009), the physics major and minor were redesigned to add more rigor in its offerings and also to respond to a survey of graduate programs and prospective employers for our graduates as well as to align with current trends in discipline.

The physics program is also aligned, whenever applicable, with the State of Illinois Goals for higher education as found in the IBHE Public Agenda for Higher Education:

1. Increase educational attainment to match best-performing states.
2. Ensure college affordability for students, families, and taxpayers.
3. Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.
4. Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

The Physics Department has moved the development of its lab curriculum to GitHub. This move will allow a larger number of faculty to participate in curricular Development and it will stimulate innovation. Developing our own laboratory manuals helps reduce the educational cost for our students.

B. Projected needs

1. A new hire in the program to replace our esteemed colleague that recently joined the administration so that we can grow in a sustainable manner. Ideally the hire faculty will enrich our diversity, enhance our efforts in recruiting more underrepresented groups, and help create and interdisciplinary Data Science Program.
2. The Physics and Environmental Science Program have begun a research collaboration with EPA Region 5 on Air Pollution. We hope to obtain funding to deploy additional air and weather monitoring equipment on our Main Campus and satellite campuses.
3. Remodeling of the Physics I Laboratory to bring it to the same standards of the recently remodeled labs in the STEM disciplines.

III. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts, Local Exhibitions or Performances:

- (a) **Paulo H. Acioli** "Diffusion as a First Model of Spread of Viral Infection", Am. J. Phys. **88**, 600 (2020).

- (b) Vincent Vangelista, Karl Amjad-Ali, Minhyeok Kwon, and **Paulo H. Acioli** , " Effects of randomization of characteristic times on spiral wave generation in a discrete excitable medium", AIP Advances **10(8)**, 085116 (2020)
- (c) Paulo H Acioli, "Predicting the Photoelectron Spectrum of Quasi Octahedral Al₆Mo⁻ Cluster", ChemistryOpen 9, 545-549 (2020)
- (d) Aartsen, M.G., Ackermann, M., Adams, J. et al. Velocity independent constraints on spin-dependent DM-nucleon interactions from IceCube and PICO. Eur. Phys. J. C 80, 819 (2020)

4. Conference Presentations, Group Shows

Orin Harris, Bubble Chambers for the Direct Detection of Dark Matter, Physics Colloquium, Florida State University, FL, 11/09/2020

5. Funded grants

Orin Harris and collaborators from Indiana University South Bend and Penn State University -MRI Grant "MRI Consortium: Development of Instrumentation for the PICO-500 Bubble Chamber". (2018-2021) \$770,500

6. Service

- a. Paulo Acioli, referee for the American Journal of Physics.
- b. Paulo Acioli, referee for Journal of Physics and Chemistry of Solids
- c. Paulo Acioli, referee for the Journal of Molecular Modeling
- d. Paulo Acioli, Referee for the Journal of Physical Chemistry.
- e. Paulo Acioli, Referee for The Journal of Chemical Physics
- f. Paulo Acioli, Referee for the New Journal of Chemistry
- g. Paulo Acioli, Referee for The Physics Teacher
- h. Paulo Acioli, Referee for Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy
- i. Paulo Acioli, Referee for RSC Advances
- j. Paulo Acioli, Referee for Physical Review A
- k. Paulo Acioli, Referee for ChemPhysChem
- l. Paulo Acioli, Referee for Coordination Chemical Reviews
- m. Paulo Acioli, Reviewer for the NSF Graduate Research Fellowship Program
- n. Paulo Acioli, Proposal reviewer for the Austrian Science Fund (FWF) .
- o. Paulo Acioli, Member of Physics Major Panel of the Illinois Articulation Agreement
- p. Partner Faculty in the Northwestern University NSF-CIERA REU Site, 2020.
- q. Orin Harris, NEIU Chapter of the Society of Physics Students (SPS).

- r. Orin Harris, Conference Coordinator for the PICO Collaboration.
- s. Greg Anderson, SCSE Board
- t. Greg Anderson, CASAC

B. Student Achievements

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

- a. Erica Albrigo and Paulo H. Acioli, 'Spiral Wave Patterns in a Predator-Prey-Vegetation Model' poster presented at the 2020 Illinois LSAMP Symposium, February 28 -29, 2020, Lisle, IL. (This poster won first-place poster presentation in Physics)
- b. Erica Albrigo and Paulo H. Acioli, 'Spiral Wave Patterns in Two Species Predator-Prey Model', podium presentation at the 11th Annual Student Center for Science Engagement Research Symposium, September 27, 2019, NEIU El Centro Campus, Chicago, IL.
- c. Eric S. Friedman , Maddison A. Torrey , Gregory W. Anderson , Elisabet M. Head and Kenneth T. Nicholson, 'PM and Confirmed Positive Tests for Covid-10 in Illinois by County' presentation at the 12 Annual Student Center for Science Engagement Research Symposium, September, 2020.
- d. Oceana Chavez , Gloria Rios , Gregory W. Anderson, Elisabet M. Head, and Kenneth T. Nicholson, 'Tracking Ozone Plumes from Chicago to Wisconsin', presentation at the 12 Annual Student Center for Science Engagement Research Symposium, September, 2020.
- e. Samran Mirza , Gregory W. Anderson Ph.D. , Elisabet M. Head Ph.D. , and Kenneth T. Nicholson Ph.D. 'Impact of particulate matter on COVID-19 patients in the state of Illinois' presentation at the 12 Annual Student Center for Science Engagement Research Symposium, September, 2020

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

- a. Erica Albrigo, Acceptance into the Northwestern University CIERA Research for Undergraduates Experience, Summer 2020.

C. Alumni News

- a. David Capota (Physics'2016) Software Engineer since 2021 at Frasca International Inc, Aerospace Company, Urbana, IL.

POLITICAL SCIENCE

Annual Report 2019 – 2020

Submitted by Martyn De Bruyn

I. Executive Summary

This report, where appropriate, uses the categories of NEIU's Strategic Plan to structure and discuss the work of the Department of Political Science. We find in this report that, despite concern over enrollments and budgets, the department continues to be productive. Our graduates have continued to be placed in impactful positions in government, business, and in non-profit organizations. Our faculty members have continued to expand their scholarship. Moreover, both students and faculty have continued to make important contributions to the NEIU community and beyond.

Majors and Retention

Political Science students are overwhelmingly successful. According to the Program Retention Report our Fall 2019 to Fall 2020 undergraduate student retention rate was 83.3%. The retention rate is up from 82.3% during Fall 2018 to Fall 2019, however we have fewer students enrolled during the Fall 2019 (57) than Fall 2017 (62). The number of undergraduate students is, however, not very precise because it does not count double majors. We have a number of students in Political Science who double major in Economics, or Justice Studies and have declared that major first. These students are very much our majors, but are not counted in the enrollment data. Just as a comparison, the data on Tableau for the Spring 2021 show that we have 74 active undergraduate students and 27 active graduate students.

Ten years ago, in 2010, the Department of Political Science was enjoying a record number of undergraduate majors, with 146 majors. In subsequent years we experienced a steady decline. That decline decelerated between 2013, and 2015 when we counted 101 undergraduate majors. There was a sharp decline between 2015 and 2016 and another sharp decline between 2017 and 2018. We must view this performance in the context of enrollment declines elsewhere. Enrollment in the College of Arts and Science as a whole has declined from 3261 students in Fall 2016 to 2180 students in Fall 2020. This represents about a 34 percent decline in the College when Political Science declined by about 22 percent.

We realize that we remain well below the levels we enjoyed a decade ago. As documented in prior reports, we lost our most important recruitment tool when the university ceased requiring students to taken PSCI 216: American National Government. At one time, we taught 20 sections of this course each term and we currently teach three to four sections. We acknowledge a need for more active recruitment and have addressed this in the section on Projected Needs. Briefly, we intend to use the Politics

Club and its activities to recruit new majors. We also intend to use our expanding online offerings to recruit new students and to attract non-majors to our department.

Our graduate program has declined from its peak enrollment in 2011 (52 students). In the Fall of 2019 we had 20 graduate students, which is a decline from the 24 that we had in 2018. Graduate enrollment had been steady between 2015 and 2017, and 2018 was the first time we went below 30. We have been offering four graduate courses each term, and the enrollment in these courses has been satisfactory. We also offer two or three graduate eligible 300 level courses during each semester including at least one during summer. Our Fall 2019 to Fall 2020 graduate student retention rate was 75 percent, which is down from 83.3% a year earlier.

During Spring 2020 we inducted a new class of 10 students (a record) into Pi Sigma Alpha, the national Political Science Honor Society. Due to the pandemic, we were unable to honor our inductees in a formal ceremony. We are planning a Zoom ceremony during the Spring 2021.

Contributions to the University Core Curriculum

>>General Education Distributive Learning (title and number sections)

PSCI 210 Introduction to Political Science (3)
PSCI 216 American National Government (10)
PSCI 251 WIP Comparative Political Systems (1)
PSCI 275 Introduction to World Politics (1)
PSCI 291 Concepts of Political Science (1)

Cross Listed Courses with Philosophy (Dr. Mihic)
PSCI 391 (PHIL 391) Modern Political Theory
PSCI 392 WIP (PHIL 345) Contemporary Political Philosophy

Writing Intensive Program Courses
PSCI 251 WIP Comparative Political Systems (Dr. de Bruyn)
PSCI 344 WIP Public Organization Theory (Dr. Hill)
PSCI 392 WIP Contemporary Political Philosophy (Dr. Mihic)

Online Courses:

PSCI 210 Introduction to Political Science (Dr Bae)
PSCI 216 American National Government (Dr. Adler)
PSCI 251 Comparative Political Systems (Dr. de Bruyn)
PSCI 275 Introduction to World Politics (Dr. Bae)
PSCI 358 Modern European Governments (Dr. de Bruyn)
PSCI 376 Principles of International Relations (Dr. Bae)
PSCI 377 International Organizations: Theory and Practice (Dr. Bae)

>>Engaged Learning Experiences:

PSCI 309A Moot Court and Appellate Advocacy (Dr. Neddenriep)
PSCI 318 Pop Culture and Politics (Dr. Adler)

In short, during the review period we have contributed 16 courses to the general education program, taught two cross listed courses with Philosophy, taught three WIP courses, taught seven different online courses and nine sections in total, and two engaged learning experience boundary crossing courses.

Academic Excellence and Innovation and Assessment

We conducted an undergraduate assessment of our department Goal 1: Students are able to understand/comprehend and assess empirical political information, and concepts and analytical frameworks. We collected student term papers from three different classes and found that most of our students are meeting or exceeding our expectation in the areas of understanding empirical information, understanding political science concepts, and understanding theoretical frameworks. Theoretical frameworks are the hardest for our students to grasp and apply to real world situations. Compared to 2015, when we also measured this goal, we saw the biggest improvement in the area of assessing empirical information. We attribute this improvement to the creation of an undergraduate research methods class, as was recommended in our 2017 program review.

II. Program Plan

A1. Long term goals

We continue to support the University Strategic Plan goals/action steps of fostering strong relationships with community colleges and other colleges and universities (1.2), and focusing on academic programs that are linked to regional development and workforce demands for the global society (2.9), among others. To this end, department faculty have considered proposing a new program: Master of Public Administration and/or Public Policy. Our External Review and Program Review (2017) both concluded that proposing an MPA/MPP program requires exploration. Indeed, as a result of the Program Review we identified the following action steps:

- We will consider the creation of a public service concentration for undergraduates (Hoffmann, 3)
- We will consider proposing a Master of Public Administration program (Hoffmann, 5)
- We will improve and enrich the content of our program websites (Hoffmann, 5, 8)

We completed a program modification during the 2017-18 academic year. This program modification increased the credit hours required for the major from 33 to 36 and added PSCI 308, Research Methods and Techniques in Political Science, as a required course for the major. The recommendation for the creation of an MPA/MPP program has been put on hold because of the pandemic.

A2 Short term goals

We will be going through the university governance procedures necessary to change names and course descriptions in a way that will clarify courses and the curriculum, and, in so doing, assist marketing efforts.

We need to address with some urgency the decline in the number of our majors. We can improve by communicating more effectively with our current students about the courses being offered during the upcoming semester. We can more actively engage with the NEIU student body about important political events and developments such as the 2019 impeachment and the 2020 general election. We can try to bring in new students through online education by continuing to expand our offerings. We have increased our offerings in University Core Curriculum courses and continue to develop more ELE X and ELE DS courses.

B. Projected needs

1. Faculty: While we have a sufficient number of faculty in the department, we have gaps within our geographic coverage within the subfield of Comparative Politics and International Relations. Specifically, the politics of Latin America and the Middle East, and have not been the focus of recent courses offered by the department. It is normal for departments of political science to not have faculty specializing in every geographic region of the world. However, after a lapse of several years, PSCI 365: Politics and Government Of Mexico, Central America And The Caribbean and PSCI 366 Politics and Governments of Latin America have has been taught during this academic year. The imbalance between the needs of our students (for courses in comparative politics and international relations) and the offerings of our faculty (most of whom specialize in American politics) continues.

2. Equipment: We are interested in greater availability of statistics software, such as SPSS or STATA, for both faculty and graduate students.

3. Other Resources: The enclosure of the open space identified as LWH 2077, outside of several political science offices, would add certain comforts and conveniences. This would provide a quieter environment in which students could perform make-up work or complete work begun in class. This would also provide a demarcated workspace for our future student aides.

II. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts, Local Exhibitions or Performances:

Sangmin Bae and Martyn de Bruyn “Changing Roles of the EU and ASEAN on Peace in the Korean Peninsula” in UNISCI/Revista no. 52 (January 2020).

Sangmin Bae (with Daniel Pascoe) “Idiosyncratic Voting in the UNGA Death Penalty Moratorium Resolutions,” *The International Journal of Human Rights* (2020)

4. Conference Presentations, Group Shows

Gregory Neddenriep “The New York Times Presidential Endorsement as a Voting Cue: Is it the Newspaper’s Blessing or its Reasoning that Matters?” Paper presented at the 91st Annual Meeting of the Southern Political Science Association, San Juan, Puerto Rico, January 10, 2020 (with Anthony J. Nownes).

Ellen Cannon (with Charles Asher Small) presented “Antisemitism in the Academic” November 12, 2020 at ISGAP.

Ellen Cannon shared her research on Far Right Violent Extremist Groups at the AEN Colloquium For Junior and Humanities Faculty Groups, December 2020.

5. Funded grants

William Adler received a grant (\$900) from the Roosevelt Institute to fund his research at the Roosevelt Presidential Library.

6. Service

Cannon, Ellen. Board of Directors of American Jewish Committee

Cannon, Ellen. Member of the International Academic Advisory Board and Senior Research Fellow at ISGAP (Institute for the Study of Global Antisemitism and Policy)

Cannon, Ellen. CEO of Cannon Consulting Group 1980-present

Mihic, Sophia. Chair, Trustees/Audit Committee, University Professionals of Illinois 4100, IFT/AFT, AFL/CIO.

B1. Alumni News Highlights

Aboqaoud, Maryam (B.A. 2016) has graduated from the MS in Threat and Response Management program at the University of Chicago.

Alvorado, Orlando (B.A. 2019) was accepted at DePaul University Law School.

Brennan, Bernard (Political Science BA 2009; MA 2013) successfully defended his dissertation “Contemporary Democratic Separatists Movements: The Politics of New State Creation by Referendums” in completion of his Ph.D. in Political Science at the University of Illinois.

Olsen, Timothy (B.A. 2019) was accepted at the University of Illinois Law school with a major scholarship.

Solares Morales, Covadonga (Exchange student in Fall 2016- Spring 2017) was accepted into the European Politics and Society – Václav Havel Joint Master Programme.

Varga, Nane (B.A. and M.A. 2019) was accepted into the Educational Leadership program at DePaul University.

B2. Alumni News General

Acikgoz-Yildirim, Zuhail (B.A. 2010): Operations Manager at the Chicago Vein Institute, 2016-present; Consular Staff at the Turkish Consulate General, 2007-16.

Alvarez, Cesar (B.A. 2015): entered mortgage operations at J.P. Morgan Chase in 2015.

Alvorado, Orlando (B.A. 2019) was accepted at DePaul University Law School.

Aboqaoud, Maryam (B.A. 2016) has graduated from the MS in Threat and Response Management program at the University of Chicago.

Basatneh, Alaa (B.A. 2015): a writer at Fusion.net, her activism was featured in the award-winning documentary, "#chicagoGirl"; she attended the State of the Union Address in Jan. 2016 as the guest of Rep. Mike Quigley.

Beckwith, Erik (M.A. 2017, B.A. 2013): Assistant, Aaron Ortiz for Illinois State Representative, 2018.

Brennan, Bernard (Political Science BA 2009; MA 2013) became Assistant Professor of Political Science, Department of Social Sciences Johnson & Wales University, Providence, Rhode Island.

Dagba, Irmes (M.A. 2017): Communications Consultant at UN SDG Action Campaign.

Douglas, Mykhal (M. A. 2014): became a Contact Representative at the Social Security Administration in 2015.

Ellis, Tony (B.A.): Director of Communications, ClearHealth Quality Institute.

Foryoh, Jonathan Sahr (B.A. 2012): Logistics and Supply Officer, Swissport.

Ginzburg, Zev (B.A. 2013): JIRA Manager at Publicis Media, 2017-present; Project Manager at Codal Inc., 2015-17.

Guldur, Sevtap (B.A. 2014): Externship Coordinator / Career Services Representative, Allied Health.

Harkins, Gina (B.A.): Senior Staff Writer, Military Officers Association of America, 2016-present.

Hayes, Octavius (B.A. 2013): Management Intern, City of Lake Forest, Jan. 2017—present.

Henley, Sara A. (B.A.): passed the 2018 Illinois Bar Examination.

Heroff, John (B.A. 2008): became Director of Policy and Legislative Affairs at the City of Chicago in 2015.

Jayara, Vinod (B.A. 2013): entered Human Resources at the U.S. Department of Defense in August 2015.

Johnson, Christine "CJ" (M.A. 2014): became a Foreign Service Officer at the U.S. Department of State in Feb. 2016.

Karlatiras, Eloise (B.A. 2014): received her M.A. in Communication from Northwestern University in 2016; is CEO of Next Bites.

Kemokai, Malik Emanuel (B.A. 2011): Director of Workforce Development Strategy & Operations at the Greater Chicago Food Depository.

Khairy, Aissatou (B.A. 2016): founder/CEO, Cabco Guinée.

Leziac, Boris (M.A. 2011): after completing his Ph.D. at Arizona State University in 2013, he is now a revenue tax specialist at the State of Illinois.

Liberty, Tim (B.A. 2010): became a Claims Consultant at Baldwin Krystyn Sherman Partners in 2015.

Londo, Devin (B.A. 2012): Technical Product Manager, Conversant, LLC.

Lut, Ann (B.A. 2010): Securities Compliance Examiner at the S.E.C., 2016-present; Employee Benefits Investigator at the Dept. of Labor, 2014-16.

McCormick, Eron. (B.A.): published in 2017. "Stand Your Ground Laws," with Gregory Neddenriep. In *Encyclopedia of American Civil Rights and Liberties*, eds. Otis H. Stephens, Jr., John M. Scheb II, and Kara E. Stooksbury. Santa Barbara, CA: ABC-CLIO.

McCracken, Dan (B.A. 2013): Supply Chain Management, C.H. Robinson, 2014—August 2017.

Meter, Chris (B.A. 2017): Adjutant, Operations Specialist, Special Projects Advisor, Pritzker Military Museum & Library, May 2014—present.

Olsen, Timothy (B.A. 2019) was accepted at the University of Illinois Law school with a major scholarship.

Ortiz, Fernando (B.A. 2009): Called to the bar in Illinois in Feb. 2019; Legal and Compliance at Seed CX.

Rand-Ousley, Jaidalyn (B.A. 2012): Wellness Director at Westside Health Authority, 2017—present.

Reyes, Joseph Michael (B.A. 2008): now a Senior Management Consultant at Saudi Aramco.

Ribeiro, Simon (B.A. 2005): Licensed Teacher/Licensed Professional Educator, Chicago Public Schools, Illinois School District 299.

Rincon, Roberto (M.A. 2010): after completing his Ph.D. at U.I.C. in 2011, he became an adjunct professor at Harold Washington College in 2015.

Rizvani, Betim (B.A. 2014): Director of Human Resources, Legacy Healthcare, LLC.

de los Santos, Starr (M.A. 2014): became Program Coordinator at Council for Adult and Experiential Learning, Complete the Degree, in Feb. 2016.

Solares Morales, Covadonga (Exchange student in Fall 2016- Spring 2017) was accepted into the European Politics and Society – Václav Havel Joint Master Programme.

Snopek, Agnieszka (B.A. 2011): Caseworker, MANG Unit, Finance Dept., Cook County Health and Hospitals System, 2015—present.

Summers, India Moore (B.A. 2009, M.A. 2014): Special Investigator at the Texas State Comptroller, March 2017-present.

Szalacha, Vernon (B.A. 2012): became an associate teacher at EF Education First in 2015.

Taylor, Kamara (B.A. and M.A.): hired as Assoc. Prof. of Psychology at Finlandia University.

Todor, Alexandra “Alice” (M.A. 2015): became a sales analyst at Slalom Consulting in June 2016.

Varga, Nane (B.A. and M.A. 2019) was accepted into the Educational Leadership program at DePaul University.

Williams, Tevin (B.A. 2017): LiveHelp Program Coordinator at Illinois Legal Aid Online.

Yildirim, Sercan (M.A. 2013): North America Regional Sales Director at Talya Herbal, 2017-present; Consular Staff at the Turkish Consulate General, 2007-17.

PSYCHOLOGY and GERONTOLOGY

Annual Report 2019 – 2020

**Submitted by Amanda Dykema-Engblade (Psychology)
And Lisa Hollis-Sawyer (Gerontology)**

I. Psychology Executive Summary

Throughout the 2019/2020 year, the Psychology Department has demonstrated its continued commitment to our students, faculty, and community through active engagement within the department, university, the professional community and the community at large. The ways that we foster these engagements are demonstrated in the activities documented in this report. Ultimately, student success and achievement are our chief priority and we, as a department, have demonstrated this commitment through our reported student successes and research collaboration opportunities. Our continued goal is to provide our students and faculty with the necessary tools to enhance their performance and ultimately their ability to succeed in achieving their academic and career goals. Many of our students have been accepted into graduate programs, and several alumni have been awarded graduate degrees. Details of our accomplishments are in the following report.

Student Success

Despite the pandemic disrupting the normal operation of things, the Northeastern Illinois University's Psychology Department still had a productive year during 2019-20. From July 1, 2019 through June 30, 2020 we declared 190 total students (166 majors and 24 minors). This year, the Psychology department had 353 active majors, approximately 72 minors. There were 166 new psychology majors and 24 new minor declarations. We continue to work closely with both the Honors program the McNair Scholar program by supporting and mentoring our majors. The department supports Psi Chi, the International Honors Society in Psychology. The psychology major orientation was attended by 45 students. Altogether, faculty and students have published 8 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 43 conference presentations (local, national, and international) and about 68 faculty, students and alumni were involved in the presentations. The Psychology Department's 2019 Annual Symposium had 54 student participants, 8 faculty mentors and 24 total presentations. The Psychology Department also participated in the Student Center for Science Engagement's Annual Research Symposium.

Academic Excellence and Innovation

Dr. Dykema-Engblade served in her third (and final year) as an Applied Social Area Representative for the Midwestern Psychological Association (MPA) Program Committee.

The department hosted its annual new major/minor orientation. The orientation provides students with information on departmental requirements, possible careers with a B.A. in Psychology, preparation for graduate school, and psychology student organizations.

In December, the Psychology Department hosted its 15th Annual Fall Psychology Student Symposium. Lab and capstone students (56) presented their research.

