

Annual Report

2020-2021



College of Arts and Sciences

- Dean - Dr. Katrina Bell-Jordan
- Acting Associate Dean - Dr. Sudha Srinivas
- Acting Associate Dean - Dr. Timothy Libretti

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COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT

Executive Summary

As Northeastern continued operating primarily remotely during the 2020-2021 Academic Year to ensure the safety and health of our students and community, the College of Arts and Sciences proceeded this academic year to refine its modes of remote instruction and of providing services and programming to students and the community. The CAS, of course, in response to the state mandate in Spring 2020 to operate remotely as the pandemic beset the nation, met that challenge by developing resources to help faculty and students keep teaching and learning and implemented a Continuity of Operations Plan for the College and all its academic units to ensure uninterrupted high-quality academic programming and support for our students during that unprecedented period.

Leveraging the resilience, cooperation, and commitment of the College's academic leaders, faculty, and staff, in the 2020-2021 academic year the CAS continued to innovate curricularly and engage in strategic planning and development to ensure the health and future of the College and overall University by making sure the CAS curriculum provides value and relevance for students, by playing an important role in recruiting and retaining students, by engaging and partnering with members of our external community, and by making sure our faculty and staff have opportunities for professional development and training so they can serve the NEIU community optimally.

Here are some highlights that **encapsulate key elements of the CAS's work for the 2020-2021 year**:

CAS Strategic Initiative Development

This year the CAS **Dean's office facilitated** a year-long summit with its leadership team focused on planning/discussions among College leadership to chart the **College's path: leveraging its strengths; addressing program-level enrollment growth/declines; balancing resource management with program structure/needs; and devising short-term and long-term action steps that align with the College's Strategic Plan.**

Some important outcomes included:

- Recruitment, Retention, and Student Success: Retention rates for 2020-2021 continued to reflect strong results for all CAS degree programs, with CAS undergraduate programs averaging 81.0% and CAS graduate programs averaging 85.6%. Some of the efforts and initiatives we pursued this year were the following:
 - Future Teachers Living Learning Community (FTLLC) – Oversight of the development and launch of the cross-college NEIU initiative between the College of Arts and Sciences Education Program (CASEP) and the Goodwin College of Education, along with the Division of Student Affairs
 - **CAS “Get Set” Enrollment Pilot** (2020-2021) – Pilot of mini one-stop enrollment events offered to CAS students (“Get Set for Spring” and “Get Set for Fall”); Virtual enrollment/advising sessions provided registration information, guidance and advising from CAS General Education, Pre-Health/Pre-Law, and SCSE staff/advisors.
 - **CAS “Jump Start” to College Program** – The CAS piloted (in collaboration with the College Center for Access and Success) a program offering high school students the opportunity to earn college credits by taking classes alongside other NEIU students, including full scholarships, support from NEIU advisors/staff, and all the privileges of NEIU students (e.g., access to the library, gym and student services). Four introductory classes were offering, such as: *Drawing I (ART 120), Introduction to Political Science (PSCI 210) and Language and Human Behavior (LING 120).
 - Faculty/Student Research and Student Success in STEM – The CAS supported the Student Center for Science Engagement (SCSE) in carrying out the SCSE’s 12th Summer Undergraduate Student Research and Professional Training Program, including 11 faculty research projects and 32 student researchers. Building off research conducted in the SCSE Summer Research Program, the 12th Annual SCSE Research Symposium (Fall 2021) showcased the summer research projects of 32 students working with 14 STEM faculty, many who also present research at national/international venues.
- Curriculum Innovation: The CAS continues to update, expand, and innovate its curriculum reflecting faculty research, creativity, and expertise as well as relevant disciplinary trends and developments. Two important areas of intentional and strategic focus of curricular innovation merit underlining:
 - Online Curriculum– Strategic discussions with CAS programs about growing and enhancing online curricula and course offerings, including encouragement/support for Quality Matters training, and interfacing with NEIU’s Center for Teaching and Learning to promote online teaching resources and faculty development in online instruction.