The Biology, Mathematics and Psychology programs, as part of a STEM/Biomedical Diversity Inclusion Initiative, sponsor the National Institutes of Health MARC (Maximizing Access to Research Careers; <http://cs.neiu.edu/wordpress/>) grant program. This is an interdisciplinary collaboration run by three directors: Dr. R.B. Church (Psychology), Dr. Emina A. Stojković (Biology) and Dr. Joseph Hibdon (Math). We are one of two universities in the Midwest and the only non-research-intensive university to receive this grant. This program has completed five full years and has been renewed for another 5 years in 2019 (\$1.5 million grant). The program provides a selected group of underrepresented students in STEM that are juniors and seniors with nearly free tuition and a monthly stipend for two full years. In return, students are expected to maintain a minimum 3.0 GPA, complete a minor in mathematical modeling, conduct research in NEIU research laboratories, complete summer research experiences at research intensive universities and give conference presentations.

Of our 19 completed trainees, 100% have received their BA degrees with minors in mathematical modeling, and nearly 90% have been offered PhD candidacy at the following premier universities: Northwestern University, Michigan State University, University of Illinois Chicago, Georgia State University, Pennsylvania State University, The University of Chicago, Indiana University, University of Wisconsin, Madison, and Oregon State University.

During 2019-20 academic year, we had 6 scholars in Chemistry, Biology and Psychology training to prepare for PhD programs in the biomedical and behavioral sciences. In the past year, our trainees have presented at numerous national and international conferences and have received 6 awards from these conferences. Trainees this past year attended highly competitive research internships at Northwestern University, Loyola University, Indiana University and the University of Colorado.

Urban Leadership

The faculty was greatly involved in numerous community organizations. Dr. Takahashi is a board member for the Heiwa Terrace Housing Corporation of Chicago and a chair of the Chicago Osaka Sister City Social Services Committee. Dr. Dykema-Engblade volunteers weekly for the Chicago Area Runners Association and group leads a weekly marathon training group.

Gerontology Executive Summary

The mission of the 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. The M.A. in program is transitioning to a broader M.A. in LifeSpan Development (in progress). The focus of student recruitment will now be focused on the existing but to-be-developed *fully online* (currently mixed face-to-face and online) Senior Advocate Certificate (to be tentatively launched fully online for Fall 2021). During the Fall 2018-Spring 2019 academic year, seven (7) new students were taking classes to begin the graduate program. The retention rate was approximately 83% across courses from Fall 2018 to Spring 2019. Of these students, two (2) are admitted M.A. students and two (2) are admitted certificate students. In addition to these program enrollees, two (2) students are from another graduate program pursuing an “elective” track in (i.e., two (2) MSW students) and one (1) student was a graduate-student-at-large (GSAL) student applying for program entry in the spring. For Fall 2019, there were three (3) newly-admitted students. Beyond these current students, it is expected that there will be four (4) to five (5) more students applying for entry into the program for spring/summer entry. Thus, it is expected that the in-coming cohort for 2019-2020 will be approximately seven (7) new students by the end of Summer 2020. The total program enrollment is currently 20 students (i.e., fifteen (15) M.A. students and five (5) certificate students), after five (5) graduations over Fall 2018 – Fall 2019. It is projected that there will be at least five (5) graduations this coming May/August 2020 academic year.

Over this time, **Hollis-Sawyer** was the third author in one (1) published book *Black belt statistics: A competency-based approach (plus SPSS and R)* and first (sole_ author or co-author on four peer-reviewed book review publications. **Hollis-Sawyer** presented her on-going research on positive aging issues in six (6) different presentations across three (3) national conferences (Association for Adult Development and Aging, Gerontological Society of American and American Psychological Association) with colleagues across multiple academic institutions. Lastly, **Hollis-Sawyer** expanded her national, regional, and university service in working on two university search and screen committees (MPH faculty search, Applied Developmental Psychology faculty search), and became a research and career mentor for two early career professionals from two other educational institutions (Utah State University, NEIU) who are interested in .

Hollis-Sawyer continued her outreach efforts and met with different aging agencies (e.g., Center on Halstead, SASI, Brookdale Living Communities, Levy Senior Center, Hope Hospice, ElderCARE, and Evanston Senior Services) to talk both about inter-institutional collaborative efforts (e.g., internships) and the certificate program. **Hollis-Sawyer** also conducted virtual talks about aging related issues at different senior centers or aging-related training programs (e.g., Between Friends, Mather’s More Than a Café).

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, the NEIU University priorities, and Illinois Commitment Implementation plan.

Assessment

This assessment plan of the program is based on a model consisting of three (3) 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. In an examination of the results, the on-going, multi-criteria approach to assessing student and program outcomes has resulted in changes that are more responsive 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 or related fields.

On-going program assessment goals. An increasing emphasis over 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 education programming (i.e., Association for in Higher Education’s (AGHE) *Standards and Guidelines for Programs* and AGHE’s (2015) and *AGHE Competencies for Undergraduate and Graduate Education* (2014)). An on-going positive result of these quality control efforts is the Master’s in program designation as an **AGHE “Program of Merit”** (POM) through Fall 2018. **Hollis-Sawyer** applied for the POM renewal in Fall 2018 and has submitted report revisions in response to reviewers’ feedback in Summer 2019. This honor reflects the quality and academic rigor of the program based on the efforts of the two full-time faculty involved. This program of merit designation

reflects a field recognition of the quality of the NEIU program, and the on-going publicity assists with student recruitment on a broader national/international basis. With the help of Psychology Chair Dykema-Engblade, **Hollis-Sawyer** received administrative support from both Dean Stern (College of Graduate Studies and Research) and Dean Bell-Jordan (College of Arts and Sciences) to apply for the renewal application and AGHE program review (\$600).

Hollis-Sawyer has been conducting an on-going assessment of what attracts prospective students to the NEIU program. A **program contact source survey** was given to prospective students in both Fall 2019 and Spring 2020. Prospective students responded overwhelmingly (i.e., average 89% response rate) that the web page and other program-related Internet advertising (e.g., the recently-renewed NEIU M.A. in designation as a “program of merit” awardee on the AGHE website: <https://www.geron.org/programs-services/education-center/program-of-merit>) were the main factors influencing their decision to contact either faculty or the coordinator for more program and/or application information. **Hollis-Sawyer** also has continued affiliation status as an international institutional designation for NEIU as an “Age Friendly University” (<https://www.dcu.ie/agefriendly/Age-Friendly-Members.shtml>), further enhancing the visibility of the NEIU program on a global basis.

Other long-term goals. Based on the need to attract more practitioners (e.g., social workers) who may not be interested in getting a master’s degree but do need training, **Hollis-Sawyer** has proactively been networking with faculty/Chairs across campus to link other graduate programs to the recently-implemented 21-credit hour *Senior Advocacy Certificate*. The certificate training has great potential for use with other graduate training on campus, from the NEIU Master’s in Social Work (MSW) to the Master’s in Public Health (MPH). Further, **Hollis-Sawyer** is converting the certificate to be fully-online and is planning to convert the undergraduate minor to be a fully-online undergraduate certificate to attract more majors.

Hollis-Sawyer is also researching grants to fund more “student-focused” program activities (e.g., support for graduate student’s conference attendance) for their on-going professional development and career networking. This aim reflects feedback from both current students and program alumni regarding program-training needs.

II. Program Plan

A. Long term goals

Psychology Student Success

The department continues to expand and fine-tune our peer leader program. We have established and continue to explore multiple methods of peer leader compensation (e.g., paying peer leaders through laboratory fees). These changes will allow the program to be self-sufficient and best serve our students. Additionally, new activities are being

constructed for PSYC 200, 202, and 302 based on assessment and feedback of activities. One of our instructors received an educational lead, in part, to support the writing and assessment of POGIL activities.

The department continues to expand our alumni activities (e.g., Hindsight 2020 events), especially by increasing opportunities for direct contact between alumni and current students.

Student Success

Here are some additional program goals with associated projected needs to support **student success** in the program:

- Engage in ongoing revision and updating of all graduate courses to reflect current training practices in the field.
- Continue offering and refining online elective courses to best support the educational and flexible scheduling needs of the full-time career students.
- Work on improving course content and broader program training to improve students' training and time-to-degree goals (e.g., revision of PSYC 408 to better support thesis students' research proposals).
- Promote and implement a newly-created dual-enrollment option in which students in other graduate programs on campus can also be simultaneously enrolled in the Senior Advocacy Certificate program.
- Focus on creating a possible curricular linkage between undergraduate courses (online electives) and the planned RN to BSN program in the coming years. It is hoped that these different programmatic cross-linkage efforts will broaden the appeal of the NEIU program in the local Chicago area and neighboring suburbs.

Psychology Academic Excellence and Innovation

The department will continue to invite on and off campus research presentations. This practice allows students to gain knowledge about recent research in the field of psychology as well as to offer insight into how to professionally present research.

Continued involvement with the Student Symposium and the McNair Scholars program, as well as with the Nontraditional Department, Honors Program, CAST, Women's & Gender Studies, African American and African Studies, the Office of Student Affairs, and community partners (e.g., Sit Stay, Read, Cambodian Museum).

Continuing our assessment plan.

Continuing toward completion of our strategic plan for e-course offerings, its implementation and assessment, including online versus face-to-face assessment.

Active involvement in the support of the continuing MARC grant program at NEIU through leadership of Dr. Church and Dr. Rueckert.

Continuing to work on the MA modification to focus on offering a developmental approach across the lifespan instead of focusing specifically on development toward the end of life.

Continuing to make connections with current and former students via a new Instagram account and a department newsletter.

Academic Excellence and Innovation

Here are some additional program goals with associated projected needs to support **academic excellence and innovation** in the program:

- Maintain and expand on ongoing curricular planning coordination efforts with other graduate programs on campus (i.e., Counselor Education, Social Work, Special Education, and the to-be implemented Public Health programs) and with other graduate programs in the Chicago area (e.g., Doctoral program at Concordia University, River Forest campus).
- Explore more community education and outreach options through the ongoing Generativity Club's promotion of education about aging issues (e.g., host an aging career panel).
- Train students in burgeoning aging-related field career opportunities, utilizing ongoing connections with established partners through Brookdale Living Community, Christian Methodist Senior Services, AgeOptions, Chicago Department on Family Services, Sunrise Senior Services, Evanston Township Senior Services, CJE, CLESE, and other qualified training sites in the Chicago area and suburbs.

Psychology Exemplary Faculty and Staff

- Continued involvement with university initiatives such as the CAST minor program, Food Pantry, the Art in Response to Violence conference, and the Faculty and Student Symposium.
- Prepared for our next program review.
- Fostering the process of our next three faculty becoming full professors.

- Recruiting two or three faculty members in Neuro, Cultural, Developmental, Community, and/or Health Psychology in order to meet the needs of our students.
- Engage faculty in professional development opportunities (e.g. a FERPA workshop, Qualtrics training).

Gerontology Exemplary Faculty and Staff

Here are some additional program goals with associated projected needs to support **exemplary faculty and staff** in the program:

- Engage in ongoing professional development of both teaching (e.g., Hybrid Teaching certification) and research skills (e.g., training in latest R statistics).
- Apply for internal and external research grants to fund faculty and/or student research initiatives.
- Apply for positions on nationally-recognized professional societies, executive boards, or other positions.
- Propose hiring one or two new instructors in areas of applied (e.g., healthcare).

B. Projected needs

Psychology

1. Faculty

Recruiting two or three faculty members in Neuro, Cultural, Community, and/or Health Psychology in order to meet the needs of our students and changes in the field.

2. Equipment

There is a need for more furniture and materials for our research and teaching labs. Assess our laboratory needs and create a laboratory maintenance strategic plan.

3. Other Resources

Increasing our budget to cover our advertising and expansion needs for the modified MA program.

Increasing the student aide budget to secure a 20 hours per week lab manager all year round to meet the needs of faculty, staff, and students.

Returning BBH 317 to the psychology department to be used as an observational lab and small classroom, which may require computer equipment and furniture.

1. Faculty

As the program is looking to modify the existing MA while also expanding its course offerings (e.g., development of fully on-line courses to be taught for the tentatively-planned fully-online certificate in 2021-2022), a request would be for the hiring of one (1) to two (2) visiting lecturers who can offer a broader range of field training backgrounds and perspectives (theoretical, applied). A more diverse faculty would better train the students and would enhance the appeal of the program to the general community.

As student recruitment is always a priority for the program, any financial assistance in advertising the Senior Advocacy Certificate is always appreciated. A small advertising budget (e.g., \$250) during the up-coming Spring/Summer 2021 for newspaper/periodical and journal (paper, on-line) advertising is requested from the administration.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Sawyer, T., Nebl, P., & **Hollis-Sawyer**, L. (2020). Black belt statistics: A competency-based approach (plus SPSS and R). Cognella.

Takahashi, M. (Ed.). (2020). The empirical study of the psychology of religion and spirituality in Japan. San Antonio, TX: Elm Grove.

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

Takahashi, M. (in press). Spirituality: Exploring its complexity and potentials in psychology. In M. Takahashi (Ed.), *The empirical study of the psychology of religion and spirituality in Japan* (pp. 154-168). San Antonio, TX: Elm Grove.

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

Hollis-Sawyer, L. (2020). Book review: Aging brain. *Activities, Adaptation & Aging*, 44(4), 341-342. <https://doi.org/10.1080/01924788.2020.1823112>

Hollis-Sawyer, L. (2020). Book review: Social & public policy of Alzheimer's disease in the United States. *Activities, Adaptation & Aging*, 44(4), 342-343. <https://doi.org/10.1080/01924788.2020.1823113>

Takahashi, M., & Walker, B. (2019). Historical and empirical research in on gender and sexual minority (LGBTQA+) older adults: An overview of the field and its future direction. *Japanese Journal of* , 41 (1), 39-47.

Tanaka, M., **Takahashi, M.** & Kawashima, D. (2019). End-of life activities among community dwelling older adults in Japan. *Omega*, *0(0)*, 1-10.

Kasuga, S., Sato, S., & **Takahashi, M.** (2020). Nihon-jin no chie no gainen [The Japanese concept of wisdom]. *Japanese Journal of* , *41* (4), 379-390.

Young, A.G., Geddes, I., Weider, C., & Shtulman, A. (2019). Tensions between science and intuition in school-aged children. In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.), *Proceedings of the 41st Annual Conference of the Cognitive Science Society* (pp. 1234-1240). Montreal, QB: Cognitive Science Society.

Young, A.G. & Shtulman, A. (2020). How children's cognitive reflection shapes their understanding of science. *Frontiers in Psychology*, *11*, 1247.

4. Conference Presentations, Group Shows

Farmer, David (2020). The Impact of Violence Exposure Training on Learning and Implementation in Community Stakeholders Poster featured at 32nd American Psychological Science Annual Convention, 2020.

Church, R. B., Goldin-Meadow, S., Lepic, R., Levan, Z., Lu, J., Koumoutsakis, T. (June, 2020). Language background may influence receptivity to gestured input in math instruction. Poster presentation submitted as part of the 3rd Mathematical Cognition and Learning Society (MCLS), Building Connections, Developing Minds Conference, Dublin, Ireland. Conference cancelled due to Covid-19 pandemic.

Yun, Y. E., Palaguachi, C., Montalvo, S., Tank, S., Koumoutsakis, T., **Erber, M., Ayman-Nolley, S., & Church, R. B.** (June, 2020). Children with low amounts of digital media experience benefit most from math instruction that includes gesture. Poster presentation submitted as part of the 3rd Mathematical Cognition and Learning Society (MCLS), Building Connections, Developing Minds Conference, Dublin, Ireland. Conference cancelled due to Covid-19 pandemic.

Mogil, A., Koumoutsakis, T., Palaguachi, C., Eun, Y., Tank, S., Montalvo, S., **Erber, M., Ayman-Nolley, S. and Church, R.B.**, (June, 2020). Using Gestures in Classrooms Poster presentation submitted as part of the 3rd Mathematical Cognition and Learning Society (MCLS), Building Connections, Developing Minds Conference, Dublin, Ireland. Conference cancelled due to Covid-19 pandemic.

Mogil, A., Palaguachi, C., Koumoutsakis, T., Yun, Y. E., Tank, S., Montalvo, S., **Erber, M., Ayman-Nolley, S., & Church, R. B.** (June, 2020). What role does spatial scaffolding play in math learning for public versus private school children? Poster presented virtually, due to COVID-19, as part of the 32nd Annual Convention Association for Psychological Science (APS) Conference, Chicago, Illinois.

Yun, Y. E., Rivera, K., Palaguachi, C., Montalvo, S., Koumoutsakis, T., **Erber, M., Ayman-Nolley, S., & Church, R. B.** (November, 2019). Children's technology experience influences gesture's impact on math learning. Poster presented as part of the 2019 Annual Biomedical Research Conference for Minority Students (ABRCMS), Anaheim, CA.

Yun, Y. E., Palaguachi, C., Montalvo, S., Lebron-Vazquez, A., **Church, R. B., Erber, M.,** Beilstein, S., & Perry, M., (October, 2019). Does fraction understanding involve consistency across multiple visual models? Poster presented as part of the 2019 Society for the Advancement of Chicanos/Hispanics & Native Americans in Science Conference (SACNAS), Honolulu, HI.

Yun, Y. E., Rivera, K., Palaguachi, C., Montalvo, S., Koumoutsakis, T., **Erber, M., Ayman-Nolley, S., & Church, R. B.** (October, 2019). Gesture's impact on learning is modified by the emergence of the digital age. Poster presented as part of the 2019 Biennial Cognitive Development Society (CDS) Conference, Louisville, KY.

Palaguachi, C., Koumoutsakis T., Yun, Y. E., Montalvo, S., **Erber, M., Ayman-Nolley, S., & Church, R. B.** (October, 2019). Understanding the mechanisms of gesture's role in math learning. Poster presented as part of the 2019 Biennial Cognitive Development Society (CDS) Conference, Louisville, KY.

Palaguachi, C., Yun, Y. E., Montalvo, S., Lebron-Vazquez, A., **Erber, M., Church, R. B.,** Beilstein, S., & Perry, M. (October, 2019). How important is expressing fraction understanding consistently across speech, gesture, action and drawings? Poster presented as part of the 2019 Society for the Advancement of Chicanos/Hispanics & Native Americans in Science Conference (SACNAS), Honolulu, HI.

Montalvo, S., Lebron-Vazquez, A., Palaguachi, C., Yun, Y. E., **Church, R. B., Erber, M.,** Beilstein, S., & Perry, M. (October, 2019). Verbal and Nonverbal mismatch, An Indication That A Child Is Transitioning Towards A Better Understanding of Fractions. Poster presented as part of the 2019 Biennial Cognitive Development Society (CDS) Conference, Louisville, KY.

Montalvo, S., Yun, Y. E., Palaguachi, C., Lebron-Vazquez, A., **Church, R. B., Erber, M.,** Beilstein, S., & Perry, M. (October, 2019). Speech Gesture Mismatch in Fraction Understanding May Reflect Knowledge in Transition. Poster presented as part of the 2019 Society for the Advancement of Chicanos/Hispanics & Native Americans in Science Conference (SACNAS), Honolulu, HI.

Montalvo, S.D., **Erber, M.W.,** Palaguachi, C., Yun, Y., Tank, S., Mogil, A., Hernandez, S., & **Church, R.B.** (2020). Mirroring of Nonverbal Behavior Predicts Improvement in Learning. Poster presented at the *Psi Chi* session of the *Annual Midwestern Psychological Association* Convention, Chicago, IL.

Burns, B., **Erber, M.W., Dykema-Engblade, A.A., Cuevas, L., Merchant, C., & Takahashi, M.** (2020). Saving the Planet Starts in the Classroom: The impacts of infusing climate change modules within Psychology curricula. Poster presented at the *Psi Chi* session of the *Annual Midwestern Psychological Association* Convention, Chicago, IL.

Rehich, M., **Cuevas, L., & Dykema-Engblade, A** (2020). The role of food consumption on evaluations of older adults. Poster presented at the *Psi Chi* session of the *Annual Midwestern Psychological Association* Convention, Chicago, IL.

Mogil, A., Palaguachi, C., Koumoutsakis, T., Yun, Y, Tank, S., Montalvo, S., **Erber, M.W., Ayman-Nolley, S., & Church, R.B.** (2020). Poster presented at the *Psi Chi* session of the *Annual Midwestern Psychological Association* Convention, Chicago, IL.

Hollis-Sawyer, L. & Tejada, L. (2019, November). Constructed family systems for aging LGBTQ adults planning for elder care. Poster presented at the Gerontological Society of America (GSA) Annual Convention, Austin, TX.

O'Neil, A. & **Hollis-Sawyer, L.** (2019, November). "Senior friendly" packaging and product testing: Feedback from older consumers. Poster presented at the Gerontological Society of America (GSA) Annual Convention, Austin, TX.

Hollis-Sawyer, L. (2019, August). Got academic grit? An analysis of diverse students' stereotype threat and academic motivations. Poster presented at the American Psychological Association (APA) Annual Convention, Chicago, IL.

Hollis-Sawyer, L. (2019, August). Older women who work: Examinations of grey and grit. Symposium Chair of symposium presented at the American Psychological Association (APA) Annual Convention, Chicago, IL.

Hollis-Sawyer, L. (2019, August). Career work-life extension decision making and individual/ family counseling needs for social support. Paper presented at the Association for Adult Development and Aging (AADA) Summer Conference, Chicago, IL.

Hollis-Sawyer, L. & Tejada, L. (2019, August). Aging and the family: Therapeutic issues and options in response to the new longevity. Paper presented at the Association for Adult Development and Aging (AADA) Summer Conference, Chicago, IL.

Kossakowska, M., & **Rueckert, L.** (2020, June 1 – September 1). Perceptions workplace feedback: A preference for feedback containing constructive suggestions for improvement. Presented at the annual meeting of the Association for Psychological Science (online poster).

Rueckert, L. R., Pawlikowski, S., Bogner, S., & Church, R. B., (2020, June 1–September 1). Gesture enhances learning only for those ready to learn. Presented at the annual meeting of the Association for Psychological Science (online poster).

Basurto, K., & **Takahashi, M.** (November, 2019). Death Attitude among Young and Old: Religiosity and Financial Status as its Correlates. Poster presented at The Society for the Study of Human Development 11th Biennial Meeting, Portland, OR.

Young, A.G. & Shtulman, A. (2019, October). Children’s cognitive reflection predicts conceptual understanding in science and mathematics. Poster presented at the Cognitive Development Society Biennial Meeting. Louisville, KY.

Song-Nichols, K. & **Young, A.G.** (2019, October). Can gendered robots can change children’s gender stereotypes? Poster presented at the Cognitive Development Society Biennial Meeting. Louisville, KY.

Posada, L.M., Lesage, K.A., **Young, A.G.**, Shtulman, A., & Richert, R.A. (2019, October). Examining cognitive reflection and executive function in Colombian preschool-aged children and their parents. Poster presented at the Cognitive Development Society Biennial Meeting. Louisville, KY.

Young, A.G., Geddes, I.*, Weider, C.*, & Shtulman, A. (2019, July). Tensions between science and intuition in school-aged children. Talk presented at the 41stst meeting of the Cognitive Science Society, Montreal, QC.

Jensen, C.A., Murphy, A.D., **Young, A.G.**, Alibali, M.W., Rogers, T.T. & Kalish, C.W. (2019, July). Symbol grounding boosts transfer in addition learning. Poster presented at the Cognitive Science Society. Montreal, QC.

Young, A.G. & Song-Nichols, K.* (2019, July). Gendered robots can change children’s gender stereotypes. Poster presented at the Society for Philosophy and Psychology. San Diego, CA.

Alvarado-Avila, A., **Dykema-Engblade, A.**, & Sánchez-Johnsen, L. (2020). Obesity and Depression in Latinx Adults: Future Research Directions and Implications for Clinical Practice, Research, and Health Policy. Poster presented at the American Psychosomatic Society Meeting, Long Beach, CA, USA.

Sánchez-Johnsen, L., **Dykema-Engblade, A.**, Rodas, I., Martinez Jaimes, A., Alvarado- Avila, A., Nava, M., & Hassan, C. (2019). *Latinx Health Equity Research: Focus on Obesity, Dementia and Diabetes, Cancer, and HIV: Implications for Research, Practice, and Social Justice*. National Latinx Psychological Association Conference, October 2019, Miami, FL, USA, 2019.

Sánchez-Johnsen, L., **Dykema-Engblade, A.**, Rodas, I., Martinez Jaimes, A., Alvarado- Avila, A., Nava, M., Hassan, C. (2019). *Obesity, Body Image, and Acculturation in Latinx Men*. National Latinx Psychological Association, October 2019, Miami, FL, USA

[International]

Goldin-Meadow, S., Lepic, R., Levan, Z., Lu, J., Koumoutsakis, T. (Faculty sponsors: Dr. Erber, Dr. Ayman-Nolley, Dr. Church). Language background may influence receptivity to gestured input in math instruction. Poster presentation submitted as part of the 3rd Mathematical Cognition and Learning Society (MCLS), Building Connections, Developing Minds Conference, Dublin, Ireland. Conference cancelled due to Covid-19 pandemic. June, 2020.

5. Funded grants

Church, R. B., Co-principal Investigator, NSF Science of Learning: Collaborative Networks Grant (2016-present). The role of gesture in mathematics learning: From research to practice.

Church, R. B., Co-principal Investigator, NIH MARC Training grant renewal (2019-2024). NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences.

Church, R. B., Co-principal Investigator, NSF Science of Learning and Augmented Intelligence.

Saszik, S. Building Capacity: A longitudinal research-based learning community to address critical transitions of underprepared freshmen in STEM. National Science Foundation. 1,500,000

Erber, M. Building Capacity: Addressing Critical Transitions of First-Year STEM Students, National Science Foundation IUSE-HSI, \$1,500,000.

Takahasi, M. (2019). Co-Principal investigator, Examining reliability and validity of Wisdom Index for Japanese, Universe Foundation, Tokyo, Japan (\$9,000).

6. Service

Silverthorn, N. Ad-hoc journal reviewer: Journal of Community Psychology, Journal of Early Adolescence

Church, R. B.

Coordinator for University Assessment

Board Member, SCSE (Student Center for Scientific Engagement)

Provost Search Committee

Board Member, NonTraditional Degree program

Hollis- Sawyer, L.

2016-2019. Executive Committee, American Psychological Association, Div 20, Social Media Specialist
2018-present. Chair, Academy for in Higher Education Advancement Working Group
2016-present. Chair, Women and Aging Committee, American Psychological Association, Division 35
2017-present. Advisory Board, Aging and Society
2017-present. Editorial Board, INQUIRY (Sage Journal)
2016-present. Editorial Board, Open Biomedical Geriatrics journal
2016-present. Editorial Board, Journal of Social, Behavioral, and Health Sciences
2016-present. Journal Reviewer, Psychological Reports
2014-present. Journal Reviewer, Journal of Online Learning and Teaching
2014-present. Journal Reviewer, International Journal of Aging and Human Development
2014-present. Journal Reviewer, Aging, Culture, and Humanities
2013-present. Journal Reviewer, Learning and Individual Differences
2013-present. Journal Reviewer, International Journal of Education
2013-present. Journal Reviewer and Editorial Board, Current Psychology
2007-present. Editorial Board, Annual Editions: Aging
2005-present. Reviewer, Gerontological Society of America Conference

Takahashi, M., 2018-Present. American Psychological Association Division 20 Religion & Spirituality Special Interest Group co-chair.

Takahashi, M., 2012-Present. Member for the Chicago-Osaka Sister City Social Work Exchange Program Committee (Chair between 2014-2019)

Takahashi, M., 2016-Present. World Business Chicago Sister City Social Services Steering Committee

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Student Symposium

Palaguachi, C., Yun, Y. E., Montalvo, S., Lebron-Vazquez, A., Church, R. B., Erber, M., Beilstein, S., & Perry. M. (September, 2019). How important is expressing fraction understanding consistently across speech, gesture, action and drawings? Poster presented as part of the 11th Annual Student Center for Science Engagement Research Symposium, Chicago, IL.

Montalvo, S., Yun, Y. E., Palaguachi, C., Lebron-Vazquez, A., Church, R. B., Erber, M., Beilstein, S., & Perry. M. (September, 2019). Speech Gesture Mismatch in Fraction Understanding May Reflect Knowledge in Transition. Poster presented as part of the 11th Annual Student Center for Science Engagement Research Symposium, Chicago, IL.

Yun, Y. E., Palaguachi, C., Montalvo, S., Lebron-Vazquez, A., Church, R. B., Erber, M., Beilstein, S., & Perry, M. (September, 2019). Does fraction understanding involve consistency across multiple visual models? Poster presented as part of the 11th Annual Student Center for Science Engagement Research Symposium, Chicago, IL.

Cuesta, A., Delaney, M., Shiramizu, K., & Zeqiri, D. (Faculty sponsor: Dr. Takahashi). Okinawan longevity and spirituality. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Kossakowska, M. (Faculty sponsor: Dr. Rueckert). Perceptions of feedback. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Duffy-Osika, C., Franklin, K., Carter, K., Amaraz, M., & Sajid, H. (Faculty sponsor: Dr. Erber). Relationships of physical attraction to conflict resolution in intimate relationships. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Palaguachi, C., Montalvo, S., & Yun, G. (Faculty sponsor: Dr. Church). Examining children's abilities to express and link correct fraction understanding across multiple representations. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Monika Kossakowska, (Faculty sponsor: Dr. Rueckert). Perceptions of Feedback. Presented at the annual Psychology Department Student Symposium, December, 2019.

Yun, Y. E., Rivera, K., Palaguachi, C., Montalvo, S., Koumoutsakis, T. (Faculty sponsors: Dr. Erber, Dr. Ayman-Nolley, Dr. Church) Gesture's impact on learning is modified by the emergence of the digital age. Poster presented as part of the 2019 Bi-Ennial Cognitive Development Society (CDS) Conference, Louisville, KY, October, 2019.

Yun, Y. E., Palaguachi, C., Montalvo, S., Koumoutsakis, T. (Faculty sponsors: Dr. Erber, Dr. Ayman-Nolley, Dr. Church). How does technology affect gesture's enhancement on children's math learning? Poster presented as part of the 2019 Annual Biomedical Research Conference for Minority Students (ABRCMS), Anaheim, CA, November, 2019.

Yun, Y. E., Palaguachi, C., Montalvo, S., Tank, S., Koumoutsakis, T. (Faculty sponsors: Dr. Erber, Dr. Ayman-Nolley, Dr. Church). Children with low amounts of digital media experience benefit most from math instruction that includes gesture. Poster presentation submitted as part of the 3rd Mathematical Cognition and Learning Society (MCLS), Building Connections, Developing Minds Conference, Dublin, Ireland. Conference cancelled due to Covid-19 pandemic. June, 2020.

Mogil, A., Koumoutsakis, T., Palaguachi, C., Eun, Y., Tank, S., Montalvo, S. (Faculty sponsors: Dr. Erber, Dr. Ayman-Nolley, Dr. Church). Using Gestures in Classrooms Poster presentation submitted as part of the 3rd Mathematical Cognition and Learning Society (MCLS), Building Connections, Developing Minds Conference, Dublin, Ireland. Conference cancelled due to Covid-19 pandemic. June, 2020.

Mogil, A., Palaguachi, C., Koumoutsakis, T., Yun, Y. E., Tank, S., Montalvo, S. (Faculty sponsors: Dr. Erber, Dr. Ayman-Nolley, Dr. Church). What role does spatial scaffolding play in math learning for public versus private school children? Poster presented virtually, due to COVID-19, as part of the 32nd Annual Convention Association for Psychological Science (APS) Conference, Chicago, Illinois. June, 2020.

Mogil, A., Tank, S., & Koumoutsakis, T. (Faculty sponsors: Dr. Ayman- Nolley, Dr. Church). The effect of gesture on math learning: Private vs public school. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Antonio, J., Brizzolara, K., Buckley, J., Danz, P., Duelfer, J., Gonzalez, J., Higueros, J., Johnson, J., Humaira, K., Miller, M., Miranda, L., O'Donnell, S., Rentas, L., Saucedo, K., & Serrano, A. (Faculty sponsors: Prof. Cuevas, Dr. Dykema- Engblade). Service learning: The sites, the projects and the challenges. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Acosta, C., Padoan, J., Gamino, S., Nguyen, T., Tank, S., & Mogil, A. (Faculty sponsor: Dr. Church). The effect of gesture on math learning. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Alvarado, E., Bhimani, H., Bisiryu, O., & Rivera, E. (Faculty sponsor: Dr. Church). Parental relationship & style and its effects on academic achievement. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Cruz, B., Mezyk, P., West, J., & Vondrasek, B. (Faculty sponsor: Dr. Church). How does the daily life of a college student influence academic performance? Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Gonzalez, J., Rodriguez, M., Rojek, S., & Serrano, A. (Faculty sponsor: Dr. Church). Birth order and personality. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Perez- Sanchez, D. (Faculty sponsor: Dr. Takahashi). The representations of older adults in primetime television commercials: A comparison among english-language tv and spanish- language tv. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Qazi, S. (Faculty sponsor: Prof. Pagel). The effects of empty sella syndrome. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Schaps, I., Sifuentes, J., Wentz S., & Fagbemi, T. (Faculty sponsor: Dr. Church). How do different dance instruction variables impact dance combination recall in 5th graders? Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Basurto, K. (Faculty Sponsor: Dr. Takahashi). Death Attitude among Young and Old: Religiosity and Financial Status as its Correlates. Poster presented at The Society for the Study of Human Development 11th Biennial Meeting, Portland, OR., November, 2019.

Monroe, R. (2020). The relationship between religious trauma, sex, gender roles, and sexuality of adults in the United States using social identity theory. *The Undergraduate Journal of Psychology at Berkeley*, 13(1), 82-92. doi: <https://ujpb.org/vol13/vol13.pdf>

Jessica Yee, ChicagoCHEC Summer Fellow (2020).

Rebekah Monroe, ChicagoCHEC Summer Fellow (2020).

2. Acceptance to graduate or professional school

M.A. in student **Amanda Sanchez** received the 2020 Graduate Research Assistantship (Mentor: Dr. Hollis-Sawyer).

M.A. in student **Martha (Faye) Meaderds** was invited to be a part of a fall discussion panel on aging community needs through AgeOptions.

Gabriela Campos, Midwestern University, Occupational Therapy.

Mohmadmoin Vahora, University of Illinois/Public Health MA.

Moraima Noda, Indiana PhD BioMedical Gateway (IBMG) program, Indiana University School of Medicine.

Natalie Hernandez, PhD Chemistry, Northwestern University.

Annie Fritz, PhD Inorganic Chemistry and Chemical Biology, University of Illinois at Urbana-Champaign.

Robert Fidis, PhD Biomolecular Sciences, (BMS) program, Michigan State University.

Mierel Rehich, MAPSS program at University of Chicago.

Jassmyn Venegas, University of Illinois at Urbana-Champaign's Behavioral Neuroscience PhD program.

SOCIAL WORK

Annual Report 2019 – 2020

Submitted by Job Ngwe

I. Executive Summary

The Social Work program at Northeastern Illinois University (NEIU) is very pleased to be among the top programs in the College of Arts and Sciences. The baccalaureate Social Work program is committed to liberal arts education by design and combines liberal arts contents with professional social work foundation contents to prepare graduates for direct service in the field of social work and social services. The Council on Social Work Education (CSWE) sets the standards that define competent preparation for social work education at the baccalaureate and master's levels and ensures that its member institutions adhere to these standards. In addition to the General Education requirements, the CSWE mandates social work foundation content in the following curriculum areas:

- Human Behavior and the Social Environment
- Social Welfare policy and services
- Populations at risk
- Research
- Social Work Practice
- Field Practicum hours of at least 400 hours for baccalaureate level (NEIU requires 512 hours) and 900 hours for the master's level
- Social work values and ethics
- Human Diversity and Inclusion
- Social and Economic Justice

The Social Work Department currently offers both the Bachelor of Social Work (BSW) and the Master of Social Work (MSW) programs. These two programs are briefly summarized below.

Undergraduate Program

The Bachelor of Social Work (BSW) Program at NEIU was first accredited by the Council on Social Work Education (CSWE) in 1988. The CSWE sets the standards for our social work education. In addition to the General Education requirements and the Liberal Arts requirements, the content areas in the BSW program are addressed in the 14 core courses and two electives (48 credit hours) that are required for the bachelor of social work degree. To complete the degree requirements for the undergraduate degree, the student must complete twelve (12) credit hours of liberal arts requirements and

enroll in the field practicum where they are placed in an appropriate social work agency for 512 hours in two semesters. Students are under the supervision of qualified agency-based social workers. The agency, agency supervisors, and students are monitored by a full-time faculty (Field Director) and the field education team to ensure that the educational outcomes are achieved.

Currently, there are 113 BSW students in field placements in over 250 agencies across the city of Chicago and suburbs. This number is expected to increase in the 2020-2021 academic year and we are continually developing new field sites for our students. As a result of our commitment to quality liberal arts education, students from the BSW program at NEIU are well prepared for entry-level positions in the social work field and for admission to graduate and professional schools. Our program provides a diverse, flexible, and comprehensive curriculum that allows students to find their passion.

The undergraduate Social Work program at NEIU has received continuous and uninterrupted accreditation and reaffirmation since 1988 from the Council on Social Work Education (CSWE). Currently, we are reaffirmed by CSWE until 2023. Another important and positive accomplishment related to accreditation was obtaining approval by the Higher Learning Commission (HLC) to change our undergraduate program name from Bachelor of Arts in Social Work (BASW) to Bachelors of Social Work (BSW). This name change was important in three ways: (1) it reflects the professional nature of social work; (2) it aligns more closely with our Masters of Social Work (MSW) program; and (3) it makes our program more competitive in the job market and in applying for advanced degrees in social work. This was a great accomplishment for our growing program. Students who graduated beginning May 2018 received a diploma with a BSW degree in their diplomas.

The highest priority for both the undergraduate and graduate programs at NEIU is program growth in terms of recruitment, retention, and on-time graduation. This is in line with the NEIU Strategic Planning Goal #1: Student Success “Advance student success from recruitment through graduation...” and action step 1.1 “increase the enrollment of both undergraduate and graduate students; and action step 1.2 “increase retention and graduation rates for all students.” As a result of the hard work of our dedicated faculty and staff and the full support of the College of Arts and Sciences (CAS) and the university, our Bachelor of Social Work (BSW) program has had a steady program growth in enrollment and graduation for nearly ten (10) years prior to the 2018-2019 downturn in university overall enrollment. Table 1 below (from the Office of Institutional Research and Assessment) illustrates this modest enrollment and graduation growth since 2016 for the Bachelor of Social Work (BSW) program. Our focus now is to reverse the downward trend and continue the growth in enrollment and graduation going forward.

Table 1: Bachelor of Social Work program enrollment and graduation data (AY 2015 to AY 2020)

Academic Year	Enrollment			Total	Graduation
	Fall	Spring	Summer		
2014-2015	350	387	179	916	-
2015-2016	405	442	194	1,041	143
2016-2017	460	445	187	1,092	144
2017-2018	377	411	156	944	161
2018-2019	333	325	142	800	127
2019-2020	285	283	133	701	121

Graduate Program

The Master of Social Work (MSW) program NEIU, started in 2016, is urban focused and consists of two concentrations: (1) Serving Vulnerable Children and Families; and (2) Leadership and Change. Between these two concentrations, the MSW program has three groups of students: (1) the advanced standing program (10-month program); (2) the foundation program (full 2-year program); and (3) a growing part-time program. Additionally, we recently developed and added a new school social work specialization in the MSW program. Offering a MSW at NEIU not only enhances our visibility in the community and meets the workforce needs, but also meets the needs of the students seeking this higher degree. We are proud to have completed our 5th year of serving students in the MSW program. The Master of Social Work program at Northeastern Illinois University was fully accredited and affirmed by the Council of Social Work Education (CSWE) on October 2018. This affirmation is effective until 2023.

As with the undergraduate Social Work program, our highest priority in the graduate program is program growth. The Masters of Social (MSW) program at NEIU, though relatively new, has seen a steady and robust growth in enrollment and graduation rates since its beginning. Table 2 below (from the Office of Institutional Research and Assessment) illustrates this steady enrollment and graduation growth. These data indicate that we more than tripled enrollment in the MSW program in four years with a modest growth in graduation rates. The MSW program is currently serving 253 students with 61 students completing their internships at 60 agencies across the city and nearby suburbs.

Table 2: Master of Social Work program enrollment and graduation data

Academic Year	Enrollment			Total	Graduation
	Fall	Spring	Summer		
2016-2017	-	31	47	78	-
2017-2018	68	67	49	184	34
2018-2019	86	86	49	221	41
2019-2020	87	85	81	253	42

Faculty Information

The Social Work programs (MSW and BSW) have a total of eleven (11) tenured and tenure-track faculty including the department chair and two program directors. We have about twenty-five (25) regular instructors and adjuncts each semester. To say that we are understaffed, is an understatement. We offered about one hundred and sixty-five (165) course sections in the 2019-2020 academic year (fall/spring) and two-thirds of these sections were taught by instructors and adjuncts. Table 3 below illustrates this shortage in tenure-track faculty and the load our instructors and adjuncts are carrying for the social work programs.

Table 3. Number of course sections offered in AY 2019-2020 and taught by TPs, Instructors, and Adjuncts

Academic Year 2019-2020	Taught by TPs Faculty	Taught by Instructor	Taught by Adjuncts
# sections offered	# sections	# sections	# sections
165	54 (32.7%)	106 (64.2%)	5 (3%)

Despite this shortage in our faculty strength, the social work faculty should be commended for their continual dedication to our students, the university, the community, and to the social work profession. Both the BSW and MSW programs have a strong and vibrant faculty with a shared vision for student success. The BSW program, with Dr. Jacqueline Anderson as the BSW program director, currently serves over 450 undergraduate students with a strong faculty of five tenured/tenure-track members (Anderson, Kim, Hilado, Brake, and Oyewuwo), five full-time instructors (Auman, Waddell, Iverson, Reynolds, and Cleggett) and 18 part-time instructors and adjuncts. The MSW program, with Dr. Judith Rocha as the interim MSW program director, currently serves more than two hundred graduate students with a strong faculty of five tenured/tenure-track members (Holtschneider, Aguado, Ibrahima, Rocha, and Mojica) and four part-time instructors and adjuncts.

Our social work faculty are productive scholars with several noteworthy achievements in their areas of expertise (youth homelessness, cultural competence, vulnerable children and family, field education, etc.). Social Work faculty are publishing articles, books, book chapters and presenting their research at major social work conferences both locally and internationally. Additionally, Social Work faculty and instructors serve on various boards, engage in volunteer work, and practice in a variety of settings working with individuals, groups and families throughout the Chicagoland area and beyond. Social Work has established relationships with more than 200 social service agencies, and have placed 113 students in field placements during this evaluation period.

The Social Work Program continues to explore various ways to meet our student needs and to promote student retention and student success. To this end, the social work program continues to design, redesign, and offer online and hybrid courses in our social work program. In the academic year 2019-2020, we offered thirteen (13) online and hybrid social work courses to our students. Going forward, we plan to work more closely

with the Center for Teaching and Learning (CTL) and the social work field team to update the orientation process for students and to use a complete paperless electronic format and the TK20 to streamline our assessment process for the field curriculum. We also anticipate increasing our online offerings over the next 2 years to meet student demand and continue to align our program goals with the CSWE EPAS 2015 standards.

In addition, the Social Work program has continued (and indeed expanded) its partnership with the Department of Children and Family Services (DCFS) by offering two courses (SWK 307-Child Welfare I and SWK 337-Child Welfare II) to prepare students to meet the licensing requirements to work in the child welfare system following graduation. Four faculty/instructors completed all of the necessary DCFS trainings and licensure. These four faculty/instructors have been approved to proctor both the Child Welfare License (CWEL) and the Child Endangerment Risk Assessment Protocol (CERAP) exams for students, thus preparing them to become employed by DCFS immediately following graduation from the BSW program.

Curriculum Information

Program visibility and community engagement is another area the social work program has excelled. We are proud of the strong relationship we have developed with our colleagues at El Centro, the Jacob H. Carruthers Center for Inner City Studies (CCICS), and the University Center of Lake County (UCLC). At El Centro, we currently offer a complete BSW program including field education and provided increased opportunities for over 300 students to learn and work in the community. We are working on offering most, if not all, our advanced MSW curriculum at El Centro. Table 4 below highlights the social work course offering in different university locations to increase our visibility and community engagement.

Table 4. Social Work Course Offerings by University Locations

2019-2020	Main campus	EL Centro	UCLC	CCICS	ONLINE/HY	Total
Fall 2019	54	15	4	1	7	81
Spring 2020	53	14	8	3	6	84

At the Carruthers Center for Inner City Studies (CCICS), we are actively involved in rebuilding the social work course offerings at CCICS, as this campus is a natural fit for our social work program and students who are actively working in the community to meet the needs of individuals, groups, and families in Bronzeville neighborhoods and around the city of Chicago. The Social Work department has developed a strong working relationship with the new CCICS Director, Andrea Evans, and offered both BSW and MSW courses at the center in the Spring of 2020. We expect to offer full BSW and MSW programs at CCICS in the coming years.

At the University Center of Lake County (UCLC), we have continued to build our social work program, and have been able to offer all of our BSW social work courses (full program) at this location. The faculty composition at UCLC is made up of both full time tenure track faculty as well as seasoned part-time instructors and adjuncts. We have a

full time advisor available to meet with students as well as assist students in declaring their majors in social work. These collaborations with multiple sites have provided us with increased visibility in the community and increased opportunity to offer more social work core courses at these campuses.

In addition to the multi-campus course offering, the social work program continues to support, sustain, and cultivate interdisciplinary connections among programs to enhance student recruitment, retention, and success. Examples of these activities, programs, and collaborations include the Child Advocacy and Treatment (CAST) minor, Global Studies minor, student organizations, leadership programs, Honors programs, McNair Scholars program, and advocacy activities. This supports NEIU Strategic goal #2: Academic Excellence and Innovation “implement and support curricular and pedagogical best practices...” and action step 2.3 “support, create, and sustain interdisciplinary courses and programs...”

Diversity Information

Diversity and inclusion is an important part of the NEIU values “...the inclusion of a broad spectrum of students, staff, and faculty in the life of the university... celebrate and foster global perspectives... encourage the open and respectful express of ideas and differences in thoughts, experiences, and opinions.” The social work program is proud to subscribe to these university values. Our programs are diversified in terms of race or ethnicity, age, and gender of students and faculty. Table 5 illustrates the social work student enrollment by race or ethnicity during the academic year 2019-2020 and Table 6 illustrates the social work faculty by gender.

Table 5. Student enrollment in AY 2019-2010 by race or ethnicity

	Academic Year (AY) 2019-2020	Percent (%)
African American/Black	188	18.4
Asian	29	2.8
Caucasian/White	204	20
Hawaiian Pacific	3	0.3
Hispanic of any race	468	45.8
Multiracial/2 or more races	16	1.6
Native American	3	0.3
Others/Unknown	110	10.8
Total	1021	100

Table 6. Faculty diversity by Gender for Academic Year 2019-2020

Gender	Count	Percent (%)
Male	4	36.4
Female	7	63.6
Total	11	100

Program Collaborations

The Social Work program is one of the four departments (Justice Studies, Psychology, and Sociology) that collaborate to run the Child Advocacy and Treatment (CAST) minor. The Social work department is represented at the Faculty Council on Academic Affairs, The Global Studies Committee, the International Programs Committee, as well as on university wide search committees and other important task forces and student support programs. The Social Work department continues to work with the College of Education in offering the African Summer Institute, which was offered in Summer 2019 for its 16th year. Our students continue to be active in the community through their work in the social work clubs, Alliance of Student Social Workers (ASSW) and Graduate Alliance of Student Social Workers (G-ASSW). These students engage in service learning activities, year-long internships and active engagement in agencies and organizations. The Social Work program has a large number of students in the NEIU Honors Program, Leadership Programs, and McNair Scholars Program. Some of our faculty sometimes teach full courses in the Honors Program.