- Diversity, Equity and Inclusion –The CAS has sought intentional ways to engage programs and faculty in discussions of best practices for advancing equity, diversity and inclusion across the College. To ensure our curriculum and teaching practices are intentionally responsive to the learning needs of our diverse student body, the College of Arts and Sciences Curriculum Committee engaged in extensive and vigorous discussion of integrating culturally relevant pedagogy and content throughout the College curriculum, drawing on disciplinary and other models and built this criterion into its curricular review process.
- Outreach and Partnerships: The CAS takes pride in doing its part to **fulfill Northeastern’s mission, as a regional public comprehensive university**, to serve the needs of its local communities. While we nurture many ongoing partnerships and community relationships, two from this year that stand out include:
 - Chicago Public Libraries – NEIU and the CAS continuing our three-year partnership with the Chicago Public Libraries and neighbor, the Albany Park Library, for the *One Book One Chicago* Initiative.
 - Environmental Protection Agency (EPA) – The CAS established a partnership with the Environmental Protection Agency.
 - Air Quality Research – The Department of Physics, Earth Science and Environmental Science has worked with the EPA to install **monitors on the rooftop of the Science Building (BBH) on NEIU’s North campus to study local air quality as part of the EPA’s Environmental Justice Index (EJI)**, which helps identify underserved areas with particularly high levels of air pollution.
 - NEIU Weather Station – Now online at: <https://www.wunderground.com/dashboard/pws/KILCHICA929>
- Launch of CAS Career Readiness Initiative
 - To highlight in more direct and vivid ways the value and relevance of the liberal arts and sciences in terms of their social utility and professional efficacy, the CAS undertook this year an effort to more intentionally and systematically emphasize how our programs and curricula prepare students for success after graduation and for doing the necessary and meaningful work of the world. Part of this effort involved identifying how CAS programs convey (e.g. through curriculum, program messaging, activities, professional development/ networking) how their areas of study prepare students in core competency areas that contribute to their career readiness, and cultivating key skills and knowledge bases that meet the needs of our world and that employers seek. To help provide some expert guidance to our programs, the CAS invited Dr. Ascan Koerner, Associate Dean of Undergraduate Studies at the University of Minnesota, to deliver a keynote address at the NEIU 2021 Faculty Institute CAS-Day Event, titled **“Advocating for the Liberal Arts and Sciences: How a Focus on Career Readiness Can Enhance Teaching, Energize Faculty and Guide to Students to Post-Graduate Success.”**

- Serving Students: Obviously a central mission of the CAS is to serve students in myriad and comprehensive ways. One special initiative, beyond our usual functions, merits mentioning in this difficult year:
 - Since the onset of the COVID-19 pandemic in April 2020, the CAS established a small program to help in addressing the urgent need for technology assistance, the CAS began loaning some older netbooks, courtesy of the Biology Department, and some newer Dell laptops, offered to us by MSTQE, to students in the CAS and across the University. During the Summer of 2020, we partnered with some other NEIU departments to establish a Computer Loaner Program to loan technology hardware to eligible students with unmet needs. The Program continued through the Fall 2020 and Spring 2021 semesters and is currently lending computers, Chromebooks, and internet hotspot technologies to support out students during our continued remote learning.

The College of Arts and Sciences houses the General Education/Distributive Learning Program and the developmental education programs, and further serves the entire University by offering 28 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 2020-2021 academic year, the CAS conferred a total of 924 degrees and continues to generate the most credit hours in the University by offering approximately 60% of the total credit hours generated this year.

In spite of spending the entire academic year working remotely, the College of Arts and Sciences faculty, staff and students have performed above and beyond. Their ability to adjust and discover creative ways to approach working and learning during this pandemic is unparalleled. **We've listed** just a few of our accomplishments below:

CAS faculty produced over 450 scholarly publications, presentations, creative works and/or performances in the 2020-2021 academic year. CAS graduate and undergraduate students also presented their research and/or **creative activities at NEIU's 28th** (2021) 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. Sangmin Bae is the 24th recipient of the Bernard J. Brommel Distinguished Research Professor Award. The late Dr. Bernard J. Brommel, Professor Emeritus, Communication, Media and Theatre, established the 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. The finalists for 2021 were:

- Sangmin Bae, Political Science
- Christina Bueno, History
- Jon Hageman, Anthropology
- Aaron Schirmer, Biology

CAS Professor Emerita Audrey Reynolds (Linguistics), established the Audrey Reynolds Distinguished Teaching award which is given annually to the Northeastern faculty member who best demonstrates excellence in teaching. Dr. Pam Geddes, Biology, was one of two finalists for 2021.