Program Activities & Accomplishments

There are several department/faculty achievements that support student recruitment, retention, and success. These achievements include faculty searches, annual field directors' orientation meetings, annual social work month celebration, student recruitment efforts, and new program initiatives.

The Social Work search for a new social work BSW faculty/field director position for the 2019-2020 academic year was suspended due to the COVID-19 problems. The search has resumed. Our program is excited for this 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 this important curriculum area has no curriculum specialist.

In Fall 2020, the Social Work Program held the Annual Field Directors Meeting (virtual due to COVID-19). This annual meeting included faculty, staff, administrators, and students. There were 120 BSW and MSW students, 71 supervisors, and 15 faculty members in attendance. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met. This was our second year of combining the BSW Program and MSW Program students and field instructors (first zoom field directors meeting), with a great turnout and meaningful exchange between students and community members and professionals.

The Social Work Department continues to make great efforts toward student recruitment and retention. We have worked closely with Mike Hines and his team to share the events and activities the social work department is engaged in as a recruitment and retention tool. Social work faculty was involved in open houses and community meetings and workshops and seminars to recruit new students. There were also many zoom recruitment and advising meetings with potential students

The Social Work Department continues to embark on new program initiatives to increase our course offerings to a larger audience and to meet the demands of students and professionals needing certifications or continuing education credits. In the fall of 2019, we re-established partnership with the Department of Child and Family Services (DCFS) and submitted proposal for new Child Welfare Course sequence. The course sequence has been established and growing. Currently, we have developed a School Social Work Specialization for the MSW program that will lead to School Social Work Professional Educator License. The new program will be launched in the fall of 2021. Additionally, the Social Work Department have developed relationships with many local and national agencies to meet the needs of our students' and practitioners' demands.

II. Program Plan

A. Long term goals

The long-term goals of the social work program at Northeastern Illinois University are to:

1. Complete a successful reaffirmation in 2023 for both the BSW and MSW programs;
2. Maintain program growth in terms of recruitment, retention and on-time graduation for both the BSW and the MSW programs;
3. Expand and nurture partnerships with the Department of Children and Family Services (DCFS) and other social service agencies;
4. Support and cultivate interdisciplinary collaborations among programs at NEIU including the CAST minor, the Global Studies minor, the Honors programs, the McNair Scholars program, etc., to enhance student recruitment, retention, and success; and
5. Offer more online and remote courses in our social work BSW and MSW programs across the multiple NEIU campuses. This may imply designing or redesigning courses, and to training or re-training faculty and instructors in instructional technologies (zoom and others).

During the 2019-2020 academic year, the social work program engaged in an array of activities including curriculum reform, recruitment and retention efforts, and outreach activities to attain its program goals. Some of these activities spanned the entire academic year, and some were restricted to a specific semester.

Throughout the academic year 2019- 2020, the Social Work faculty held monthly faculty meetings to work on curriculum development and revision for the upcoming CSWE 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 and the new 2015 Educational Policy and Assessment (EPAS) required by CSWE.

Throughout the academic year 2019-2020, the Social Work program held monthly departmental meetings that included all tenured and tenure-track faculty, part-time and

full-time instructors, and office staff. The focus of the meetings was to provide instructors with information regarding the program and students, to discuss program and student challenges, as well as to gain support and share resources for the curriculum areas in which they are teaching.

Throughout the academic year 2019-2020, the social work faculty continued to oversee their curriculum areas (as curriculum specialists) developing new assignments, updating required readings, adding new contents and adding TK20 as an assessment tool. To this end, Dr. Jacqueline Anderson oversaw the HBSE curriculum (in the absence of Dr. Aimee Hilado who was on sabbatical leave); Dr. Jin Kim continued to oversee the Policy curriculum; Dr. Olubunmi Oyewuwo-Gassikia oversaw the Research curriculum (in the absence of Dr. Job Ngwe who became the department chair); Ms Crystal Cliggett oversaw the BSW Field Education curriculum (in the absence of Dr. Jacqueline Anderson who became the BSW program director); and Dr. Andrew Brake continued to oversee the Introduction to Social Work and Electives curricula. Note: We still do not have a curriculum specialist for the practice curriculum area following the resignation of Dr. Milka Ramirez a few years ago, nor a curriculum specialist for electives and introduction to social work.

Additionally, during the academic year 2019-2020, Dr. Andrew Brake continued to implement the expanded BSW elective course, SWK 321: Social Work Practice in Schools to include master's level curriculum for MSW students as well as a youth leadership service learning component through a partnership with Alcott College Prep high school, a neighborhood high school in CPS. He developed new assignments, updated information, assessed new learning sites, mentored new field instructors, met the needs of the students in both BSW and MSW program, and added TK20 as an assessment tool.

Finally, during the academic year 2019-2020, the MSW faculty made great contributions to the social work program in the area of teaching, curriculum reform, recruitment and retention, and program outreach. They taught courses in their areas of expertise and served as MSW advisors and field liaisons: Dr. Troy Harden continued to serve as the MSW program director; Dr. Cathlene Holtschneider served as MSW advisor and field liaison. She taught in the MSW core curriculum and courses on homelessness, her area of expertise; Dr. Aissetu Ibrahima served as a MSW advisor and field liaison. She taught in the MSW core curriculum and contributed to the international social work curriculum; Dr. Patricia Aguado served as a MSW advisor and field liaison. She taught in the MSW core curriculum and contributes to the child welfare curriculum; Dr. Judith Rocha served as the MSW Director of Field Education and taught the field seminar and practicum courses; and Dr. Noe Mojica served as the lead of the MSW program concentration in the area of child and family.

Throughout the academic year 2019-2020, the Social Work Program utilized a TK20 to monitor progress and prepare graduation reports for majors and minors as well as provided a process to evaluate our data. The TK20 system continues to be useful in preparing annual reports to NEIU, CSWE, and NASW.

B. Projected needs

1. Faculty

Two replacement positions in the BSW program are needed immediately to comply with the Council on Social Work Education (CSWE) requirements and to meet student demands. We need a full-time faculty to lead the practice curriculum area. This need is necessitated by resignation of Milka Ramirez. Currently, the BSW program has only 5 full-time tenure track faculty (Kim, Anderson, Hilado, Brake, and Oyewuwo) to serve over 400 undergraduate students on four campuses (Main Campus, El Centro, CCICS, and UCLC). The requirement for accredited program, as set forth by CSWE is to have a 25:1 student/faculty ratio. To be in compliance with this standard, it would be necessary to hire two additional tenure track faculty.

One replacement position in the MSW program is needed immediately to comply with the Council on Social Work Education (CSWE) requirements (5 full-time faculty and a director) and to meet student demands in a fast-growing program. These needs impact on the delivery of programming to our social work students as we continue to offer both daytime and evening classes at El Centro, CCICS, and UCLC to meet student demand and to provide important services to these communities.

2. Equipment

Many Social Work faculty computers need serious upgrades or new laptops as many of the faculty are using computers that are 7-9 years old. Department needs additional screen monitors to electronically disseminate information to students. The Social work department also needs a printer/copier for the office when we return back to campus.

3. Other Resources

Office space continues to be a serious and urgent need in the social work department. We need a dedicated conference room (with tables and chairs) for the BSW and MSW programs. The social work department hosts many visitors throughout the year and hosts CSWE Commissioners and Site Visitors on a regular basis. We also hold bimonthly faculty/department meetings and advising sessions that need some level of privacy. Having a dedicated conference room would allow us to meet and greet these visitors and provide us with a consistent and pleasant place to conduct business. Additionally, we need office space for our new faculty.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Ngwe, J. E. (2019). Agency-Based Research Methods: A User-friendly Statistical Handbook. USA: McGraw-Hill Education LLC.

2. Book Chapters, Regional Exhibitions or Performances

Ibrahima, A. (2020). Using Indigenous Approaches as a bridge between policies, interventions and the grassroots. In B. Nikku (Ed). *Social Work Education*. IntechOpen. London, UK

3. Articles and Abstracts, Local Exhibitions or Performances:

Kim, J, & Brake, A. (2019). “Early Incarceration, marriage and the risk of poverty in old age: Evidence from the Wisconsin Longitudinal Study”. *Poverty & Public Policy*, 1-24

Brake, A. (2019). Right from the Start: Critical Classroom Practices for Building Teacher–Student Trust in the First 10 Weeks of Ninth Grade. *The Urban Review*, 1-22.

Brake, A., & Kelly, M. S. (2019). Camaraderie, Collaboration, and Capacity Building: A Qualitative Examination of School Social Workers in a Year Long Professional Learning Community. *The Qualitative Report*, 24(4), 667-692.

Holtschneider, C. (2020). *Toward a more just and effective response to youth homelessness*. Behavior and Social Issues. (Documentation).

4. Conference Presentations, Group Shows

Aguado, P. (2019). Presenter, Trauma and HIV: Developing a Group Intervention Focused on Dismantling Toxic Masculinity, National Sexual Health Conference, Hosted in Chicago in 2019

Aguado, P. (2019). Presenter, Mexican Men Living with HIV: Barriers and Facilitators to Treatment and Retention, National Sexual Health Conference, Hosted in Chicago in 2019

Brake, A. (2019). *Moving the field forward: Using technology through a professional learning community model to increase school social workers’ skills*. Roundtable presentation at the 23rd annual meeting of the Society for Social Work and Research, San Francisco, CA.

Brake, A., Kelly, M. & Thompson, A. (2020). *Hosted, not hoisted: School social workers, school administrators, and the struggle for leadership in school mental health*. Presentation at the 24th annual meeting of the Society for Social Work and Research, Washington, DC.

Holtschneider, C., Pierre, K., Morrow, M., & Maxwell, C. (2019). *Addressing hunger, housing instability and homelessness on campus*. Invited Presentation, Northeastern Illinois University Faculty Institute, Chicago, IL.

Holtschneider, C. (2019). *Trauma and crisis de-escalation*. Workshop, Care2Prevent at University of Chicago, Chicago, IL.

Holtschneider, C. (2019). *Trauma and crisis de-escalation*. Workshop, Care2Prevent at University of Chicago, Chicago, IL.

Kelly, M. & Brake, A. (2019). *Professional development that matters: Initial outcomes from the Loyola SMHAPP Certificate*. Presentation at the 24th Annual Conference on School Mental Health, Center for School Mental Health, Austin, TX.

- Kim, J. & Brake, A.** (2019). *Incarceration and the risks of poverty in old age: Examining the significance of gender*. Poster presentation at the 23rd annual Meeting of the Society for Social Work and Research, San Francisco, CA.
- Rocha, J. S.** (2020). Presentation at the AARP 3rd Annual *Caminando Juntos: Caregiving Virtual Conference* entitled “La BROCHA – Latinas/os Buscando Refugio y Optimismo Cuando Hacen Arte” Chicago, IL
- Shayman, E. & Brake, A.** (2019). *Using standpoint theory to understand school social workers' professional and personal identities*. Poster presentation at the 23rd annual meeting of the Society for Social Work and Research, San Francisco, CA.

5. Funded grants

- Aguado,** (2020). Powering Up Male Prevention (PUMP), The CORE Center, Cook County Health and Hospitals System; Fund: SAMHSA- \$500,000.00yr/ \$2.5 million-5yr/ 2018-2023.
- Aguado, P.** Co-PI, *Proyecto Promover*, The CORE Center/ Cook County Health and Hospitals System; Fund: HRSA-SPNS- \$300,000.00 yr/ \$1.5 million-5 yr/ 2013-2019.
- Brake, A.; Sichling, F., & Chung, S** (2019-present). The Responsive Relationships in Schools Partnership (RRSP) Northeastern Illinois University, Social Work Program, Chicago, IL; University of Missouri Saint Louis, School of Social Work, St. Louis, MO. \$8,900
- Brake, A.** (2019). NEIU Committee on Organized Research Grant (\$4,000) - The Responsive Relationships in Schools Project (RRSP)
- Holtshneider, C.** (2020). Addressing youth homelessness and instability. Prince Charitable Trusts, \$20,000
- Holtshneider, C.** (2020). Addressing youth homelessness and instability. Chicago Community Trust, \$40,000.
- Holtshneider, C.** (2020). Addressing youth homelessness and instability. William J. and Dorothy K. O’Neill Foundation, \$10,000.
- Holtshneider, C.** (2020). Addressing youth homelessness and instability. Polk Bros. Foundation, \$40,000.
- Holtshneider, C.** (2020). Addressing youth homelessness and instability. Julian Grace Foundation, \$25,000
- Holtshneider, C.** (2020). Addressing youth homelessness and instability. Pelino Charitable Foundation, \$15,000.
- Holtshneider, C.** (2020). Addressing youth homelessness and instability. Morrison Family Foundation, \$15,000

6. Service

- Aguado, P.** (2019). Latinx Leadership Institute, 2019 National Latinx Conference on HIV/HCV/SUD, San Antonio, TX
- Anderson, J.** (2019). Training on Cultural Humility at Cook County Detention Center
- Brake, A.** (2019). Dissertation Committee for Emily Shayman, Loyola University Chicago, School of Social Work, Chicago, IL

Brake, A. (2020). School Mental Health Consultant, Alcott College Prep Behavioral Health Team

Brake, A. (2020). Commissioner, State of Illinois, Logan Square, Avondale and Hermosa's Mental Health Services Program and Governing Commission

Curtis, C., Jointer, T. Brake, A. & Bonton, A. (2020). Assessing Cultural Acceptance for Advancing Anti-Racist Policies & Practices in Schools. Cox, T., Alvarez, M. & Fitzgerald, T. D. in *New School Social Worker: The Art of Being Indispensable*. Oxford University Press.

Holtschneider, C., Johnson, B., & Martinez, J. (2019). Student debt clinic for higher ed professionals. Workshop, American Federation of Teachers, Northeastern Illinois University, Chicago, IL

Holtschneider, C. (2020) Co-founder and Executive Director of LYTE Collective, a nonprofit organization supporting youth experiencing homelessness

Holtschneider, C. (2020) City of Chicago Task Force on Youth Homelessness Leadership Committee

Thebaud, M. & Kim, J. (2020). Intimate partner homicides: Has the increase in mandatory arrest laws been counterintuitive for the very people they were set out to protect? *The Macksey Journal*.

B. Student Achievements

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

Arenas, J. (2019). Increasing Mental Health Services In Lake County. *Northeastern Illinois University*

Fraid, G. (2019). Analysis Of Barriers To Service That Exist For Chronically Homeless Clients Seeking Affordable Housing In A Case Management Setting. *Northeastern Illinois University*.

Fraid, K. (2019). Marx, Mill, And Dead Dogma: A Ruthless Revisiting Of Existing Criticism. *Northeastern Illinois University*

Gjeka, K. (2019). Resiliency In Child Welfare Workers. *Northeastern Illinois University*

Johnson, R. (2019). The Uniquely Social Aspect Of Labor Migration From The Philippines. *Northeastern Illinois University*

Lapadat, A. & Iqbal, F. (2019). Religion And Conflict. *Northeastern Illinois University*

Ortiz, R. C. (2019). Inside The Lives Of Newly Diagnosed HIV/AIDS TPAN Participants. *Northeastern Illinois University*

Reid-Jancic, D. (2019). Howard Brown Health's Sexual Harm Response Project: Linking LGBTQ Survivors Of Sexual Violence To LGBTQ-Affirming Services. *Northeastern Illinois University*

Ross, A. (2019). State Of Emergency Of Retaining African American Students At Northeastern Illinois University. *Northeastern Illinois University*

Sancen, C. (2019). The Services For Domestic Violence Survivors Project. *Northeastern Illinois University*

Silvera, R. (2019). Rich / Poor Conflict. *Northeastern Illinois University*

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

We are very proud of the students who have been accepted to many graduate and professional programs in Chicago and around the country including Loyola University, University of Illinois at Chicago, Dominican University, University of Chicago, Aurora University, and so on. Acceptance to graduate or professional schools is one of our program goals and is a reflection of the strong and consistent mentoring and commitment to student learning offered by the social work program.

C. Alumni News

Social Work program graduates from NEIU (our alumni) continue to make us proud through their great contributions to the social work profession in Chicago and around the country. Few of these alumni include: (1) Keith Green, who received his BSW degree from NEIU. He received his MSW from University of Wisconsin and completed his Ph.D. at SSA/University of Chicago Social Work. Keith has been hired as tenure track faculty at Loyola University School of Social Work; (2) Robert Motley received his BSW degree from NEIU proceeded to complete his Ph.D. degree at George Warren Brown-University of Missouri- Social Work; (3) Cashell Lewis is pursuing a Ph.D. at University of Chicago Social Work; and (4) Jesse Self is pursuing a Ph.D. degree at the University of Chicago Social Service Administration (SSA); and (4) Eddie Bocanegra is leading a new program for veterans - Urban Warriors and has been hired as the Director at the Heartland Alliance.

We are redesigning our webpage and developing a Social Work Blog, with a focus on student success stories, scholarship information, program events and resources, to increase communication with our alumni.

SOCIOLOGY

Annual Report 2019-2020

Submitted by Olivia Perlow (with input from former chair, Andreas Savas Kourvetaris)

I. Executive Summary

The 2019-2020 academic year comprised a wave of unprecedented historic events that created a range of unique challenges. The COVID-19 global pandemic in particular forced us to rethink almost every aspect of our lives, including the modalities of work and communication, how we teach, and how to best serve our students. Yet, despite the many challenges we faced, the dedicated Sociology (SOC) faculty and staff were able to rise to the occasion, retooling their pedagogies, advancing their technological skill set, and gaining knowledge about/securing a variety of resources in order to facilitate student success. The SOC faculty and staff additionally remained active outside of the department, providing invaluable service to help sustain the life and health of the university. Overall, the sociology program has continued to contribute to all of NEIU's Strategic Goals: Student Success; Academic Excellence and Innovation; Urban Leadership; Exemplary Faculty and Staff; Fiscal Strength.

Student success (Strategic Goal 1) and Academic Excellence (Strategic Goal 2) are the primary goals of the Sociology program. But how do we define “success” and “excellence”? It is not simply about students persisting to graduation and/or getting good grades but, according to our website:

The fundamental mission of the Department is to develop students' critical understandings of social life through the shared power of knowledge and resourceful action. Our faculty is committed to working with students to understand how classism, racism, sexism, homophobia, and other forms of inequalities intersect and operate, and how individuals, groups, and organizations challenge these inequalities against all odds...By deepening students' critical understandings of the structures and patterns upon which everyday life rests, the Department fosters the students' “sociological imaginations”...

Thus for us, student success is achieved “through empowerment, social engagement, and commitment to social justice.” We help facilitate this process by “identify[ing] and implement[ing] high-impact practices for all students with a special focus on underrepresented populations” (Action Step 1.2). The department has consistently used and infused pedagogical strategies that fostered positive inter-group relations by

promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious, and other backgrounds. That is, SOC faculty are committed to BIPOC-centered social justice education through critical, culturally-responsive, intersectional and inclusive, curricula and pedagogies. Furthermore, as a department whose mission centers public sociology (sociology that extends beyond the classroom), our teaching, research and service work (including activism), have promoted urban leadership (Strategic Goal 3) by providing our students with the knowledge, tools, and support to encourage social justice work within NEIU and beyond. This is clearly demonstrated by our students' active involvement, on and off campus through student club(s), service-learning activities, internships, and activism. For example, **Juan Martinez** served as Faculty Advisor of the Sociology Club, which organized a variety of activities throughout the year such as a SOC Alumni Series. In addition, six SOC students attended the Illinois Sociological Association's (ISA) annual conference, which was held at North Park University where NEIU SOC major Franklin Nwoko won the "best undergraduate student paper" award! The department also continued to have an active chapter of the Alpha Kappa Delta (AKD) International Sociology Honor Society.

Our exemplary faculty (Strategic Goal 4) have continued to develop innovative curricular and pedagogical offerings such as the interdisciplinary collaboration that brought about Aneta Galary's new course, Environmental Sociology. The department also continued to be active in the University Honors Program, University Without Walls, McNair Scholars Program, General Education-Distributive Learning (Gen Ed) and Engaged Learning Experiences (ELEs), through the Department's diverse and interdisciplinary course offerings. Our tenure-track/tenured faculty members also served as academic advisors for majors, minors, and other students across the University, providing students with important information to keep them on track to graduation and help them fulfill their career goals. For example, we provide our new majors with an American Sociological Association (ASA) brochure and booklet about 21st Century occupations and career trajectories in sociology and beyond. Moreover, our capstones (SOC 351: *Senior Seminar in Sociology* and SOC 342: *Internship Seminar in Sociology*) provided students with post-graduate career exploration and preparation.

Driven by our program's commitment to student success, social justice, interdisciplinary collaboration, and shared governance, our exemplary faculty have continued to be deeply engaged in service work not only in Sociology, but also in the College of Arts & Sciences (CAS) and within the University as a whole. We have continued to go far beyond what is required by our SOC DAC, taking on many service and leadership roles within and beyond NEIU. For example, **Andreas Savas Kourvetaris** served his final year as Department Chair of SOC, AFAM, LLAS, and WGS, served on the College of Arts & Sciences Academic Affairs Committee (CASAAC), and as the NEIU Chapter Representative for the Alpha Kappa Delta International Sociology Honor Society. **Olivia Perlow** (SOC, AFAM, WGS) cycled out of her three-year term and **Brooke Johnson** (SOC, WGS) stepped in to her new elected role as WGS Coordinator. She additionally served on the Board for NEIU's Honor's Program and served on CASAAC. **Brett**

Stockdill continued to serve as Assessment Coordinator and has remained active core faculty in SOC, LLAS, served as Faculty Advisor for University Without Walls at Stateville prison and on CASAAC. **Olivia Perlow** also served as Faculty Advisor for University Without Walls at Stateville prison, as well as on the Black History Month Committee and Black Student Success Committee. The Sociology faculty also served as organizers, presiders, presenters, and/or active participants for numerous campus-wide events. In addition, Sociology faculty continue to stay abreast of the latest pedagogical developments as well as other developments within and beyond their field(s), thus continually take advantage of professional development opportunities (particularly in light of the pandemic). The following are but a few examples:

Josef Ben Levi:

- 2019, Mental Health First Aid (MHFA) USA, Certified Youth Mental Health First Aid Instructor
- 2019, International Association of Trauma Professionals (ITAP), Certified Clinical Trauma Professional (CCTP) Re Certification
- 2020, Association of State and Territorial Health Officials (ASTHO), Certified Making Contact: A Training for COVID-19 Contact Tracers
- 2020, CITI Re-Certification: Social and Behavioral Research Investigator

Cristen Jenkins

- Webinar, “Impact of COVID-19 on U.S. Schools,” Kevin Kumashiro, April 10, 2020
- Webinar, “The Role of Scholar Collective Action in this moment,” Center for Anti-oppressive Education, May 8, 2020

Brooke Johnson

- Conflict Management & Resolution -1/31/2020 9-1pm - Tyler Smith, Ombuds
- CAS webinar: Going Online in 30 Days – 4/10/2020 – Liz Rodriguez
- Academic Catalog Training – 5/6/2020 – Ana Villate
- CIM Training 9/6/2019 - Ana Villate
- Co-Facilitated UPI Student Debt Clinic September 26, 2019

Juan Martinez

- Co-Facilitator, AFT Student Debt Clinic, Illinois: UPI NEIU Chapter, Northeastern Illinois University, September 26, 2019
- NEIU Online Teaching Class, NEIU Center for Teaching and Learning, Summer 2020

Savas Kourvetaris, Andreas

- Co-Facilitator, Professional Development Workshop, NEIU Faculty Institute, Fall 2019
- Recruiter Training, Fall 2019
- CIM Training, Fall 2019
- Advisor Training, Fall 2019
- Conflict Resolution & Management, Spring 2020
- Catalog Training, Spring 2020

Furthermore, SOC faculty have maintained active research agendas and have continued to engage in innovative and creative activities, and produce cutting edge scholarship which has enhanced the discipline of Sociology as well as a number of interdisciplinary fields such as AFAM, Ethnic Studies, Justice Studies, LGBTQ Studies, and WGS. For example, **Juan Martinez** successfully moved his prestigious National Science Foundation grant where he is Co-Principal Investigator with City Colleges of Chicago, to NEIU. Taken collectively, the body of work advanced the departmental mission of public sociology, which seeks to produce robust, accessible sociological scholarship for audiences beyond the traditional sphere of academia. Also beyond campus, Sociology faculty members' vibrant involvement in collective action fulfilled a crucial function in bridging the gap between university and community. For example, **Brett Stockdill** continued his community-based activism in Black & Pink, a prison abolition organization advocating for LGBTQ and HIV+ prisoners, and **Cristen Jenkins** served as Co-Chair of the Board of Directors of the Chicago Freedom School.

II. Program Plan

A. Long term goals

The long-term goals of the Sociology program are to increase the number of Sociology majors and minors; to prepare students for post-graduation success (i.e. grad school, career); to increase outreach and maintain better links to and communication with current students, alumni, and prospective students; and to engage in more institutionalized curricular innovations and interdisciplinary collaborations. Efforts included but were not limited to the following activities (note: some outreach and recruitment events were cancelled due to COVID):

- Participated in University Open House
- Created/modified/institutionalized articulation agreements with local community colleges
- Attended It's a Major Deal
- Conducted Sociology Alumni Panels
- Held Group Advising Sessions
- Participated in Golden Eagle Welcome Day
- Participated in one-stop enrollment events
- Cleaned up alumni contact list/information
- Created more ELEs and explored the possibility of creating 300/400 level courses to attract students outside of SOC
- Added to the list of possible internships, grad school and career options for students in capstones
- Created/sustained community-based partnerships (i.e. Chicago History Museum, Logan Square Neighborhood Association, North River Commission, Center for Neighborhood Technology, Communities United, Centro Autónomo)
- Explored the creation of scholarships
- Engaged in social-justice-oriented programming/events and collaborations
- Advanced technology-assisted instruction

B. Projected needs

1. Faculty

Historically, the department comprised a base of eight tenure-track faculty. Yet our retirements and resignations have not been replaced. We currently have only *five* tenure track/tenured faculty members, which leaves our TPs overburdened, especially in the area of service, and especially for those of us that are core faculty in other programs such as AFAM, LLAS, WGS. In addition, the Department's reduced numbers of office staff personnel continued to put strain on departmental resources to support the needs of our academic programs, faculty, and students. Nevertheless, and despite the ongoing strain on resources, the outstanding work of the Sociology Department's Office Manager **Uma Patel** (who also served as Office Manager at 50%-time for the Department of Political Science), has helped to keep us afloat. Yet, we need at least two TP hires to maintain the integrity of the program.

2. Equipment

We request new technology/software such as consistent access to SPSS and Adobe Acrobat; new desktops and/or laptops for instructors; loaner laptops for students; charging and docking stations for students; digital recorders for students and faculty to use for their research.

3. Other Resources

Spatial Needs

- **Office Space** for part-time instructors. It would be optimal to have another office for our part-time instructors. Our full-time instructors share an office and all of our part-time instructors and adjuncts are currently crowded into two offices.
- **Meeting Space:** It would be optimal to have a designated meeting space for the Department Faculty Meetings in LWH. We have been meeting in the office of the Department Chairperson for years. It would also be optimal to have a designated space for our majors and minors to study, network, and to hold meetings.
- **Room Assignments:** Room assignments for classes and special events continue to create logistic and programmatic difficulties for our faculty and staff. The faculty frequently have back-to-back classes in LWH and BBH, leaving them only ten minutes to meet with students before/after class, go to the bathroom, set up/put away AV equipment, and walk across campus. Virtually all of our classes include small group discussion and class discussion, but many assigned classrooms are not equipped for this. Classes on the main campus that are not located in LWH make it difficult for students and faculty to be on time when class starts as well as on time for office hours. In addition,

III. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts, Local Exhibitions or Performances:

Ben Levi, Josef (2019). "Society of behavioral medicine urges congress to ensure Affordable Care Act coverage of prostate cancer screenings support." *Translational Behavioral Medicine*.

Stockdill, Brett (Co-author) (2019). "Abolish solitary confinement." *Black and Pink Chicago zine*, October.

Stockdill, Brett (2019). Book review. [*Before AIDS: Gay health politics in the 1970s* by K. Batza]. *Bulletin of the History of Medicine*, 93(2) 2, 292-293.

4. Conference Presentations, Group Shows

Ben Levi, Josef (2020, June 24). *CDC EPIC Webinar: Your COVID-19 Questions Answered: Daily Life, Social Interaction, Returning to Work, and More*. Participant.

Ben Levi, Josef (2020, May-26-June 22). *NEIU-CTL Online Summer 2020 Teacher Training Webinar* with Elizabeth Rodriguez.

Ben Levi, Josef (2020, May 31). *CAN/TV Channel 19, Dr. Gloria Latimore-Peace: H3O Art of Life Show: Interviewee with Prof. Wayne Sebamurti: Black History: From Spirituality to Religion*. Chicago, Illinois.

Ben Levi, Josef (2020, May 27). *Project Brotherhood Webinar: Covid-19 Contact Tracing*.

Ben Levi, Josef (2020, May 28). *COVID-19 & The African American Community: Where do we go from here?* Webinar: University of Chicago Medicine.

Ben Levi, Josef (2020, May 23). *Nubian Language Society National Meeting Webinar*.

Ben Levi, Josef (2020, May 20) "*Conversation on the Impact of COVID-19 on Communities Touched by Cancer*". ChicagoCHEC Webinar.

Ben Levi, Josef (2020, May 16) *Collaborative Institutional Training Initiative (CITI Program), Human Research (Curriculum Group) Group 1. Social and Behavioral Research (Course Learner Group) 2 - Refresher Course*.

Ben Levi, Josef (2020, May 14). *American Journal of Men's Health*. *Article Peer Reviewer: Erectile dysfunction is associated with depression and low self-esteem in inflammatory bowel disease patients on Publons*.

Ben Levi, Josef (2020, May 14). *ASTHO Association of State and Territorial Health Officials: Certified Making Contact: A Training for COVID-19 Contact Tracers*.

Ben Levi, Josef (2020, May 13). *APHA Covid-19 Conversations: A Webinar Series*.

Ben Levi, Josef (2020, May 10). *A History of the Apocalyptic Idea: Are We Facing the End of the World?* Lecture: Communiversity, Webinar.

Ben Levi, Josef (2020, May 8). *NEIU-CTL Brown Bag Meeting Webinar with Elizabeth Rodriguez- Summer 2020 Teacher Training*.

Ben Levi, Josef (2020, April 25). *The Arab Slave Trade: Yesterday and Today Webinar*. Lecture: Communiversity, CCICS.

Ben Levi, Josef (2020, April 25). *Nubian Language Society National Meeting Webinar*.

Ben Levi, Josef (2020, April 21). *Youth and Adult Mental Health First Aid Curriculum Update Webinar*.

Ben Levi, Josef (2020, April 16). *NEIU Ombudsman Webinar*.

Ben Levi, Josef (2020, April 13). *Teen Mental Health First Aid Webinar*.

Ben Levi, Josef (2020, March 24). *NEIU Center for Teaching and Learning: Remote Teaching Seminar*. Chicago, Illinois.

Ben Levi, Josef (2020, February 22). *Forks of the Roads: Bambara Origins in Natchez Mississippi*, Lecture: Communiversity, CCICS.

Ben Levi, Josef (2020, February 14). *CCICS Urban Community Health Lecture: CPR High Blood Pressure, Heart Disease, and Diabetes, 15th Annual Dr. Jacob H. Carruthers Conference, Northeastern Illinois University, Jacob H. Carruthers Center*. Lecture: *The Identification of Nubians in the Ahmose Inscription*. NEIU/CCICS.

Ben Levi, Josef (2020, February 8, 2020). *The Scholarly works of Dr. Cheikh Anta Diop*. Lecture: Communiversity, CCICS.

Ben Levi, Josef (2019, November 26). *Olive-Harvey Community College Lecture: The African Origin of Greek Philosophy*.

Ben Levi, Josef (2019, November 12). *University Without Walls NEIU Student Review: Eric Arnold. Committee Chair*.

Ben Levi, Josef (2019, November 6). *American Professional Health Association (APHA) Annual Convention: Black Caucus Presentation: “Citizen Scientists as Maroon Community Investigators in Community Health”*, Philadelphia, Pennsylvania.

Ben Levi, Josef (2019, November 2). Association for the Study of Classical African Civilizations (ASCAC) Midwest Regional Conference. *Lecture: Some 19th Century African Writers and Some Black “Scrappers” Too*. Chicago, Illinois.

Ben Levi, Josef (2019, October 29). *Olive-Harvey Community College Lecture: The Black Sociologists*.

Ben Levi, Josef (2019, October 28). *NEIU Climate Change Committee meeting; Instructors: Participant*.

Ben Levi, Josef (2019, August 16). *Youth Mental Health First Aid Training: NEIU/CCICS, Trainer*.

Ben Levi, Josef (2019, July 5). H3O Art of Life Show Blog: *The Social Contract and the Racial Contract: What About Us? Presentation: Chicago, Illinois*.

Martinez, Juan (2020). “To Welcome, or Not To Welcome, That is the Proposal: Welcoming Ordinances at the Municipal Level” (with Ymelda Viramontes). Accepted to The 2020 Annual Meeting of the Midwest Sociological Society, Omaha, NE. April 4 (Conference cancelled due to COVID-19; paper resubmitted to The 2021 Annual Meeting of the Midwest Sociological Society)

Savas Kourvetaris, Andreas (2020). “Sustainability Stories: ‘Going Green,’ Making Green, and Paying for Social Change.” Accepted for presentation at the 2020 Annual Meeting of the Midwest Sociological Society, Omaha, NE, April 4. (Canceled due to COVID-19 closures)

5. Funded grants

Martinez, Juan. National Science Foundation, “Exploring the Impact of Cultural Wealth and Scholarships on Community College Student Success in STEM,” \$1,000,000 (#1833435), Co-Principal Investigator with Phillip Vargas (Principal Investigator), Jacquelyn Werner, and Vincent Wiggins (Co-Principal Investigators), 2018-2023. (ONGOING)

6. Service

Martinez, Juan. Presider, “Community and Social Structure,” The 2020 Annual Meeting of the Midwest Sociological Society, Omaha, NE. April 4 (conference cancelled due to Covid-19)

Martinez, Juan. Panelist, “Academics and Activism: Challenges and Opportunities,” Social Action Committee Session, The 2020 Annual Meeting of the Midwest Sociological Society, Omaha, NE. April 5 (conference cancelled due to COVID-19).

Martinez, Juan. Member, Membership Committee, Community and Urban Sociology Section, American Sociological Association, August 2019-Current

Savas Kourvetaris, Andreas. Upsilon of Illinois Chapter Representative, Alpha Kappa Delta International Sociology Honor Society, Northeastern Illinois University.

Savas Kourvetaris, Andreas. Climate Study Working Group, Summer 2019-Fall 2020, Northeastern Illinois University.

B. Student Achievements

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

Nwoko, Franklin. 2019. Panel Presenter. “How Mass Incarceration and Unfree Labor of Minorities Have Enriched Corporations in the United States.” Presented at the Illinois Sociological Society Annual Meeting, Chicago, IL, November.

Viramontes, Ymelda. 2020. “To Welcome, or Not To Welcome, That is the Proposal: Welcoming Ordinances at the Municipal Level” (with Juan Martinez). Accepted to The 2020 Annual Meeting of the Midwest Sociological Society, Omaha, NE. April 4 (Conference cancelled due to COVID-19; paper resubmitted to The 2021 Annual Meeting of the Midwest Sociological Society)

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

Caruth, Amanda Elizabeth. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, November 29.

Cintora, Angelica. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, November 29.

De Jesus, Christian. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, November 29.

Sullivan, David Neil. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, November 29.

Pliego, Maricruz. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, November 29.

Nwoko, Franklin O. 2020. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 24.

C. Alumni News

Abarca, Alexis (Women's & Gender Studies '18 [& LGBTQ Studies minor]). Transgender and gender non conforming youth HIV prevention coordinator at Howard Brown Health, Broadway Youth Center

Ahlm, Jody (Sociology '11). Earned PhD in Sociology, Department of Sociology, University of Illinois at Chicago; earned Certificate in Gender and Women's Studies, University of Illinois at Chicago

Ahlm, Jody (Sociology '11). Visiting Assistant Professor, Department of Sociology, University of Illinois at Chicago, 2018-present

Alderson, Edward (Magna Cum Laude, Sociology minor '14 [& NDP-Interdisciplinary Studies major]). MA Candidate, Clinical Mental Health Counseling, Northeastern Illinois University

Arroyo, Citali, completed M.ED from Boston College and Panelist on International Educators of Illinois panel, "Antiracism in International Education" Speaker Series

Baber, Ashley (Sociology '11 [& Political Science major]). PhD Candidate, Department of Sociology, Loyola University Chicago

Baber, Ashley (Sociology '11 [& Political Science major]). Distinguished Graduate Instructor Award, Department of Sociology, Loyola University Chicago, 2019

Caban, Emilio (Sociology '09). Instructor, Sociology Department, Triton College

Caban, Emilio (Sociology '09). Adjunct Instructor, Department of Sociology, Northeastern Illinois University

Chaves, Maria (Sociology '09 [& Women's & Gender Studies major]). Assistant Professor, Africana and Latino Studies Department, SUNY-Oneonta, 2018-present

Davis, Georgiann (Sociology '04). Associate Professor, Department of Sociology, University of Nevada, Las Vegas, 2018-present

De Genova, Eden (Sociology '14; Rehabilitation Counseling '17). Care Consultant, Alzheimer's Association, 2018-present

De Genova, Eden (Sociology '14; Rehabilitation Counseling '17). Job Accommodation Specialist, Sedgwick, 2018-present

Dennis, Alexis (Summa Cum Laude, Sociology '13 [& Women's & Gender Studies minor]). PhD Candidate, Department of Sociology, University of Wisconsin, Madison

Flores-Sanchez, José (Cum Laude, Sociology '17 [& LLAS minor]). Accepted with full fellowship funding to PhD program in Women's, Gender, and Sexuality Studies, Stony Brook University, Fall 2019

Galán, Lizett (Cum Laude, Sociology '18 [& English major]). Coordinator of Student Success and Social Media, El Centro, Northeastern Illinois University, April 2019-present

Galán, Lizett (Cum Laude, Sociology '18 [& English major]). MA Candidate in Higher Education Leadership, College of Education, Northeastern Illinois University, Fall 2019-present

Gulledge, Joel (Sociology '08). Manager, Quality Assurance and Email Deployment, Archer Malmo

Hazboun, Mary (Sociology '14). Artist #maryhazboun

Hazboun, Mary (Sociology '14). Earned MA in Women's and Gender Studies, DePaul University, 2017

Henderson, Loren (Sociology '06). Associate Professor, Department of Sociology, Anthropology, and Health Administration and Policy, University of Maryland Baltimore County

Holmes, Ann Marie (Summa Cum Laude, Sociology '18 [& Psychology minor]). JD Candidate on merit scholarship, College of Law, DePaul University; admitted to DePaul Law School's Center for Public Interest Law

Holzman, Jesse (Magna Cum Laude, Sociology '11). PhD Candidate, Department of Sociology, University of Illinois at Chicago

Holzman, Jesse (Magna Cum Laude, Sociology '11). Graduate Instructor, Department of Sociology, University of Illinois at Chicago

Knepler-Foss, Shaina (Sociology '14). Earned MSW, School of Social Work, Loyola University Chicago

Luna-Duarte, María (Sociology '02 [& Women's Studies major]). Earned PhD, Policy Studies in Urban Education, University of Illinois at Chicago

Luna-Duarte, María (Sociology '02 [& Women's Studies major]). Director, El Centro Campus, Northeastern Illinois University

Martin, Marie (Sociology '17 [& Women's & Gender Studies major]). Earned MA, Department of Sociology, Anthropology, and Health Administration and Policy, University of Maryland, Baltimore County

McIntosh, Anthony (Summa Cum Laude, Sociology '18). Earned MPH, Loyola University Chicago

Mercer, Jessica (Sociology '11). Medical-Legal Advocate, Pillars Community Health.

Morales, Patricia (Cum Laude, Sociology '17 [& WGS minor]). Earned MA, Latinx & Latin American Studies, University of Illinois at Chicago and Accepted with full fellowship funding to PhD program in Feminist Studies, University of California, Santa Barbara, Fall 2019

Perez, Christina (Summa Cum Laude, Sociology '96 [& Criminal Justice & Women's Studies minor]). Associate Professor and Chair, Department of Sociology and Criminology, Dominican University; Director, Study of Women and Gender Program, Dominican University

Poulos, Chris (Sociology '09). PhD Candidate, Department of Sociology, University of Illinois at Chicago

Poulos, Chris (Sociology '09). Chief of Staff for Ald. Rossana Rodriguez Sanchez, City of Chicago's 33rd Ward

Rios-Santana, Mateo. Pursuing a Master of Education Degree from the University of Southern California in the field of Postsecondary Administration and Student Affairs

Rodriguez, Sergio (Sociology '17). Co-founder of non-profit, Alzheimer's Spectrum Foundation

Valdes, Peggy (Sociology '12). Director, McNair Scholars Program, Roosevelt University

Wallace, Anne (Sociology '17). Earned MS, Library and Information Science, University of Illinois, Urbana-Champaign

STUDENT CENTER FOR SCIENCE ENGAGEMENT

Annual Report 2019 - 2020

Submitted by Ken Voglesonger

I. Executive Summary

The Student Center for Science Engagement (SCSE) at NEIU was established in 2009 with the core mission to *“foster an environment that will help increase recruitment, engagement, advancement, and satisfaction of all students, and in particular underrepresented students (minorities, first generation college students, and women).”* Northeastern launched the SCSE in 2009 using funds from the College Cost Reduction and Access Act, Title V “Science Engagement@NEIU” grant from the U.S. Department of Education and institutionalized the SCSE in 2011.

The SCSE at NEIU provides tutoring and advising support space open to students in any STEM discipline. The SCSE’s overall mission is to increase student engagement in the sciences; increase the number of students majoring in STEM disciplines; prepare students for cutting-edge, scientifically driven careers; and provide students with support for successful progress into advanced postgraduate study or careers that leverage their scientific training. The SCSE provides professional development opportunities through connections to jobs, internships, and career exploration sessions; facilitates peer mentoring within the sciences; offers students graduate school exploration and connections within the scientific community; and offers advising and mentoring.

In support of these efforts, the SCSE has a physical space for tutoring and the overall student community, two dedicated advisors that practice a holistic model of academic, professional, and personal advising, offers a variety of workshops and programming throughout the year focused on community building and student professional development, and provides an on-campus summer research and professional development program for approximately 40-50 students per year (now in its’ 11th year) which includes conference attendance for participating students.

Individual holistic professional and academic advising, focusing on proactive approaches, is the cornerstone of the SCSE’s success in recruitment and retention. In 2019 - 2020 alone, two advisors in the SCSE held over 300 advising appointments with NEIU students and potential NEIU students.

The SCSE continued to provide tutoring services for students taking STEM courses above the level of general education courses. For the 2019 – 2020 reporting period, the SCSE had tutors for the following disciplines:

- Biology
- Chemistry
- Computer Science
- Earth Science
- Mathematics
- Physics

During this time period, tutors logged a total of 574 individual tutoring sessions, serving students in all of the disciplines listed above. The SCSE tutors are advanced undergraduates that are a vital part of the SCSE team and mission.

In line with the mission, the SCSE has had a measurable impact on the enrollment, retention, and graduation of underrepresented minorities in the STEM disciplines. Data from the NEIU Office of Institutional Research and Assessment shows the following trends in STEM enrollments from 2015 – 2019:

- During overall enrollment declines at the University
 - Percentage of STEM majors at NEIU increased from **18.3% to 20.5%**
- Percentage of Underrepresented Minority (African American, Hawaiian & Pacific Islander, Hispanic, Native American, & Multi-Racial) STEM majors increased from **39% to 45%**
- In terms of STEM undergraduate degrees conferred:
 - Percentage of STEM degrees conferred to URM students increased from **24% to 44%**

These achievements speak to the support and collaborations that the SCSE has built with the departments that it serves and the continued efforts of all of the staff at the SCSE.

In the 2019 - 2020 reporting year, the SCSE continued its strong programming, including one-on-one advising, workshops, student tours to outside partners, tutoring in upper division courses, free GRE preparation for 18 students considering graduate school, and the signature undergraduate Summer Research and Professional Training Program. The SCSE designed, organized, and implemented a number of key workshops that focus on professional development including:

- SCSE Open House & Information Sessions
- Womxn in STEM Programming
- Latinx Heritage Month Programming
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Diversity in STEM Conference Programming
- Loyola M.S. in Medical Laboratory Science Recruitment Event

- Undergraduate Research Workshops
- Self-Care for Students
- Personal Statement Workshops
- African American History Month STEM Talk
- CV & Resume Workshops
- Finding and Applying to STEM Internships
- SCSE Information Sessions

The SCSE Summer Research and Professional Training Program was held for the 11th consecutive year, and supported 18 faculty-led research projects. These projects included 22 NEIU faculty and provided 46 NEIU students with paid summer research internships. The program was supported through a variety of funding sources such as the SCSE, the College of Arts and Sciences and Academic Affairs, the US Department of Education HSI Title III STEM grant, the NIH MARC U-STAR grant, and the contributions from grant programs secured by the NEIU community, including individual NSF grants, as well as a long-term partnership with the Louis Stokes Alliance for Minority Participation.

As part of the summer 2019 Program, the SCSE staff rolled out a new weekly workshop program. The workshops provided as part of the program included:

- Expectations for Your Research Experience
- Introduction to the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- Aligning Mentor & Mentee Expectations
- Mentor Biography
- Introduction to Abstracts
- Library Resources
- Reading Strategies for Scientific Articles
- Science Communication: Poster Presentations
- Science Communication: Oral Presentations

Partnerships developed as part of the Program in the summer of 2019 extended outside of the NEIU campus with students working with the scientists at the Field Museum, Northwestern University, The Lincoln Park Zoo, Ithaca College, and the Illinois Institute of Technology.

The culmination of the Program, The 11th Annual Student Center for Science Engagement Research Symposium was held at El Centro on September 27th, 2019. The all-day event was attended by ~ 150 people, and featured 9 oral presentations and 37 poster presentations by students. Julie Libarkin, Ph.D., Professor of Environmental Science at Michigan State University presented the keynote address, “Drawing on Science”.

With support from the Department of Education HSI-STEM Title III grant, the SCSE supported the attendance of 46 students, 3 faculty, and 4 staff at the 2019 National Diversity in STEM Conference held by SACNAS on October 31 – November 2nd in Honolulu, Hawaii. At the conference, 19 students presented their research. The conference had over 5,000 attendees and over 800 student presentations. NEIU secured two awards at the national conference: Chemistry major Annie Fritz (faculty mentor: Denana Miodragovich) earned an award for outstanding poster presentation, and Computer Science master's student Latha Saradha (faculty mentors: Rachel Trana and Rachel Adler) earned an award for outstanding oral presentation.