In August 2020, **NEIU's Board of Trustees** announced Tenure and Promotion to Associate Professor and Promotion to Professor to the following:

Associate Professor

Elyse Bolterstein, Biology

Andrew Brake, Social Work

Nadja Insel, Earth Science

Ting Liu, Geography and Environmental Studies

Professor

Marcelo Sztainberg, Computer Science (effective July 1, 2020)

We congratulate the following CAS Teach Professionals who received **NEIU's Faculty Excellence Awards** for 2021 for their achievements in the academic year 2019-2020:

Service

Sarah Cordell, Mathematics

Cindy Voisine, Biology

Teaching/Performance of Primary Duties

Samantha Brown-Xu, Chemistry

Sarah Fabian, Communication, Media, and Theatre

Sophia Mihic, Political Science

Elizabeth Reinke, Biology

Research/Creative Activities

William Adler, Political Science

Rachel Adler, Computer Science

Patricia Aguado, Social Work

Scott Hegerty, Economics

Lauren Meranda, Art+Design

Adam Messinger, Justice Studies

Manar Mohaisen, Computer Science

Masami Takahashi, Psychology

Shencheng Xu, Art+Design

We also recognize CAS Instructors and Academic Support Professionals who received Excellence Awards for their achievements in the 2019-2020 academic year:

Jeremy Babcock, College of Arts and Sciences Education Program (CASEP)

Nikolas Hoel, History

Gretchen Lyons, Biology

Kayla Rihani, Biology

The following CAS Faculty and Level I-V Administrators were awarded sabbatical or educational leaves for academic year 2020-2021:

Sabbatical Leaves:

Tim Barnett, English (Fall 2020)
Rachel Birmingham, Justice Studies (Spring 2021)
Elyse Bolterstein, Biology (Fall 2020 and Spring 2021)
Andrew Eisenberg, History (Fall 2020)
Chielozona Eze, English (Fall 2020 and Spring 2021)
Jon Hageman, Anthropology (Spring 2021)
Robert Heitzinger, Music (Spring 2021)
Aimee Hilado, Social Work (Fall 2020 and Spring 2021)
Edie Rubinowitz, Communication, Media and Theatre (Fall 2020 and Spring 2021)
Shencheng Xu, Art (Spring 2021)

Educational Leaves (Full-Time Instructors):

Gita Resnicoff, Mathematics (Spring 2021)

The CAS said a fond farewell to faculty who retired during the 2020-2021 Academic year:

Ruth Breckie Church, Psychology
Phyllis Gloriosa, English Language Program
Julie Scigalski, English Language Program
Brian Spector, English Language Program
Christine Swanson, English Language Program
Waleed Rehani, Mathematics

Kip Conwell, Civil Service – Biology, is one of the recipients of the Administrative & Professional/Civil Service Annual Employee Excellence Awards (for 2020), which are based on an employee's contribution to student success; demonstration of overall excellence in work performance; delivery of consistent and quality service; creative problem solving and initiatives; and commitment to fostering growth through leadership and teamwork.

Congratulations to our College of Arts and Sciences students who were the winners of the 2021 NEIU Libraries Award for Excellence in Research! This award is given to students who demonstrate outstanding ability to identify, locate, select, evaluate, and synthesize library resources and use them in the creation of an original research project.

Cassandra Ceballos, Graduate student in Biology
Elizabeth Hanks, Grad student-Teaching English to Speakers of Other Languages- TESOL
Mariel E. Portillo Ibanez, Undergraduate student in Psychology
Colleen Touhy, Undergraduate student in Psychology

The College of Arts and Sciences is proud to have exceptional, dedicated and hard-working faculty and staff who work tirelessly on behalf of the College and recognize the many contributions they have made to our programs and to serving our students. The last few years have been especially challenging, and we are gratified that the efforts of our College community have supported our students and encouraged their retention, graduation and success.