In February of 2020, the SCSE sent a contingent of 25 students to the 2020 Spring Symposium in STEM, titled “Building an Inclusive STEM Future”, sponsored by the Illinois Louis Stokes Alliance for Minority Participation (ILSAMP). Eight Students presented their research, and six of the student presenters earned awards:

- Annick Ishami, Biology, First Place Oral Presentation in General Biology (Faculty Advisor Aaron Schirmer)
- Christian Palaguachi, Psychology, Second Place Oral Presentation in Science Education (Faculty Advisors Breckie Church and Maureen Erber)
- Steven Montalvo, Psychology, First Place Poster Presentation in Science Education Faculty Advisors Breckie Church and Maureen Erber)
- Erica Albrigo, Physics, First Place Poster Presentation in Physics (Faculty Advisor Paulo Acioli)
- Ginger Dragon, Computer Science, First Place Poster Presentation in Computer Science (Faculty Advisor Francisco Iacobelli)
- Yuriy Khlopa, Biology, Third Place Poster Presentation in General Biology (Faculty Advisor Cindy Voisine)

In the spring of 2020, the SCSE was faced with the rapid move to a virtual environment along with the rest of the NEIU Community. Despite these challenges, we were able to move our advising program, tutors, and workshops online and continued to provide NEIU students with the supports and services the SCSE offers. This included the faculty proposal submissions and reviews, student application submission and reviews, project matching, and the initial stages of the 2020 Summer Research and Professional Training Program. The 2020 program, including the faculty proposals, were all designed for the face-to-face environment. Due to the work of department faculty and SCSE staff, all the projects were converted to the virtual environment and the program accepted 43 students and 18 faculty projects for implementation in the summer of 2020.

The accomplishments highlighted here and detailed below were achieved even with the significant challenges of understaffing. During the reporting period, one of the advisor positions in the SCSE remained unfilled. As holistic advising is one of the main components of the success of the SCSE, the absence of one of our advisors is a challenge that the remaining staff were committed to meet and overcome. The continuing support by our STEM faculty, the guidance and support of the SCSE Executive Board, the CAS Dean's office, the office of Academic Affairs and the dedication of the current and continuing SCSE staff has been critical to our continued ability to support student

success. The SCSE has also been a beneficiary of external grant funds through the Department of Education Title III program at NEIU, which has allowed many of the activities described here to be possible. In the absence of these external grant monies, some of the activities described here would need to be curtailed or reduced in scope.

II. Program Plan

A. Long term goals

The overall goal of the Student Center for Science Engagement is to increase the recruitment, engagement, advancement and satisfaction of all students in the STEM disciplines, with particular attention to under-represented students. This overarching goal breaks into components that advance NEIU's Strategic Goals, especially Strategic Goals 1 through 4. These components of the overall SCSE goal are to:

- 1) Recruit more STEM students through contacts with regional community colleges and high schools.
- 2) Advance NEIU STEM student engagement in their chosen discipline, progress toward graduation, and career preparedness.
- 3) Promote diversity in our STEM students.
- 4) Develop collaborations a) with other campus organizations b) among the faculty and departments of the STEM disciplines, c) with regional STEM organizations to enhance student success.
- 5) Promote faculty/student research.

B. Projected needs

1. Faculty/Staff

The SCSE staff during 2019-2020 academic year consisted of the Director (Associate Professor Ken Voglesonger), a STEM Advisor (Dr. Shreya Patel), also filling in as a Life Science Advisor, the Transfer Specialist (Ms. Laura West), also assuming some of the duties of the Life Sciences Advisor Position, and the Office Manager (Roth-Garfield). In order to fully support all of our students and to fairly and responsibly distribute the workload of the SCSE, we will need to fill the missing position of a second STEM Advisor.

2. Equipment

As the SCSE is a gathering place for students throughout the calendar year, the space does see a lot of traffic and use. The furniture that is in our student space is approximately 12 years old and needs to be replaced.

2. Other

As the SCSE houses a student study and gathering place, cleanliness is important. The student space is regularly full (capacity ~20) and needs to be cleaned on a more regular basis to remain an attractive and healthy space for our students to gather. The main office space has experienced ceiling leaks throughout the reporting period, which impacts our ability to perform our responsibilities and impacts the image portrayed by the SCSE to our students, staff, and faculty. We lack funding to purchase and maintain scientific materials and decor that would promote excitement and motivation to participate and excel in STEM.

III. Accomplishments

A. Faculty Research/Creative Activities

N/A

B. Student Achievements:

1. Student presentations

Albrigo, Erica, and Paulo Acioli, “Spiral Wave Patterns in Two Species Predator-Prey Model” 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation, February 28 – 29, 2020, Lisle, IL. Poster Presentation, Award Winner.

Ali, Yaseen, Yuriy Khlopas, and Cindy Voisine, “Evaluating the Aggregation Propensity of Tdp-43 Using *Caenorhabditis Elegans*” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Dragon, Ginger L., Giselle Mazur, and Francisco Iacobelli, “Internet Searching Behaviors of Low-Literacy Breast Cancer Survivors: Observation and Analysis” 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation, February 28 – 29, 2020, Lisle, IL. Poster Presentation, Award Winner.

Epiney, Derek and Elyse Bolterstein, “The Role of Werner Protein in Responding to Oxidative Stress in *Drosophila Melanogaster*” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Fritz, Annie, Zohra Sattar Waxali, Wenan Qiang, Matthew Martin, Denana Miodragovic, and Thomas V. O’Halloran, “Cytotoxicity and Crystal Structure of Arsenoplatin-1-Iodide Complex” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Garcia, Jorge, Obsmara Ulloa, Mirna Salem, Christopher Gomez, Rachel Adler, Francisco Iacobelli, and Rachel Trana, “Cyberbullying Classification: Analysis of Text in Social Media Memes” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Garcia, Samantha, Gloria Rios, and Pamela Geddes, “Molecular Tool May Help with Early Detection of Invasive Pant Species: *A Case Study with Typha Domingensis*” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Hamm, Alexis, and Emily Booms, “Synergistic Properties of Essential Oils with Antibiotics Against Mutlidrug Resistant *Pseudomonas Aeruginosa*” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Ishami, Annick Laure, Michael Vujnovich, Benjamin D. Smarr, and Aaron Schirmer, “Gender Differences in the Stability of Login Times and Academic Performance” 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation, February 28 – 29, 2020, Lisle, IL. Oral Presentation, Award Winner.

Khlopas, Yuriy, Yaseen Ali, and Cindy Voisine, “Cytoplasmic Aggregates of Human Tdp-25 Protein in *C. Elegans* Challenge Proteostasis” 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation, February 28 – 29, 2020, Lisle, IL. Poster Presentation, Award Winner.

Martin, Matthew, Zohra Sattar Waxali, Wenan Quang, Annie Fritz, Denana Miodragovic, and Thomas V. O’Halloran, “Synthesis, Characterization, and Anticancer Activity Of Arsenoplatin-4” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Montalvo, Steven, Yeo Eun Yun, Christian Palaguachi, Ashley Lebron-Vazquez, R.B. Church, Maureen Erber, Shereen Oca Beilstein, and Michelle Perry, “Speech Gesture Mismatch in Fraction Understanding May Reflect Knowledge in Transition” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Montalvo, Steven, Yeo Eun Yun, Christian Palaguachi, Ashley Lebron-Vazquez, R.B. Church, Maureen Erber, Shereen Oca Beilstein, and Michelle Perry, “Speech Gesture Mismatch in Fraction Understanding May Reflect Knowledge in Transition” 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation, February 28 – 29, 2020, Lisle, IL. Poster Presentation, Award Winner.

Palaguachi, Christian, Yeo Eun Yun, Steven Montalvo, Ashley LebronVazquez, R.B. Church, Maureen Erber, Shereen Oca Beilstein, and Michelle Perry, “How Important Is Expressing Fraction Understanding Consistently Across Speech, Gesture, Action and Drawings?” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Palaguachi, Christian, Yeo Eun Yun, Steven Montalvo, Ashley LebronVazquez, R.B. Church, Maureen Erber, Shereen Oca Beilstein, and Michelle Perry, “How Important Is Expressing Fraction Understanding Consistently Across Speech, Gesture, Action and Drawings?” 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation, February 28 – 29, 2020, Lisle, IL. Oral Presentation, Award Winner.

Puccini de Castro, Victoria, Jessica Palalay, Xenia Alva, Omar Payan Parra, Mariya Stefinko, Cindy Voisine, Te-Wen Lo, and Michael Stern, “A Genetic Screen to Identify New Fgfr Signaling Components in *C. Elegans*” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Rouhotas, Christina, Maria Garcia, Ezekial Oluyadi, Hannah Nuszen, and Jorge Cantu, “Modeling Neurofibromatosis Type 2 in Zebrafish (*Danio Rerio*)” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Tank, Suleima, Theodora Koumoutsakis, Yeo Eun Yun, Karla Rivera, Saba Ayman-Nolley, and R.B. Church, “The Influence of Parent Household, Parent Education and Gesture Instruction on Children’s Math Learning” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Vujnovich, Michael A., Annick Laure Ishami, Benjamin Smarr, and Aaron Schirmer, “The Impact of Social Jetlag on Academic Performance” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Yalda, Emily T., Jason M. Block, and Emily A. Booms, “The Inhibitory Effects of Soil Bacteria on *Batrachochytrium Dendrobatidis*” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

Yun, Yeo Eun, Christian Palaguachi, Steven Montalvo, Ashley Lebron-Vazquez, R.B. Church, Maureen Erber, Shereen Oca Beilstein, and Michelle Perry, “Does Fraction Understanding Involve Consistency Across Multiple Visual Models?” 2019 Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans and Science, October 31 – November 2, 2019, Honolulu, Hawaii. Poster Presentation.

2. Student Awards

Annie Fritz (B.S., Chemistry): Outstanding Poster Presentation in Chemistry at The 2019 SACNAS National Diversity in STEM Conference.

Latha Saradha (M.S., Computer Science): Outstanding Oral Presentation in Computer Science at The 2019 SACNAS National Diversity in STEM Conference.

Annick Ishami, (B.S., Biology) First Place Oral Presentation in General Biology at the 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation.

Steven Montalvo, (B.A., Psychology) First Place Poster Presentation in Science Education at the 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation.

Erica Albrigo, (B.S., Physics) First Place Poster Presentation in Physics at the 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation.

Ginger Dragon, (B.S., Biology) First Place Poster Presentation in Computer Science at the 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation.

Christian Palaguachi, (B.A., Psychology) Second Place Oral Presentation in Science Education at the 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation.

Yuriy Khlopas, (B.S., Biology) Third Place Poster Presentation in General Biology at the 2020 Spring Symposium in STEM, Illinois Louis Stokes Alliance for Minority Participation.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Annual Report 2019 – 2020

Submitted by Jeanine Ntahirageza

I. Executive Summary

This year was very special to our department as we celebrated our tenth anniversary, having become a separate program in July, 2009. (See below, “TESOL Turns Ten” Talk Series.) This executive summary is organized in four major sections based on Strategic Goals One, two, three and six.

Strategic Goal One

Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

NEIU’s TESOL Program is composed of 1) the undergraduate Minor (whose six classes lead to the state ESL endorsement once the candidates participate in 100 clinical hours), 2) a six-class graduate Adult TESOL Certificate, and 3) the MA degree (12 courses). The program continues to offer a rigorous curriculum in all these components and is committed to increasing its visibility locally, regionally, nationally and around the world. During the academic year 2019-2020, NEIU’s TESOL program continued to anchor itself as one of the largest in Illinois, particularly in attracting teachers interested in teaching abroad, in US K-12 and higher education as well as in community organizations. We also continue to be one of the most preferred programs for pre-service and in-service teachers seeking ESL endorsement. According to data recently collected by the Institutional Research and Assessment office, it is currently one of the highest enrolled MA TESOL programs in the state. This year, TESOL produced a total of 2361 credit hours. This represents an increase from 1,953 last year. Our undergraduate enrollment also increased from 863 to 1,079 credit hours while the graduate enrollment increased from 1,090 to 1,282 credit hours. The headcount also increased somewhat across our programs. The overall enrollment increase in TESOL is impressive considering the fact that enrollment was down across the university. We owe

this increase to the 2018-2019 increased recruitment efforts which focused on advertising the program in various school districts and community organizations. NEIU TESOL continues to be one of the primary destinations for local, regional, and international employers in search of job candidates. Just like in past years, all of our graduates either received job offers (part time or full time) before or right after they graduated or got promoted in their jobs after receiving the degree.

TESOL faculty and staff are determined to maintain and promote this visibility. When the pandemic hit, our department, faculty, staff and students were able to adjust to the virtual and online environment and successfully delivered our courses. In May 2020, TESOL held a special virtual graduation celebration which relatives of our graduates were able to attend from a variety of locations, including Israel. We believe that connecting with our alumni will enhance recruitment into our program. We have refreshed the alumni contact list by reconnecting with former students through NEIU emails, personal emails and LinkedIn. In spring 2020, Sarah Dandelles, a new TESOL graduate assistant, took advantage of our TESOL faculty and alumni's attendance to the two-day Illinois TESOL-Bilingual Education Convention to gather up-to-date information from more than 30 alumni attendees. With information gathered at the conference and through NEIU's alumni advancement department, we were able to create and update a large database of more than 120 NEIU TESOL MA alumni stretching back 11 years. Thanks to these efforts, our presence on social media has exponentially increased. To expand visibility, we also revised and improved the TESOL website and resource page. For example, our resource page now includes active PhD programs in the field.

In summer 2020 we hired Sarah Dandelles, as a student aide, to support intensive and intentional recruitment efforts. We are very pleased with the outcome.

- She created a series of advertisements (paid and unpaid) on Facebook, sent email to community organizations, and spread the word to previously engaged endorsement students in an effort to increase graduate enrollment in TESOL programs for Fall 2020.
- Through these recruitment efforts and extensive communication, we were able to create and launch a fall cohort of previously endorsed teachers who will, as a cohort, complete the MA in TESOL in 2021.
- Sarah also helped us organize our first TESOL Virtual Graduate Open House in June 2020. With 14 attendees, this was an excellent way to kick off our recruitment efforts and accommodate the new reality of COVID-19.
- The alumni list continued to grow through the summer, now totaling more than 150 NEIU TESOL master's alumni with their preferred email contact information.
- In an effort to better reach potential graduate program candidates, we worked with NEIU's Marketing and Communications team to create and purchase a Twitter recruitment campaign for graduate studies in TESOL.
- Finally, a Faculty video project is underway. Sarah interviewed, in person and by proxy, four members of the TESOL faculty on their thoughts in the field of TESOL and their recommendations for NEIU's program for future students.

- We are now more actively present on social media through Facebook presence, even during the summer months, which resulted in a 3% increase in followers over the two months, and a high reach peak of 306 people before our virtual event.

Thanks to these efforts, enrollment in the year ahead is already looking healthy.

Strategic Goal Two

Academic Excellence and Innovation: Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

In Fall 2019, we were very happy to welcome Dr. Senyung Lee who joined our faculty, on tenure track. Her research interests include the acquisition and assessment of L2 collocation knowledge and assessment of L2 writing, two areas that are a very important addition to our departmental expertise.

We are very proud of the TESOL faculty for their publication and awards. Ulugbek Nurmukhamedov published his first book (with Randall Sadler) entitled *New ways in teaching with games* (see full citation in the Achievements section). In terms of awards, Senyung Lee received a highly prestigious awards in our field. She was the winner of the 2020 Jacqueline Ross TOEFL Dissertation Award (by Educational Testing Service), awarded \$2,500. Senyung was also a finalist for the 2020 AAAL Dissertation Award (by American Association of Applied Linguistics). Finally, we are very proud of Courtney Francis who received the 2020 Faculty Award of Excellence at NEIU's Black Heritage Awards.

Academic excellence also manifested itself in the way TESOL faculty and staff continued to seek innovative practices to grow the program. We are looking to develop specializations for teaching English for Specific Purposes (ESP) to expand our Graduate Certificate program offerings. Under the supervision of the TESOL coordinator, the Fall 2019 graduate assistant, Anne Gill Bloyer, laid the groundwork for building a specialized teacher training program. Based on research she had done in the Spring 2019 semester, we know that TESOL training programs at public universities in the Midwest do not provide training for ESP specializations. After looking at all public universities in Illinois, Indiana, Wisconsin, Iowa, Minnesota, and Michigan (plus a few private institutions in the Chicago area), we realized that although there are many options for Certificate, M.A., and Ph.D. programs, no specializations exist in TESOL training programs in the region. Annie was tasked with creating a new course proposal for one of these specializations to be focused on training instructors to teach ESL through nutrition and health literacy. She began by developing a questionnaire to survey individuals who regularly interact with refugees and other newcomers in a variety of capacities, including as resettlement agency workers, ESL/Adult Basic Education (ABE) educators, health care providers, clergy, and members of the community. The questions were related to health, healthcare, and wellness needs of the newcomer population.

The purpose of the survey was two-fold:

1. **Need elicitation:** To determine whether specialized training in English for healthcare and wellness is needed, and if it is needed, to determine what content would be most beneficial.
2. **Skill building:** To determine whether practitioners would send employees for this kind of training, i.e., would this kind of training be seen as an asset for an employee in the organizations the survey respondents represent?

The survey garnered over forty responses and provided rich data that confirm the need for specialized teacher training, and provide guidance for prioritizing topics within the content area. In addition to confirming the need for training to teach ESL and health and wellness literacy to newcomers, survey respondents indicated a need for training to teach ESL to healthcare providers who immigrate to the United States and need to improve their English language skills so that they can work in healthcare in this country. With the insights gleaned from survey data, we decided that we should begin to develop two new course proposals for the Graduate Certificate program: one for training teachers to teach ESL for health, healthcare and wellness literacy, and another for ESL for health care providers. The department plans to continue a conversation with the Health Sciences and Physical Education Department about the possibility of collaboratively continuing to develop these course proposals and offer them as cross-referenced courses co-taught by faculty from both departments. Ideally, these courses would be proposed and approved for the 2021-2022 academic year. Our plan is to develop further specializations that could also be developed in other content areas as part of the TESOL Graduate Certificate program.

As part of the TESOL Turns Ten series, TESOL hosted two talks by the ERASMUS Scholar Michal Paradowski, “*Contributions of language corpora to the ESP classroom*” and “*English as a Lingua Franca: Pedagogical Implication*”. We also co-hosted, with the Linguistics Department, “*English Acquisition, Instruction, and Use. Beyond the U.S Context: Taking in a More Global Perspective*” by Dr. Michal Paradowski (Erasmus Scholar w/ University of Warsaw). On the occasion of International Education Day and as part of the TESOL Turns Ten Talk series, TESOL organized a panel discussion entitled: “*Teaching English Abroad: increasing fluency and connecting through culture.*” Other talks in the series are:

- 1) “*Corpus-Based Input for Teaching Pragmatics: Designing Activities and Materials for Academic Discussion*” with **Kathleen Bardovi-Harlig**, Provost Professor of Second Language Studies at Indiana University, Bloomington.
- 2) *Are Best Practices Always the Best* with **Audrey Reynolds, Teddy Bofman, Marit Vamarasi**, three NEIU Professor Emeritae
- 3) *Becoming a Plain Language Champion: Advancing Equity Through Clear Communication* with **Melanie Sampson**, Content Director at Clear Language Lab at Literacy Works and NEIU TESOL alum

- 4) *“Integrating Pressing Life Issues including Immigration, Immigrant Rights, into the Curriculum”* with **Ron Glick**, Professor Emeritus, Sociology & Director, Network for Dissemination of Curriculum Infusion
- 5) Following a movie viewing *“Girl Rising: The Importance of Education and Women Empowerment”*, Senyung Lee, our colleague, moderated a panel discussion with Peace Corps Volunteers alumni: **Natalie Felton**, Peace Corps Senior Diversity Recruiter; **Nicholas Scholnik** (Peace Corps Volunteer in Ethiopia) and **Jill Conway** (Health Educator in Peace Corps Albania).

Finally, TESOL also sponsored the sixth *Annual Symposium on Genocide and Human Rights research in Africa and the Diaspora* in November 2019. The keynote speaker was Dr Jermaine McCalpin, New Jersey City University.

Strategic Goal Three

Urban Leadership: Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU’s tradition of community involvement.

As in previous years, our faculty members are highly engaged across the university and in the community at large. TESOL continues to collaborate with departments across the university: Bilingual and bicultural program (BLBC) and Center for College of Access and Success (CCAS). In collaboration with BLBC and CCAS, we continue to recruit teachers, from CPS and suburban districts for contract courses towards ESL and bilingual endorsement. This year, TESOL offered six cohort courses. Additionally, we continue to build relationships with various schools in Chicago through the TESOL internship program. We have had as many as 40 students placed into an average of 31 schools located north, south, west and the suburbs of Chicago. Some of these schools hired a total of 16 students from NEIU. The following are some of the key highlights of this year’s program.

1) Lake Forest Academy Intensive English Language Institute accepted three of our students for clinicals, for the first time. The Director and Assistant Director have been very pleased with our students, since we began working with them in Summer 2013, when we placed one student. This eventually grew to two, and then three. They consider our partnership vital to their program, and they have hired six of our students, upon their graduation. Attached is a photo of me with the Director and Assistant Director.

2) We expanded our partnership from one to four campuses of LEARN Charter School. We now place students at two of their urban campuses and two of their suburban campuses. LEARN has been pleased with our students, and the CEO of the network, Greg White, was quoted as saying, "We look forward to their graduation from NEIU!!"

3) While our students are beloved at more than thirty schools, the school where we have made the most placements is Murphy Elementary School.

The clinicals is one of the most successful programs we offer to our students. Our TESOL students get to practice teaching with highly qualified teachers who appreciate our students' training.

TESOL also continues to build even stronger relationships with partner institutions. We continue to offer adult ESL to parents, the kind of English that helps them engage with their children's schools. We initiated such a program at Peterson Elementary School in Spring 2019. The plan is to continue to send our graduate students, under the supervision of a faculty member to continue to support it. The program is taught in the morning after parents drop off their children at school. Covid 19 prevented us from expanding the parent program to other schools. It is our plan to broaden this program in the future.

As usual, Faculty members represented TESOL inside and outside the university, state and international levels. Courtney Small Francis received the 2020 Faculty Award of Excellence at NEIU's Black Heritage Awards. Ulugbek Nurmukhamedov was interviewed with "Voice of American" (Uzbek Service) regarding Covid and how it influenced the education system in the USA and what teachers in Uzbekistan can learn from the U.S Experience. He is also a Board member of Uzbek-American Association of Chicago. Gina Wells was elected to a 3-year term to the ITBE board beginning July 2020 and was appointed Advocacy Chair for ITBE. She also represented our department at the 2020 TESOL Advocacy & Policy Summit held by the TESOL International Association in DC. Jeanine served on the Fulbright National Screening Committee and presented to more than 700 teachers at VIPKid, a Teaching English Online company.

NOTE: Relevant to this section, I'm inserting, below, achievements for the School for the Advancement of the English Language Learning (SAELL), submitted by John Armour, its Director. TESOL works closely with SAELL as it offers ESL classes primarily to international students.

Achievements for the School for the Advancement of the English Language Learning (SAELL)

The SAELL program successfully converted over to an all-online format with nearly all of our students participating from their home countries after early COVID-related repatriations. Even in the face of COVID, it closed the Fiscal Year 2020 with a cash balance of over \$21,000. This is up from a 2019 year-end cash balance of \$33. Finally, Viktoria Nagy, the new Director of SAELL, planned and launched an entirely new "ala carte" program to be launched in Fall 2020. Named "**SAELL Anywhere**," the program caters to international students who cannot or will not travel to the US. This new program is expected to keep SAELL functioning while we await reopening of face-to-face classes. The program's first term is projected to start with 33 students.