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

AFRICAN/AFRICAN AMERICAN STUDIES (Minor)

Annual Report 2020 - 2021

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.

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). Students who minor in AFAM also choose three interdisciplinary elective courses (9 credit hours) spread over 17 departments or programs.

Student learning outcomes are aligned with the AFAM program goals and NEIU strategic goals 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**.

In addition, students' acquire the 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.

AFAM is housed in the Sociology Department as a part of a larger combined department that includes Sociology, Women's, Gender and Sexuality 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.**

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 COURSE OF INTEREST

African Summer Institute for Teachers

II. Program Plan

A. Long term goals

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

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

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

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

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

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

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

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

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

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

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

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

B. Projected Needs

1. Faculty: AFAM needs a dedicated Faculty member in its budget. AFAM needs to have a MOO line in the CAS budget for part-time instructors to teach AFAM courses that are not covered by core faculty members.
2. Office Space/equipment: 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. AFAM computers are decades old and need to be replaced
3. Other Resources:
 - o Secretarial and Student Help: The AFAM, WSP, and LLAS Programs together have one part-time administrative assistant.
 - o 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 student aids to assist with administrative tasks; (3) designating a person to maintain an up-to-date website; Expand The African Summer Institute to include winter session and week-end institutes.

- New Course Developments and Service Orientation: The Program should develop new courses including a service-learning course and an internship course and incorporate more student services in its programming.
- 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.
- Acquiring resources for further development: It is the long-term hope that AFAM will become a department.

III. Accomplishments

During the academic year 2020/2021, AFAM continued to make programmatic developments and organizational strides. Some of these achievements include:

1. AFAM faculty were some of the co-founding members of the [Genocide and Human Rights Research in Africa and the Diaspora \(GHRAD\)](#) Center. Jeanine Ntahirageza (AFAM faculty) is the cofounding inaugural Director of GHRAD
2. AFAM co-sponsored and AFAM faculty participated in the seventh Annual Symposium on Genocide and Human rights on February 11-12, 2021, which was also the inaugural conference for the opening of the GHRAD Center. The year's theme was "Remembering Heroes/Heroines: Unique and Collective Strategies of Resistance and Prevention of Genocide in Africa and the Diaspora."

Keynote Speakers: Mark Mathabane, Edward Kissi

 - a. Speakers - Bonny Ibhawoh, Jermaine McCalpin, Al Frankowski, Panel Presentation - Reparations (Sharon Bethea (moderator), Kamm Howard of NCOBRA and Jermaine McCalpin), Aissetu Ibrahim, Book Discussion *Critical Perspectives on African Genocide: Memory, Silence, and Anti-Black Political Violence* - Alfred Frankowski, Jeanine Ntahirageza and Chieolozona Eze
3. AFAM implemented the seventeenth annual African Summer Institute. The Summer Institute is a three-week intensive program. 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 contextualizing constructs and concepts concerning Africa.
4. AFAM faculty assisted in coordinating a grant given by Fulbright to offer a conference and orientation to Fulbrighters who were assigned to Sub Saharan Africa – Northwest Africa (French), Northwest Africa (English), Central East Africa (English), Central Africa, (French and English), Southern Africa – with an objective to introduce key historical, political, social, cultural, economic facts, institutional norms and practices about region for Fulbrighters working in these regions

5. AFAM faculty are members of - Committee for Black Student Success – Serving African/African American and African Diasporic students (BSSC).
6. AFAM faculty are members of the Genocide and Human Rights Center – GHRAD Center
7. AFAM faculty are members of the Genocide Human Rights Research Group
8. AFAM co-sponsored **NEIU's Tribute to the Legacy of Rev. Dr. Martin Luther King, Jr.**
9. AFAM co-sponsored Black History Month
10. AFAM Faculty are part of the Black Heritage Month Committee
11. During the 2020/2021 academic year continued online instruction due to the COVID-19 pandemic.
12. AFAM was part of collaborations with the Pedroso Center, CCICS, El Centro, Project Success, BSSC, 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.

ANTHROPOLOGY

Annual Report 2020 – 2021

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 2020-2019 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 plays **an active part of NEIU's CHEC grant.**

Jon Hageman serves as the Coordinator of the University Honors Program, teaching for both UHP (fall) and ANTH (spring).

Lesla Davis serves as Chair of the combined Anthropology, English Language Program, Global Studies, Philosophy, TESOL, and SAELL Department.

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. This year we added many exciting new classes to the curriculum. Tracy Luedke took the lead in developing the foundation class for our new online major, *ANTH 201: Anthropology: Being Human*. **Given this course's balanced focus in all 3 major subfields, we** successfully argued for this class to count for EITHER Natural Science or Social/Behavioral Science credit in the GenEd program, student choice. This is a first for NEIU! Tracy also worked on a new writing intensive course, *GS 303: The Power of Writing* that will be cross listed with WGS. This course is designed to include students of different majors and anthropology will also feed this class in years that we cannot field our own ANTH WIP class. Win/Win! Russell Zanca received a grant to turn his 238 -Peoples of Central Asia course into a 300 level class, *ANTH 338 - Central Asia Past*

and Present which he taught this summer. Lesa Davis created five new biological anthropology classes: *ANTH 282 Primates of the World* (NatSci GenEd course); *ANTH 360 – Scientific Racism: Eugenics Then and Again*; *313a Chimpanzee 101: Community, Culture, and Conservation*; *313b – 23 and Who?: The Realities of Personal Genetic Testing*; and *323 – The Evolution of Skin Color*. She also worked with Tracy on ANTH 201. The ANTH 313a and b courses are 1 and 2 credit hour classes that are designed to draw students across campus into the anthropology classroom. Often, students just need 1 or 2 credit hours, and this is one of our initiatives to increase enrollment in ANTH courses and increase the accessibility of the anthropology perspective at NEIU.

Lesla also worked with colleagues from GES, HIST, ART, and BIO to revamp the *ANTH 359 Museum Studies* class that will take a broader and more critical look at museum, **natural history, and park service roles as ‘stewards’ of the past, present, culture, and natural resources**. This group is interested in creating a minor or certificate in museum studies. We plan to offer this class in Spring of 2022.

With ANTH tenure line faculty spread thin with administrative assignments, we rely on our six instructors and adjuncts for some of the teaching: Shimelis Gebru, Ph.D. (biological anthropology), Martin Giesso, Ph.D. (archaeology), Edward Maher, Ph.D. (archaeology), Lara Ghisleni, 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. Stubbs created an exciting new *ANTH 321 - Race and Language* class which she will teach in Fall 2021. Dr. Maher created an archaeology elective, *ANTH 336 Syro-Palestinian Archaeology* which he taught this year. Dr. Ghisleni developed the *ANTH 325-Archaeology of Sex, Gender, and Sexuality* class which she taught this year as well.

In another anthropology initiative this year, Tracy Luedke (GS) and Lesa Davis (ANTH) worked extensively with the interdisciplinary program coordinators (WGS, B. Johnson and L. Fuller; UCS in GCOE, Z. Johnson; LLAS, B. Bisbey, and AFAM (S. Bethea) to develop a consortium of programs that provide mutual support and share classes. This endeavor is what anthropology naturally lends itself too – collaborating with other programs to provide critical perspectives on current events. Our group is working towards maintaining a web page on the NEIU website, providing purposeful advising, and sharing resources and courses such as the new *GS 303 (WIP) The Power of Writing*.