Strategic Goal Six

Fiscal Strength: Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.

The continued partnerships that TESOL has established inside and outside the university have brought in funds that normally would not have come in. In collaboration with BLBC, CCAS and OLCE, which, this year, committed to paying \$75,000 towards tuition for 25 educators who will get ESL and bilingual endorsements through NEIU. All in all, our program had a highly successful year, thanks to the hard work of everyone involved, students, faculty, and alumni.

II. Program Plan

A. Long term goals

Branding

TESOL plans to focus on recruitment from our ESL/bilingual endorsement cohorts and through open house and social media, Facebook, Youtube, and Instagram. We will continue to partner with CCICS to offer classes to a cohort of teachers seeking ESL endorsement and/or MA degrees in TESOL. We also plan to propose a Health Literacy TESOL Certificate program in Fall 2022.

Outreach

TESOL plans to re-energize our alumni by surveying them and creating an alumni advisory board. We will also bring together current students, alumni and retirees for a presentation focused on Social justice in TESOL presentation. In addition, it will continue to ensure a strong presence at the Illinois TESOL conference through presentations and a pre-planned alumni gathering. Finally, TESOL will continue to engage its students in the Center for Genocide and Human Rights Research in Africa and the Diaspora to enhance their skills and expand their worldview.

TESOL also will strengthen fundraising efforts to increase the Jacki Trademan Memorial Scholarship [for (for ELP and TESOL student class material; currently at \$797.00) so that it can benefit our students.

B. Projected needs

1. Faculty

With the incoming retirement of William Stone, the department will soon be in need of a tenure-track faculty member to teach TESOL language structure courses.

III. Accomplishments

As in previous years, TESOL faculty were highly productive this year. This past year, our faculty has published a book and articles in prestigious peer-reviewed journals. Their achievements are listed below for each of the TESOL faculty members (arranged in alphabetical order).

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Nurmukhamedov, U., & Sadler, R. (2020). *New ways in teaching with games*. Alexandria, VA: TESOL Press.

2. Articles and Abstracts, Local Exhibitions or Performances

Kim, K. A., Lee, S., & Byon, K. K. (2020). How useful is each item in the sport spectator identification scale? An item response theory analysis. *International Journal of Sports Marketing and Sponsorship*. 21(4), 651-667. <https://doi.org/10.1108/IJSMS-01-2020-0001>.

3. Conference Presentations, Group Shows

Bofman, T. H. (2020). TESOL Turns Ten-Guest Speaker: “Are best practices always the best?” with Audrey Reynolds and Marit Vamarasi. *TESOL Turns Ten Series*. Northeastern Illinois University.

Lee, S. (2020). The relationship between receptive and productive knowledge of L2 lexical collocations. *American Association for Applied Linguistics (AAAL)*, Denver, CO. (Conference canceled)

Park, Y., **Lee, S.** & Shin, S-Y. (2020). *An academic listening test using unscripted spoken texts: Exploring the dependability and validity*. American Association for Applied Linguistics (AAAL), Denver, CO. (Conference canceled)

Kim, K. A., **Lee, S.**, & Byon, K. K. (2020). *Item analysis of a survey of team identification using item response theory*. *North American Society for Sport Management (NASSM)*, San Diego, CA. (Conference canceled)

Lee, S. (2019, October). *Assessing L2 collocation knowledge: What do different test response formats tell us?* Paper presented at *Midwest Association of Language Testers (MwALT)*, Indiana University, IN.

Lee, S. (2019). *Receptive and productive knowledge of L2 lexical collocations*. Paper presented at *Second Language Research Forum (SLRF)*, Michigan State University, MI.

- Ntihirageza, J.** (2020). (keynote) *Leading in a new land: Engaging US systems*. Presented at the First Burundi Diaspora General Assembly. Dayton, Ohio.
- Ntihirageza, J.** (2019). (Invited Presentation) *Healing in post genocide Burundi and Rwanda: The Role of Ubuntu and Moral Agency. Invited Lecture*. DePaul University. Chicago, Illinois.
- Ntihirageza, J.** (2019). *Mending community tapestry after genocide in Burundi and Rwanda*. Presented at the 6th Annual Genocide and Human Rights Research Symposium. Northeastern Illinois University. Chicago. IL.
- Akbarov, A., & **Nurmukhamedov, U.** (2020). Covid-19 and education systems in the USA and Uzbekistan. An interview with the Voice of America (Uzbek service).
- Nurmukhamedov, U.,** & Sadler, U. (2020). *New ways in teaching with games*. Illinois Teachers of English to Speakers of Other Languages - Bilingual Education. Chicago, Illinois.
- Rasmussen, J., & **Nurmukhamedov, U.** (2020). *Second/foreign language teachers' perceptions and implementations of podcasts*. Illinois Teachers of English to Speakers of Other Languages - Bilingual Education. Chicago, Illinois.
- Nurmukhamedov, U.** (2020). *Choosing TESOL programs in the USA*. Mentor Hub group.
- Sharakhimov, S., & **Nurmukhamedov, U.** (May 16, 2020). Five test formats to assess productive vocabulary. Mentor Hub group.
- Nurmukhamedov, U.** (2020). Teaching vocabulary R. Kazakhstan Language Teachers' Association.
- Akbarov, A., & **Nurmukhamedov, U.** (2020). How to create podcasts: Why and how can they help your students? Mentor Hub.
- Nurmukhamedov, U.** (2020). Improving academic writing skills in English. Uzbek-American Association of Chicago.
- Nurmukhamedov, U.** (2020). How to publish in academic journals. Mentor Hub group.

4. Service

Senyung Lee

Reviewer of Manuscripts for Peer-reviewed journals

- Lingua - Manuscript reviewer
- Language Testing - Manuscript reviewer

Reviewer of abstracts of peer-reviewed conferences

- MwALT 2019 (Midwest Association of Language Testers)
- AILA 2019 (Association Internationale de Linguistique Appliquée, International Association of Applied Linguistics)
- Language Assessment Research Conference (LARC) 2020
- Website developer, Conference organizing committee - MwALT 2019

Jeanine Ntahirageza

Member, Fulbright National Screening Committee

Ulugbek Nurmukhamedov

Ad-hoc reviewer for the following peer-reviewed journals.

- Language Learning & Technology
- English for Specific Purposes
- Language Teaching Research

Gina Wells

Represented the Illinois TESOL/Bilingual Education (ITBE) professional organization at the TESOL Advocacy and Policy (Virtual) Summit (2020)

B. Alumni News

Seven of our alumni presented at the Illinois TESOL and Bilingual Education 2020:

Andrew Wykretowicz (2019), “Effective methods in managing large adult ESL classes”

Regina Ramos (2014) and **Jacqueline “Jackie” Santiago-Vicente** (2015), “The edu-tainment revolution: a new perspective on language teaching”

Silvia Chavez (2019) (with Erika Husby), “English as a mutual aid: anticapitalist curriculum writing”

Gary Bricchetto (2016), “Vocal technique for pronunciation and accent reduction”

Julie Kalsow(2010), “Exploring the rise of teacher education in integrating technology: a perspective abroad”

Jacqueline Rasmussen (2018) (with Ulugbek Nurmukhamedov), “Second/foreign language teachers’ perceptions and implementations of podcasts”

August Garnsey (TESOL 2019)

Presenter, “*Teaching Business English that Develops Higher Order Thinking Skills*”, Illinois TESOL Conference, Chicago, IL (2019)

Presenter, “*Stimulating Cognitive Skills for ESP within Business English Context*”, TESOL International Conference, Atlanta, GA (2019)

International English Teacher, Nazarbayev Intellectual Schools, Kokshetau, Kazakhstan (2019-2020)

International English Teacher Judge, Association of Teachers of English North Kazakhstan, “Best Lesson Plan Contest” (2019)

Virtual English Language Fellow for Nur-Sultan, Kazakhstan, U.S. Department of State, English Language Programs (2020)

International Faculty Instructor, L.N. Gumilyov Eurasian National University, Foreign Languages Theory and Practice Department (master degree and bachelor degree programs), Nur-Sultan, Kazakhstan (2020)

International English Instructor, English Access Microscholarship Program, U.S. Department of State, Kazakhstan (2020)

Presenter and Organizer, English Teacher Development Series Certificate Program, American Corners Kazakhstan (2020)

Organized a virtual, 5-week program for over 650 English language teaching professionals at various levels across the Republic of Kazakhstan

Online consultant and lesson plan reviewer, MEKTEP Program, Bilim Media Group, Kazakhstan (2020)

International English Teacher Judge, Association of Teachers of English North Kazakhstan, “English Song Contest” (2020)

Co-presenter, “*How to Write a Proposal for ATENK 2020 Conference*”, Association of Teachers of English North Kazakhstan (2020)

Co-Presenter, “*International Education Week: U.S. Department of State Exchange Programs*”, L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan (2020)

Viktoria Nagy (TESOL 2018) joined TESOL as an adjunct faculty and Director of SAELL in Fall 2019.

WOMEN'S, GENDER and SEXUALITY STUDIES

Annual Report 2019 – 2020

Submitted by Brooke Johnson

I consider my time in the WGS program at NEIU my most valuable academic experience to date. -WGS Alum

The WGS program changed my life— that is not an exaggeration. I learned so much, I met so many wonderful people, and I love NEIU SO MUCH. I can't say enough good things about the school and especially the WGS program. I meet people from NEIU and immediately tell them to take [WGS] classes. -WGS Alum

I. Executive Summary

In 2019-2020, the Women's and Gender Studies program name was changed to Women's, Gender and Sexuality Studies, but kept the simple acronym WGS. The addition of "sexuality" in the name reflects broader disciplinary trends and is an important step in remaining abreast of current scholarship and movements within the field.

The Women's, Gender and Sexuality Studies (WGS) program represents an interdisciplinary approach to feminist and LGBTQ+ scholarship. The curriculum emphasizes rigorous critical thinking, creativity, and praxis. WGS encourages students and faculty to develop and investigate knowledge from intersectional feminist, LGBTQ+, anti-racist and global perspectives, as well as examine the distribution of power through the intersections of race, class, gender, nationality, age, ability, and sexuality. The WGS program was founded in 1972 and is the oldest women's studies program in the Midwest and the second in the nation. Additionally, the LGBTQ Studies minor is the only such degree program offered at a public university in the Chicagoland.

Brooke Johnson (SOC, WGS) began her first year of a three-year term as WGS Coordinator. Administrative Aide, **Jeanette Hernández**, continued her amazing work and support of the WGS program while also supporting African and African American Studies, Latina/o and Latin American Studies and World Languages and Cultures. WGS was also fortunate enough to hire a part-time (16.7%) work study student to assist the program.

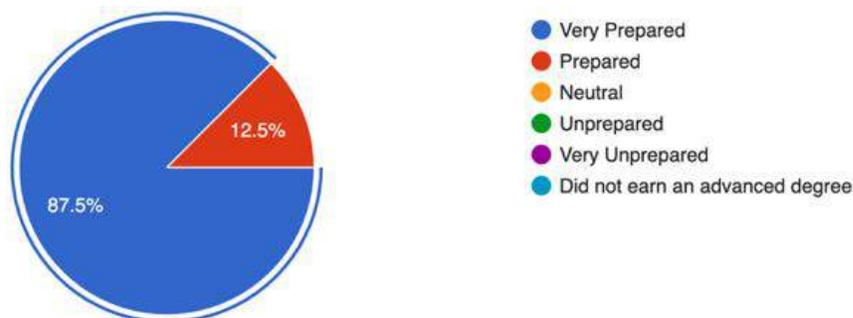
In 2019-2020, the WGS program conducted an online alumni survey to gain insight into our alumni and program achievements. Alumni were asked how well the WGS/LGBTQ Studies degree(s) prepared them for graduate studies and/or career goals. An impressive **100% of respondents agreed** that they were “very prepared” (87.5%) or “prepared” (12.5%) for their graduate studies (see Chart 1 below). In fact, several respondents commented on the quality education of the WGS program:

To this day, the education from the WGS program has been the most insightful and innovative I've received across the many institutions I've attended. Thanks to my WGS courses I've come prepared to the PhD classroom to discuss and tackle difficult contemporary social issues as well as contribute powerful ideas about social change that I was first introduced to through this program. I was also provided with committed and selfless mentorship from the professors that continues to this day, including letters of recommendation and ongoing communication to help me move through my graduate program as an underrepresented student. The confidence and empowerment I've cultivated as a first-generation college student started within my first WGS classroom. -WGS Alum

My WGS and LGBTQ education at NEIU changed the trajectory of my personal and professional life. Because of the excellent education and quality mentorship I received, I was able to attend an almost entirely funded MA program at a major R1 research university, and am now enrolled in a fully funded PhD program at another major R1 university. -WGS Alum

Chart 1: Preparation for Graduate Studies

How well do you feel your WGS or LGBTQ Studies degree prepared you for your graduate studies?
8 responses



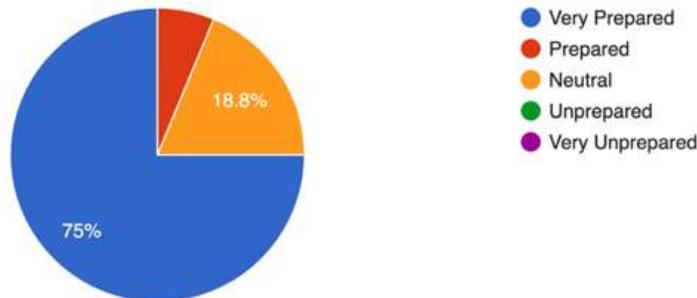
In addition, 81.2% of respondents also agreed that they were “very prepared” (75%) or “prepared” (6.2%) for their career goals (see Chart 2 below). Several respondents also commented on the impact their WGS degree had on their careers:

I constantly use what I learned in the WGS program to keep my department and businesses inclusive. -WGS Alum

I sit on the Board of Directors for a local not-for-profit disability-focused organization here in Chicago and I was recently appointed to serve on the Tempe Mayor's Commission on Disability Concerns. The critical thinking skills, information about the issues that most negatively affect women and LGBTQ people, and the intersectional worldview that I have are all thanks to my being in the LGBTQ Studies program at NEIU. Earning the LGBTQ Studies minor and taking WGS courses allowed me a better, more robust understanding of the world around me and my place in it. -WGS Alum

Chart 2: Preparation for Career Goals

How well do you feel your WGS or LGBTQ Studies degree(s) prepared you for your career goals?
16 responses



WGS has maintained its standard of excellence at every level despite the challenges presented by the COVID-19 pandemic. Faculty, staff, and students are active participants in the life and health of the program and the University, advocating for the NEIU mission that WGS passionately supports. A core commitment of the discipline is to examine and challenge issues of power, oppression, and privilege. Additionally, WGS takes seriously our mission to “empower students to reimagine our future and work toward liberation in all our communities.” Thus, WGS activities reflect our core mission and values.

WGS activities contributed to Strategic Goal 1: Student Success; Strategic Goal 2: Academic Excellence and Innovation; Strategic Goal 3: Urban Leadership; Strategic Goal 4: Exemplary Faculty and Staff; and Strategic Goal 5: Fiscal Strength. Each strategic goal will be discussed in detail.

Strategic Goal 1: Student Success

Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

WGS faculty and staff are committed to WGS students and to Strategic Goal 1: ensuring “student success from recruitment through graduation.” WGS is consistently impressed by the intellect, vision, and success of WGS students (see Section C: Alumni News for achievements of past graduates).

In 2019-2020 WGS had several students on the Dean’s List:

Dean’s List Fall 2019

Brandon Naugle (WGS Major, LGBTQ Minor)

Derek Stienmetz (WGS Major, LGBTQ Minor)

Jennifer Wilson (WGS Major)

Dean’s List Spring 2020

Adee Bitton (WGS Minor)

Gabriel Chacon (LGBTQ Studies Minor)

Preksha Desai (WGS Major)

Clara Marinez (WGS Major)

Rebekah Monroe (WGS Minor)

Genevieve Nutley (WGS Major)

Geo Said (WGS Minor)

Margarita Santillan (WGS Minor)

Jennifer Wilson (WGS Major)

The following WGS majors and minors also received recognition for presenting at the virtual *15th Annual Women’s, Gender and Sexuality Studies Student Symposium* on April 10, 2020:

Jessi Crenshaw (SWK Major, WGS Minor), “Black Maternal Mortality.”

Clara Martinez (WGS Major), “Brown Femme Rage: Anger as a Tool of Resistance.”

Tricia Schmitz (CMTT Major, WGS Minor), “Breaking The Celluloid Ceiling.”

Derek Stienmetz (WGS Major, LGBTQ Studies Minor), “Intersectional Liberation Theology.”

Jocelyn Rodriguez (JUST Major, WGS Minor), “Violence Against Womyn of Color.”

Lisa Harriman (CMTT Major, WGS Minor), “Where Do We Go From Queer? Theatre Adaptation, Representation, and ‘Queer’ as a Verb.”

Leslie Toledo (WGS Major, HRD Minor & LGTBQ Studies Minor), “Access to Menstruation Products.”

Larisa Mihaila (WGS Minor), “Intersex: Breaking the Binary.”

Alivia Heuer (BIO Major, WGS Minor), “Queering Science Education: Transformative Learning to Encourage Womxn and Minorities in STEM.”

Anthony Young (JUST Major, WGS Minor), “Policy, the Patriarchy, and Toxic Masculinity: The Gender War in Black America.”

Majors and Minors, Outreach to Students & Program-Building

While WGS is a small program, the year-to-year retention rates are above College and University averages ranging from 71.4% - 100%. The low retention rate in 2016-2017 could be due to the political and fiscal state crisis under Governor Rauner that directly and starkly impacted higher education in Illinois. However, the WGS retention rate is higher than the first-time freshman and transfer student retention rate in every year. The WGS retention rate is higher than the CAS average except for in 2018-2019.

*Table 1a: Fall-to-Fall Retention Rates**

Fall-to-Fall Retention Rates	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
WGS	90.9%	71.4%	91.7%	80.0%	100%
CAS	80.3%	80.0%	82.9%	82.0%	85.9%
First-time Freshman	55.1%	46.4%	49.2%	58.8%	66.9%
Transfer Students	69.5%	67.9%	72.2%	72.1%	75.2%

*Source: NEIU Institutional Research and Assessment

The WGS annual number of conferred degrees between 2015 and 2020 ranges from 9-13. Table 1b below outlines the numbers of majors and minors graduating, with comparison years.

*Table 1b: WGS Degrees by Academic Year**

Reported for Annual Report	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
WGS Major Grads	2	3	3	4	2
WGS Minor Grads	7	9	8	4	5
LGBTQ Minor Grads	1	1	1	2	2
TOTAL	9	13	12	10	9

*Source: NEIU Institutional Research and Assessment

The NEIU undergraduate fall-to-fall enrollment declined 25.4%. WGS majors, WGS minors and LGBTQ minors have remained steady or declined slightly (See Table 1c) during this same time period. However, the decline in WGS Majors was less than the overall university enrollment decline (20% compared to 25.4%).

Table 1c: 2019-2020 WGS Student Enrollment

Reported for Annual Report	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
WGS Majors	17	16	11	12	8
WGS Minors	15	21	21	22	22
LGBTQ Minors	8	4	4	6	7
TOTAL	40	41	36	40	37

WGS is continuing outreach, recruitment and retention work to increase the number of majors and minors. The articulation agreement between WGS and Oakton’s Women’s and Gender Studies program has resulted in new WGS students and fulfills Strategic Goal 1.2: “Build well-defined articulation agreements and foster strong relationships with community colleges and other colleges and universities to ensure clear transition pathways for transfer students.” WGS continues to build these relationships with surrounding community colleges and regional Women’s and Gender Studies programs.

To increase enrollment and recruitment for WGS and the University, WGS charged two interns, **Derek Steinmetz** and **Leslie Toledo** with working on recruitment and outreach at community colleges. Derek Steinmetz created an LGBTQ Studies recruitment flyer and general WGS recruitment video and had multiple on-campus recruitment visits scheduled at local community colleges. Unfortunately, these events were cancelled due to COVID-19. Leslie Toledo revamped WGS promotional materials used at NEIU Open House events and also created a short recruitment video.

Additionally, WGS had a recruitment and outreach celebratory event scheduled in April 2020. The goal of this event was to reconnect with alumni and build relationships between the program, our alumni, donors and community members. NEIU faculty, students and staff were also invited and WGS graduates were to be honored. Unfortunately, the event was cancelled due to COVID-19.

To increase enrollment and retention, the WGS Scholarship continued to fundraise and award scholarships in 2019-2020. The scholarship is awarded to WGS majors/minors or LGBTQ Studies minors through an essay application and committee selection. The scholarship is a tuition credit that is applied to the student’s next semester thereby

facilitating ongoing enrollment and graduation through financial assistance. The foundation of a WGS Scholarship serves Strategic Goal 1.3: “Raise undergraduate and graduate student recruitment, retention, and graduation rates, including those for students from historically underrepresented groups, to specific University benchmarks and goals.” To raise money for the annual scholarship, WGS held a fundraiser at Alarmist Brewing (9/19/2019) and participated in NEIU’s #GivingTuesday even (12/3/2019) - thereby raising over \$1700 for the WGS Scholarship.

The 2019-2020 WGS Scholarship awardees were each awarded \$1000:

- **Gabriel Chacon** (LGBTQ Studies Minor)
- **Clara Martinez** (WGS Major)
- **Jennifer Wilson** (WGS Major)

Despite the overall enrollment challenges NEIU experienced, WGS maintained strong enrollment in WGS courses (See Table 1c). In fact, WGS courses enrolled 177 students in Spring 2020 - the highest semester enrollment since Fall 2017. WGS participates fully in El Centro, offering General Education courses there twice a year and offering electives online, allowing WGS to reach additional students. WGS is working to offer General Education courses at CCICS in coming years. As Table 1d indicates, the WGS Program reaches more students than those who major or minor with WGS. The General Education/University Core Curriculum courses, WGS 101: Introduction to Women’s, Gender and Sexuality Studies and WGS 210: Introduction to LGBTQ Studies, reach over 150 students annually, exposing them to ideas that support Strategic Goal 2.7 “Integrate culturally relevant pedagogy and content throughout the curriculum.”

Table 1d: WGS Course Enrollment

	Fall 2017	Spring 2018	Fall 2018	Sprin g 2019	Fall 2019	Sprin g 2020
# WGS Classes	10	7	8	7	8	9
# Students Enrolled	222	157	139	123	114	177
# Avg Students per Class	22.0	22.42	17.37	17.57	14.25	19.67

Strategic Goal 2: Academic Excellence and Innovation

Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

The COVID pandemic brought unique challenges and opportunities to NEIU and the WGS program, particularly in terms of pedagogy and innovation. Moving suddenly to a remote and/or online learning environment during the Spring semester was a challenge WGS met with determination to fully support our students.

NEIU provided several opportunities for faculty to enhance their online teaching and pedagogy including the NEIU Center for Teaching and Learning Online Teaching Course Several WGS faculty members participated in these important initiatives illustrating the programmatic dedication to teaching and pedagogy.

Timothy Barnett - CTL Online Teaching Course

Kristen Over - Online Teaching Course

Brett Stockdill - Online Teaching Course

Tim Barnett - Teaching with Zoom

Tim Barnett - Using the Gradebook on D2L

Brooke Johnson - Going Online in 30 Days

Kristen Over - Academics for Black Survival and Wellness

As in past years, WGS was very involved in the life of the University beyond WGS courses. The academic year was filled with innovative WGS programming that reaches the entire campus community. This is the specialty of WGS. The National Women's Studies Association's (NWSA) website states, "NWSA recognizes that women's studies is broader than what happens in the classroom." Few programs are as visible on campus as WGS because the program has some of the most consistent and dynamic programming at the University.