II. Program Plan

A. Long term goals

NEIU Anthropology's **long-term** plans are underway 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 three subfields, instead of three 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 plans to implement our online Anthropology major are well on their way. It will feature the above-described cross-subfield connections with the added experience of **internships and field experiences in the student's area of choice. These two components** of an online degree will set the NEIU Anthropology online degree apart from all other online anthropology degrees in the U.S. and has the potential for drawing in student scholars and lay people interested in anthropology alike. We made great curricular strides this year and next year will re-focus on building the archaeology component in the coming year. Our goals are in sync with President Gibson's commitment to creating more online degrees at NEIU and our new program is well-articulated with the Baccalaureate Goals, and the University Mission, Vision, and Values. While we regularly modify, adjust, and update our program and add new courses, we have not undergone a wholesale program revision since 2004 when we shifted focus towards balancing our program requirements equally across the three subfields. Our current efforts to highlight connections between the subfields in an online modality is equally as big and exciting.

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

Alumni News

Dr. Martha (McKeon) Lyke, ANTH **BA '05 is a primatologist working for the Southwest National Primate Research Center** in the Colony Administration and Genomics area. She also is an adjunct professor at the University of Texas San Antonio.

Christina Szado Costin '06 is a Registered Nurse specializing in community centered health at PCC Community Wellness Center

Vince Claunch, ANTH '07 is a skeletal articulator and taxidermist in Phoenix Az.

Sarah (Delashmut) Romond, MA, ANTH BA '08 works as a medicolegal death **investigator for the Portland, OR Medical Examiner's Office.**

Dr. **Kelsey Nordine, ANTH '10, completed her** Ph.D. in Anthropology, Washington University, S. Louis and is an environmental anthropology consultant in Wisconsin.

Kaylee Preston ANTH '13, is an award-winning live and studio session drummer, as well as a wine buyer at Whole Foods Market.

Indira Martinez, ANTH '14 earned her Master of Science in Health Informatics

Yesenia Taveras-Cruz, ANTH '16, **is** a PhD. Candidate and research assistant at Northeastern University in Boston.

Leia Uí Dhálaigh, ANTH '16 Is a Quality and Review Associate at Fisher Investments in Vancouver.

Joe Oswald, ANTH '16 is an Environmental Consultant for the Illinois Department of Public Health in Springfield, IL.

Ariana (Ari) Bachechi, MA Museum Studies, **CUNY 2022; ANTH '18** Assistant Director, Operations & Exhibits at American Writers Museum, Chicago.

Anite Velez, MA, University of Chicago '20; ANTH '16 is a Communications Analyst Global Security Operations Center at AbbVie.

ART + DESIGN

Annual Report 2020-2021

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 full range of disciplines with studios and faculty to match, and are accredited by the National Association of Schools of Art and Design (NASAD). The department was scheduled to undergo a full NASAD accreditation visit in Fall 2021, and has since moved the visit to Fall 2022.

The main focus of department efforts in FY21 was instruction and student support. During the remote 2020-2021 academic year, the department successfully delivered a mix of Online, Remote and Hybrid courses. In order to offer Hybrid courses that included face-to-face instruction, the department worked closely with the Covid-19 Task Force and the Instructional Laboratory/Studio/Experiential Learning (ILSE) committee in order to ensure that plans for face-to-face instruction met the local/state safety guidelines and national best practices. As the department offers coursework in studios with specialized equipment, and some courses could not be delivered online, we were intentional about planning for a safe experience for our students. With a lot of tape measures and faculty coming to together to brainstorm, we reimagined and rearranged studio spaces, moved equipment out to facilitate required social distancing, worked with Facilities Management to identify areas that needed Plexiglas installed or equipment moved, installed our own hand sanitizer pumps inside each studio entrance and stocked up on disinfectant and face masks. As studio spaces vary across disciplines, we wrote Covid-19 specific safety rules for each studio that were added to already existing studio safety rules. All courses that had a face-to-face component were vetted and approved and we were able to successfully run Hybrid courses in ceramics, painting, drawing, sculpture and printmaking in Fall 2020, Spring 2021 and Summer 2021. We were also able to run open studio hours in a limited format and used a sign-up system that was modeled after the student study space program.

In FY 21, we continued to be involved in the Illinois Higher Education Art Association (IHEAA) and attended the annual meeting (held remotely) that brings together representatives from Illinois two-year and four-year institutions. The department worked in an advisory capacity with the North River Arts Commission

for the call for public works to be installed in the new Multi-Cultural Sculpture Park and Healing Garden in Albany Park. Professor Shencheng Xu (Sculpture), was selected as one of five artists to install work in Ronan Park in fall of 2021.

During the 2020-2021 academic year, faculty continued to exhibit work and participate in professional artistic activities, although many of these activities were shifted to an online environment. The art and design landscape definitely had to adapt (as everyone in the arts had to) and while some venues moved or canceled exhibitions, some experimented with online exhibitions and virtual artist talks and our faculty continued to engage and participate in research and creative activities, no matter the final format. Art + Design students mounted capstone senior exhibitions on campus in student galleries and shared their exhibitions remotely and had work showcased in the *Annual Art + Design Juried Student Exhibition* as an online exhibition. The department also supported a student run website that fostered much needed community among students.

In Fall 2020, despite the disparate course formats, the department continued to see steady enrollment at 116 active majors and we continue to work on recruitment plans to bring us to the attention of students who seek a degree in Art or Design. We are looking forward to reigniting recruitment plans that were interrupted **or couldn't be planned** due to limitations placed on face-to-face activities. These activities include an Art + Design Saturday Open House, Saturday workshops for high school students, onsite workshops/visits to high school art classes and the two-year college juried art exhibition.

2020-2021 Academic Year Gallery Season Summary

Due to the remote period at the university during the 2020-2021 academic year, the entire exhibition schedule was shifted to 2021-2022. We look forward to hosting exhibitions by Charles Ryan Long, Katelyn Patton & Beth Reinke, Kristin McWharther and Kristin Abhalter Smith, Lydia Diemer and Yoonshin Park. The gallery will also host three group exhibitions that will include the Chicago Design Archive, the Annual Art + Design Juried Exhibition and a four-person exhibition as well as the Annual Student Art + Design sale.

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 2022 accreditation visit from the NASAD and successfully receive 10-year accreditation;
- Officially add the BFA in Graphic Design to our NASAD accreditation;
- 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;
- 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;
- 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

Art + Tech

Our Art + Tech FT/TT faculty member resigned at the end of the academic year and this is now a priority hire in the department. The Art + Tech area is embedded into our Graphic Design program and it is quite worrisome to be without a TP in this area. Many Art + Tech courses are part of the curriculum in the BFA in Graphic Design and in order to keep that area in the degree consistent, we absolutely need a replacement hire. The Art + Tech curriculum includes both studio and applied topics and all interactive web-based courses, courses that focus on digital arts and fabrication technology, motion based graphic design and UI/UX design. The Art + Tech TP works closely with the Graphic Design faculty to deliver contemporary content that directly relates to career readiness in the applied arts. While we can get by for a bit with adjuncts in the field, we need to have FT/TT faculty member in the position in order to successfully direct the Art + Tech area through planning, vision, expertise and full dedication to the program.

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 department continues to struggle with dedicated lab space for our Graphic Design program. We were fortunate enough to receive funding to purchase a mobile classroom of 22 laptops and this has helped enormously with scheduling. What we have found is that while we are now able to meet the demand of our course rotations and curriculum across the department programs that use Adobe CC and other discipline specific software, we are still falling short of open lab time for students to work on projects outside of class. 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 hope that the space study will yield possibilities for an extra room to be granted to the department, specifically on the second floor of the FA building.

II. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Irwin, Todd

Land-escape (Solo Exhibition), LIBX, University of Arkansas, Fayetteville, AK
Printlove: Or, How I Learned To Stop Worrying And Start Hanging Things On My Wall, Ghost Harbor Creative, Asbury Park, NJ

Kommanivanh, Chantala

Thank You, No Thank You, Asian Arts Initiative, Philadelphia, PA

Meranda, Lauren

Applied Graphic Design Work:

36 Questions for Civic Love (Designer), San Francisco Urban Film Festival, San Francisco, CA

Presenter:

2021 Conference on Design Principles and Practices, University of Monterrey, Monterrey, Mexico (virtual)

Award:

Emerging Scholar Award, *2021 Conference on Design Principles and Practices*, University of Monterrey, Monterrey, Mexico (virtual)

Porterfield, Mary

12th Annual Drawing Discourse Exhibition, University of North Carolina, Asheville, NC

Rosenheim, Nancy

Same Sky Meme Ciel, Chapelle Chapel Sainte Lucie, Mirmande, France
Same Sky Meme Ciel, Jones Institute, San Francisco, CA

Artist Talk:

East Tennessee State University, Johnson City, TN

Sieger, William

Encyclopedia of the Bible and its Reception. 30 vols. s.v. "Nolde, Emil" by William B. Sieger. Berlin: De Gruyter Publishing House, 2020.