WGS continued to work extensively with other offices (the Women's Resource Center and the LGBTQ Resource Center) and organizations on campus (i.e. student clubs such as the Feminist Collective and Pride Alliance), collaborating on co-curricular programming throughout the academic year, where WGS educated the campus community about important social issues through alumni panels, films, guest speakers and so forth. Through dynamic teaching/learning exchanges between WGS faculty, students, and the University community, WGS is able to model academic excellence and innovation. WGS 2019-2020 activities contributed to Strategic Goal 2 Academic Excellence and Innovation and particularly to Goal 2.3 *Support, create, and sustain interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning.*

The following are examples of significant programming/collaborations during 2019-2020 such as the 15th Annual WGS Student Symposium "Where Do We Go From Here?" Furthermore, WGS actively participated in planning and execution of 2020 Herstory Month events. WGS specifically organized the following two events that were unfortunately cancelled due to COVID-19:

“Warrior Women” Movie Screening
4-7pm, Tuesday, March 24, 2020
BBH 102

Notorious RBG: The Life and Times of Ruth Bader Ginsburg
Exhibition Tour
5-7pm., Thursday, March 26, 2020

Strategic Goal 3: Urban Leadership

Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU’s tradition of community involvement.

The content of WGS courses, with the emphasis on examining the experiences and perspectives of marginalized people, supports Strategic Goal 3 Urban Leadership, in particular Goal 3.4 “Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners.” WGS faculty frequently bring community speakers to campus to expose students to the multiple ways that people become agents of their own lives. A particularly proud example of Strategic Goal 3.4 is the NEIU University Without Walls (UWW) program at Stateville Prison directed by **Tim Barnett** (ENGL and WGS) and **Erica Meiners** (EICS and WGS). **Olivia Perlow** (SOC, AFAM and WGS) served as an advisor for the UWW Stateville Prison program. The graduation of Phillip Hartsfield (incarcerated at Hill) is a particular highlight this year of the UWW program.

WGS also served as a Community Partner for the *Notorious RBG: The Life and Times of Ruth Bader Ginsburg* exhibition at the Illinois Holocaust Museum and Education Center. The exhibition is a retrospective exhibition that uses storytelling, multimedia, and interactives to tell Ginsburg’s story. Vicki Byard represented WGS at the exhibition opening ceremony on February 9, 2020 and had a scheduled student tour on March 26, 2020 as part of Women’s *Herstory* Month that was unfortunately cancelled due to COVID-19.

WGS faculty members are active participants and leaders outside of the classroom and across Chicagoland illustrating programmatic commitment to praxis and community involvement. For example, **Brett Stockdill** (SOC, LLAS, WGS) employs his expertise in social inequality and health to work closely with Black and Pink, a prison abolition organization advocating for LGBTQ and HIV+ prisoners culminating in a co-authored publication on solitary confinement (see a list of faculty publications in Section III: Accomplishments). **Tim Barnett** (ENGL and WGS) and **Erica Meiners** (EICS and WGS) both work with the Prison+Neighborhood Arts/Education Project (PNAP) “a visual arts and education project that connects teaching artists and scholars to incarcerated students at Stateville Maximum Security Prison through classes,

workshops, a policy think tank, and guest lectures.” In conjunction with NEIU, PNAP was awarded a \$873,000 Mellon Foundation grant to help build prison support prison education programs at NEIU and around the city.

Additionally, **Erica Meiners** (EICS and WGS) is a Co-Coordinator of the [Illinois Death in Custody Project](#) which “seeks to document, archive, highlight and mourn the deaths of all people in custody in Illinois” and serves on the Advisory Board for the [Education for Liberation Network](#).

In addition, WGS curricular and co-curricular work also serves Goal 3.5 “Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment.” Many instances of this can be seen below in the faculty accomplishments section in terms of the issues that faculty are researching and teaching about.

Strategic Goal 4: Exemplary Faculty and Staff

Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.

WGS is an interdisciplinary program with only one tenured faculty member, **Laurie Fuller**, officially housed within the program. Other WGS faculty (both core and affiliate) have home departments, but are dedicated to the goals and objectives of the WGS program and thus choose to actively participate in program activities. WGS faculty stem from at least 12 different home departments, two NEIU colleges and accepts over 40 cross-listed courses as electives across 10 different programs/departments illustrating the rich interdisciplinary nature of the program.

Many WGS faculty were recognized for their outstanding professional work. Two faculty members were awarded excellence awards: **Lisa Hollis-Sawyer**, excellence in Service and **Erica Meiners** for excellence in Research and Creative Activities.

Strategic Goal 5: Fiscal Strength

Enhance the University’s financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources and strengthening institutional relationships with federal, state and local governments, and private sponsors.

WGS is a fiscally strong program with consistent enrollment that brings needed revenue to the University at a low cost. Based on data from Institutional Research and Assessment and calculated using 2017-2018 in-state tuition of \$377.32 and \$72.80 fee per credit hour, Table 4a outlines the revenue WGS generates as a program rounded to the nearest dollar.

Table 4a: WGS Sections, Credit Hours and Revenue

	2016-2017		2017-2018		2018-2019		2019-2020		Total	
	No. of Sections	Credit Hours	No. of Sections	Credit Hours						
Total	18	969	21	975	21	837	21	869	81	3,650
Revenue	\$436,166		\$438,867		\$376,750		\$391,154		\$1,642,937	

Thus, in the last four years, WGS has generated over \$1.6 million in tuition and fees. Additionally, the “cost” of the WGS program is very low. For example, in AY2020 WGS generated \$391,154 in tuition and fees. The program budget for the same year was \$1750 and salaries and benefits for TP and instructors totalled \$112,342. Thus, WGS generated a net total of \$277,062 (391.154-1750-112,342) for the University in AY2020. WGS is a fiscally important program to the University's financial position.

WGS is not only generating revenue, but is also working collaboratively to reduce program costs. In 2019-2020, WGS and Global Studies agreed to share a WIP course - meaning that WGS or GS majors can take either respective program’s WIP course to fulfill degree requirements. The programs also agreed to alternate offering the course. Thus, WGS 201: WIP: Writing for Social Change will be offered in Fall 2020 and GS: 205: WIP: Interdisciplinary Research and Writing will be offered the following fall semester. This reduces the need to offer multiple sections of WIP and reduces program cost. This agreement was extended to BAIS, UWW and ANTH majors.

II. Program Plan

A. Long term goals

The main long-term goals are to increase the number of WGS majors, minors, and LGBTQ Studies minors. Because the WGS program is not a traditional field, students often discover it late in their careers at NEIU, after they have already settled on other majors. WGS has begun to take steps to increase outreach to students earlier and in innovative ways. Efforts included the following activities:

- Golden Eagle Welcome Day
- University Open House events
- One-stop registration events
- Visits by Coordinator and WGS Advisor to General Education courses: 109A (FYE), WGS 101 classes and WGS 210.

- Visiting appropriate classes and events at local community colleges with WGS Coordinator and WGS interns.
- Developing articulation agreements with 17 surrounding colleges and universities.
- Linking with growing and large majors at NEIU such as Public Health, Social Work, Biology, and Psychology.

One of the major recruitment efforts focused on getting students interested in majoring/minoring in the WGS program early on. In addition to recruiting through WGS General Education courses listed above, the WGS program had interns that are part of the WGS program (WGS majors, WGS minor or LGBTQ Studies minors) visit local community colleges so that prospective students learn about WGS before transferring to NEIU. Unfortunately, these outreach and recruitment events were cancelled due to COVID.

B. Projected needs

1. Faculty and Staff

WGS has one part-time (16.7%) Administrative Aide that is shared between three other programs or departments: AFAM, LLAS, WLC. As the WGS Aide, Jeanette Hernández, splits her time between two physical offices, the WGS office is often closed. This inhibits current majors and minors from accessing program information and advising as well as prospective majors and minors from learning more about the program. Hiring a full-time Administrative Aide would facilitate program growth as the office and the information within it would always be accessible to students.

2. Visibility and Marketing

As stated above, NEIU students discover the WGS major/minor and LGBTQ Studies minor late in their time at NEIU. There are several ways that the WGS program can be institutionally supported to improve visibility and marketing of the program:

- Include WGS in new student orientation and transfer student orientation events.
- Community Partnership/Summer Programming for high school students.
- Improve training of NEIU recruiters and advisors to be familiar with the WGS program.
- Dedicated interdisciplinary advisor and recruiter shared between WGS, AFAM, LLAS, GS.
- More promotion of interdisciplinary programs with professional marketing and branding materials.
- NEIU home page with rotating focus on programs including WGS.

3. Recruitment and Outreach

One of the primary goals for WGS is to grow the program through community outreach. Currently, WGS has no institutional support and very little funds available for recruitment materials (e.g. flyers, brochures, pamphlets), travel costs to surrounding community colleges or even program branding. Having even a small budgetary increase for recruitment, outreach and promotion would allow WGS to greatly improve recruitment efforts and program growth. This also supports Strategic Goal 1.3: “Raise undergraduate and graduate student recruitment, retention, and graduation rates, including those for students from historically underrepresented groups, to specific University benchmarks and goals.”

III. Accomplishments

Accomplishments that don't fit into one of the categories below can be included in the Executive Summary.

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Levine, J. & Meiners E.R. (2020) *The Feminist and the Sex Offender: Confronting Sexual Harm, Ending State Violence*. Verso.

2. Book Chapters, Regional Exhibitions or Performances:

Boon-Kuo L., Meiners, E., and Simpson, P. (2019). “Queer interruptions.” In P. Aggleton (Ed.), *Youth, Sexuality and Sexual Citizenship*. London: Routledge.

Bullock, E. & Meiners, E.R. (2020) “By the Numbers.” (2020). In M. Winn, Ed., *Transforming Teacher Education Through Restorative Justice*. Cambridge, MA., Harvard Education Press.

Benavides, J., Meiners, E., Padilla, S., Quinn, T, & Yasuoka, M. (2020). “Illinois Deaths in Custody Project: Eulogization and freedom of information in the carceral state.” In O. Guntarik (Ed.). *From Sit-Ins to #revolutions: The changing nature of protests*. London: Bloomsbury.

Meiners, E. (2020). “Formerly incarcerated people in college.” In David, Miriam, Amey, Marilyn (Eds.), *The SAGE Encyclopedia of Higher Education*. New York: SAGE.

3. Articles and Abstracts, Local Exhibitions or Performances:

Bancu, A. (2020) Two case studies on structural variation in multilingual settings. *Proceedings of the Linguistic Society of America*, [S.l.], 5(1), 750–764.
<https://doi.org/10.3765/plsa.v5i1.4760>

Fuller, L. (2020). Queerly cultivating anti-racist feminist pedagogy. *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, 7(2)
<http://journaldialogue.org/v7-issue-2/queerly-cultivating-anti-racist-feminist-pedagogy/>

Fuller, L. & Meiners, E.R. (2020). Will white people work collectively to trump white power? Stepping up for struggle beyond the yard sign. *International Journal of Qualitative Studies in Education*, 33(2), 263-273.
<https://doi.org/10.1080/09518398.2019.1681540>

Fuller, L. & Meiners, E.R. (2020). Feeling fatigued?: Collectivize and organize. *GLQ*, 26(2), 220–223. <https://doi.org/10.1215/10642684-8141732>

Kristen O. (2020). Chaucer's plague tales. *Pop Matters*, June,
<https://www.popmatters.com/chaucer-and-the-plague-2646019619.html>

Meiners, E. & Quinn, T. (2019). Forum: Defiant Memory Work. *American Quarterly*, 71(2), 353-361. doi:10.1353/aq.2019.0029

Stockdill, B. (co-author)(2019). "Abolish solitary confinement." *Black and Pink Chicago zine*, October.

Stockdill, B. (2019). Book review. [*Before AIDS: Gay health politics in the 1970s* by K. Batza]. *Bulletin of the History of Medicine*, 93(2)2, 292-293.

Yasuoka, M., Quinn, T., & Meiners, E.R. (2020). "Pushing the prison doors open: Snail mail and the resistance of the postal system." *Journal of Postal History*.

4. Conference Presentations, Group Show

Bancu, A. (2020, April 16-18). *Category-specific coordinating conjunctions in a Germanic language*. [Conference presentation]. NARNiHS Research Incubator: The North American Research Network in Historical Sociolinguistics at KFLC: The Languages, Literatures, and Cultures Conference. Lexington, KY.

Bancu, A. (2020, Jan. 2-5). *Two case Studies on structural variation in multilingual settings*. Linguistic Society of America Annual Meeting. New Orleans, LA.

Bancu, A. & Deaton, E. (2020, Jan 4). *Stability of phonological variation in language contact settings*. Annual meeting of the North American Research Network in Historical Sociolinguistics. New Orleans, LA.

Bancu, A. (2019, Oct. 10-12). *Morpho-syntactic variation in a multilingual setting: How contact varieties can shed light on the structure of under-documented languages*. New Ways of Analyzing Variation 48. Eugene, OR.

Bancu, A. (2019, Nov. 15). *Conjunction function: How grammatical categories are organized in language*. 10th Annual Faculty Research and Creative Activities Symposium. Northeastern Illinois University, Chicago, IL.

Meiners, E. (2020, March 6). Gender, race, suffrage and citizenship. Keynote panelist. Hunter College & The Roosevelt House Public Policy Institute. New York, NY.

Meiners, E. (2020, March 2). *Beyond the bars* [Keynote Panel]. March 2, 2020. Columbia University. New York, NY.

Meiners, E. (2019, Oct. 17-20). *Abolitionist university studies*. Duke University. Durham, NC.

Meiners, E. (2020, Sept. 19-21). *Building abolition: Decarceration and social justice*. Banff Center for the Arts.

Over, K. (2019, Nov. 14-17). *Modernism, William Faulkner, and the limits of the new*. Midwest Modern Language Association Annual Conference, Chicago, IL.

Over, K. (2019, Nov. 14-17). *Arthurian history in Fouke le Fitz Waryn: the Making of homo europeus* [invited key-note talk]. International meeting of the University of California Celtic Studies Colloquium, Los Angeles, CA.

5. Funded Grants

Mellon Foundation. \$873,000. NEIU and the Prison+Neighborhood Arts/Education Project (PNAP) to build prison support prison education programs at NEIU and around the city of Chicago.

B. Student Achievements

Monroe, Rebekah. (2020). The relationship between religious trauma, sex, gender roles, and sexuality of adults in the United States using social identity theory. *The Undergraduate Journal of Psychology*, 13: 82-92. <https://ujpb.org/vol13/vol13.pdf>

Martinez, Clara. Internship at Chicago History Museum, Chicago, IL.

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

Steinmetz, Derek (WGS Major, LGBTQ Studies minor '20) Accepted into the Master of Divinity program. Northwestern University, Chicago, IL.

C. Alumni News

Abarca, Alexis F. (LGBTQ Studies '18), Transgender and Gender Nonconfirming Youth HIV Prevention Coordinator, Howard Brown Health, Broadway Youth Center.

Anderson, Mo. (WGS '19), M.A, program at Arizona State University.

Chaves-Daza, Maria (WSP '09), Ph.D. English SUNY-Binghamton, Assistant Professor Africana & Latino Studies at SUNY-Oneonta.

Downing, Molly (WSP '03), Executive Director, OAI, Chicago, IL.

Guitierrez, Julia. (WGS), Ph.D. candidate at Arizona State University.

Harris, Lakeesha J. (WGS), Reproductive Justice and Sexual Health Program Manager, Women with a Vision, New Orleans, LA.

Macias, Liliana (WGS '16), M.A. Latino and Latin American Studies UIC, Chicago Learning Collaborative Coordinator at the Chicago History Museum.

Martin, Marie (WGS '16), M.A. student in Sociology & Applied Social Relations at University of Maryland, Baltimore County.

Morales, Patricia (WGS '17). M.A. Latin American and Latino Studies, University of Illinois at Chicago.

Peer, Viki. (LGBTQ Studies '15), Ph.D. candidate in Gender Studies at Arizona State University.

Serna, Rolando (LGBTQ Studies '18), Social Media Outreach Coordinator, Open Door Clinic of Greater Elgin, Elgin, IL.

WORLD LANGUAGES AND CULTURES

Annual Report 2019 – 2020

Submitted by Denise Cloonan Cortez de Andersen

I. Executive Summary

Recruitment and retention of all of our students, particularly our majors and minors, has always been on the forefront of our minds. Especially recently, when enrollment has declined significantly at NEIU, WLC has also felt the effects in our major/minor declarations. With the assistance of Acting Associate Dean Tim Libretti, WLC has grown their Latin American Literatures and Cultures graduate program by 150% with the incorporation of the District 214 cohort. The cohort consists of a group of Spanish teachers from multiple districts either seeking 18 credits of graduate endorsement credits, or pursuing the full M.A. degree. The initial MOU with District 214 quickly attracted the attention of three other districts who joined in the cohort. This recruitment endeavor has proven to be very beneficial to the students, the department, the college, and the university. WLC is committed to innovation and will continue to look for novel ways to recruit students to our programs. We have reflected on our course offerings and feel the need to redesign many of the components to make our curricula more responsive to the students' needs as well as that of the workforce. We have outlined our program modification plans in the long-term goals' section.

Additionally, WLC, in collaboration with TESOL (MLC), was awarded two grants totaling \$198,000 from STARTALK and NEH to offer courses in critical languages, namely Arabic and Kurdish to the community. These grants have proven to be very effective in making NEIU known in the community and have allowed us to serve the needs of the community in ways that, without the grants, we would not have been able to respond. We plan to apply annually for the STARTALK grant as well as the NEH grant in order to offer free instruction in language and culture of critical languages for adults and children.

The department raised a modest amount of money to put toward the language lab on Giving Tuesday, November 2019, and we hope to continue to raise more money in the future for student scholarship awards.

II. Program Plan

A. Long term goals

WLC has begun to redesign the Spanish major to respond to the students' needs and incorporate new courses to meet those needs. Focus on the current literatures and cultures component will remain, but will be refreshed to include non-canonical literature as well as literatures that embrace diverse issues of social identity, race, class, gender, sexuality as well as social justice and culture. Moreover, the major will be expanded to offer three additional tracks focused on career-readiness. These tracks include Linguistics and Translation; Community Leadership; and Creative Writing. There will be core courses shared by all four tracks and specialized courses for each track are currently being designed. We hope to have these revisions in place by Fall 2022.

WLC plans to refresh the graduate Latin American Literatures and Cultures degree as well providing more coursework options in an effort to be more responsive to the students' as well as the workforce needs. We hope to begin work on this project in 2021 and have it completed by 2023.

Due to the overwhelming success of the District 214 cohort, WLC plans to recruit annually for M.A. cohorts to increase our enrollment and serve the community.

We have begun work on a department alumni newsletter and we hope to have regular editions, at least 2 per year, to strengthen our connection to alumni and to provide our former students with a WLC social network.

B. Projected needs

1. Faculty: WLC needs a new Tenure-Track hire in Spanish with a focus on Cultural Studies and Translation Studies. In order to meet the needs of our students and the proposed curricular changes in the Spanish major and minor, as well as the M.A., an additional faculty member in Cultural Studies and Translation Studies will be necessary.
2. Equipment: WLC needs a new printer and scanner for LWH 2040.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Dorantes Resendiz, Raúl. *La casa de Leviatán*. Chicago: El BeiSMa PrESs, 2020.

2. Articles and Abstracts, Local Exhibitions or Performances:

West, Sarah M. "Yucateco Pirate Novels and the Discourses of the Mayan Rebel in the Nineteenth-Century Creole Imaginary." *Revista de Estudios Hispánicos*. Washington University, St. Louis. 2019.

Dorantes Resendiz, Raúl and Emily Masó. *Cuaco*. (Written and directed by Raúl Dorantes and Emily Masó). Accepted at the 35th edition of the Festival de Cine Latino de Chicago.

Raúl Dorantes Resendiz and Emily Masó received honorable mention in the Nuevas Voces 10-Minute Play Festival and Contest for their submission “El tres laredos,” March 2020.

3. Funded grants

Denise Cloonan Cortez de Andersen and Jeanine Ntahirageza, co-directors, STARTALK Grant Combination Program: Arabic Language Program for Children and Arabic Language Teacher Training. \$98,000. In collaboration with TESOL and MLC. We were fortunate to receive this generous grant from STARTALK and the NSA to teach critical languages to children and teachers held at NEIU, July, 2019.

Denise Cloonan Cortez de Andersen and Jeanine Ntahirageza, co-directors, NEH Initiatives for HSIs Grant. \$100,000. Grant for establishing a Kurdish Language Institute and International Conference, held at NEIU, July, 2019.

4. Service

Denise Cloonan Cortez de Andersen, **Editorial Review Board Member**, Linguistics Journal

Denise Cloonan Cortez de Andersen, **Invited Panel Member** of National Endowment for the Humanities Initiatives for HSIs Grant, June 2020.

Denise Cloonan Cortez de Andersen, **Invited Reviewer** for Oxford Research Encyclopedia (ORE) of Latin American History. Review of Ilan Stavans’ “The Spanish Language in Latin America during the Colonia I Period.”

Jeanette Hernández, **Moderator**, RTW is Wrong for Illinois, a labor-oriented Facebook page.

Jeanette Hernández, **Presentation**, “The Dignity of Work and the Rights of Workers;” a 14-slide Power Point presentation as part 5 of a 7 part Lenten Series on Catholic Social Teachings, March 15, 2020. St. Pascal’s Catholic Church, Chicago.

Jeanette Hernández, **Volunteer**, Justice Ministry, St. Pascal’s Catholic Church.

Sarah M. West, **Manuscript Reviewer**. *GLQ: A Journal of Lesbian and Gay Studies*.

B. Student Achievements

1. Acceptance to graduate or professional school:

Vianny Anaya, M.A. Latin American Literatures and Cultures, NEIU 2020, was accepted into the Hispanic and Luso-Brazilian Studies doctoral program at University of Chicago with full funding.

Fabio Duque, B.A. Spanish, NEIU 2020, was accepted into the Master's Program in Spanish at Loyola University and was awarded a Diversifying Higher Education Faculty in Illinois (DFI) Fellowship.

2. Scholarships:

a. Korean Language: KALLA

Abbi Gehris (\$500)
Mikayla Jang (\$300)
Inseon Lee (\$400)
Jane Lee (\$400)
LaShae Parker (\$400)
Taylor Simpson (\$500)

b. Spanish Language: Calixto Masó

Rachel Mudloff (\$1900)

c. Spanish Language Jewel Berlinger

Rachel Mudloff (\$1300)

d. Spanish Language: Arturo Nájera

Andrea Ramírez (\$700)

3. Dean's List:

In Fall 2019, **19 Spanish majors** made the *Dean's List*: Lizbeth Barriga, Fabiola Berra, Erika Blas, Jasmine Camargo, Alejandro Carbajal, Claudia Domínguez, Martín Franco, Adriana Montelongo, Mayra Mora, Rachel Mudloff, Daniel Nickerson, Gabriela Pérez, Andrea Ramírez, Tania Robledo, Erika Rodríguez, Xavier Rosales, Perla Sonora and Marion Téllez.

In Spring 2020, **10 Spanish majors** made the *Dean's List*: Erika Blas, Jessica Bueno, Claudia Domínguez, Clarisse Donini-Lenhoff, Mariah Figueroa, Patricia Hare, Adriana Montelongo, Rachel Mudloff, María José Natarén and Xavier Rosales.

4. Sigma Delti Pi (National Spanish Honor Society)

In Spring 2020, 6 Spanish majors were initiated in the Mu Xi Chapter of Sigma Delta Pi:

Adriana Montelongo
Rachel Mudloff
Daniel Nickerson
Pedro Ocampo
Jasmin Ramírez
Erika Rodríguez