Sačić, Vida

Presenter:

Association Typographique Internationale Conference (virtual)

2. Book Chapters, Regional Exhibitions or Performances

Criner, David

Series 3, Box Factory for the Arts, St. Joseph, MI (online exhibition)

Irwin, Todd

The 9th Annual Sandwich Club Summit: NO LIMITS, ONLY FANS, (online exhibition)

Print Portfolio

MAPC Banner Flags Portfolio, organized by Noah Bruer, Exhibited at Mid America Print Council 'Power of Print' Online Symposium

Commissions

Ghost Army by Matt Goias, Published by MG Tropical

Adventure Dome by Matt Goias, Published by MG Tropical

Kommanivanh, Chantala

1.5 A Southeast Asian Diaspora Remix, Minnesota Museum of American Art, St. Paul, MN.

Krueger, Deanna

Unexpected: Lisa Goesling & Deanna Krueger, Fermilab Art Gallery, Batavia, IL (virtual exhibition)

Mathews, Nate

Ersatz, Artspace Gallery, Blackhawk College, Moline, IL

Artist Lecture:

Ersatz Exhibition, Blackhawk College, Moline, IL

Sačić, Vida

Make Ready for the Revolution, at Zygote Press, Cleveland, OH (virtual exhibition)

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 (virtual)

Criner, David

SWIM, Oliva Gallery, Chicago, IL (two-person exhibition)

Irwin, Todd

Artist Residency (award)

Sonnenszimmer Residency, Chicago, IL

Kommanivanh, Chantala

This Placed, Beverly Arts Alliance, Chicago, IL

Commissions:

Mad Max Bus 305 E. Garfield BLVD, Rebuild Foundation, Chicago, IL

Portraits of Resilience, 3142 W Lawrence Ave., North River Commission, Chicago, IL

Krueger, Deanna

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

Meranda, Lauren

At Home: Ephemeral Monuments to Public Housing Residents, Living Monument Series, NPHM, Chicago, IL

Applied Graphic Design Work:

Silent Voices (Head Designer), Virtual Exhibition of work by Dr. Cranston Knight, National Public Housing Museum, Chicago, IL
Judson University Student Memorial Project (Consultant), Judson University, Elgin, IL
Chicago Design Archive, (Agency of Record: Studio Brazen), Chicago, IL
National Public Housing Museum (Graphic & Exhibition Designer), NPHM, Chicago, IL
Chicago Justice Gallery, (Website Design and Implementation), Chicago, IL

Lecture:

“Reimagining Monuments & Memorials”, Chicago Graphic Design Club, Chicago, IL

Porterfield, Mary

Figures/Faces, Evanston Art Center, Evanston, IL
Decahedron, Artistsonthelam.com. (online exhibition)
6th National Arts Program Healing Arts Exhibit, Amita Health- Adventist Medical Center, Hinsdale, IL

Artist Talk:

Figures/Faces, Evanston Art Center, Evanston IL (Virtual Artist Talk)

Articles/Reviews:

Lori Waxman. “6owrd/min COVID Edition: Jeane Cohen, Cindy Bernhard, Mary Porterfield,” NewCity Art, April 23, 2021.

Rosenheim, Nancy

Art-in-Place, Terrain Exhibitions and CNL Projects, Chicago, IL

Artist Lecture:

Collectively Shifting: A National Women’s Caucus Exhibition, Bridgeport Art Center, Chicago, IL

Saćić, Vida

Grant:

Individual Artist Grant, Illinois Arts Council Agency

Sieger, William

William B. Sieger. “Immigrant Culture and Community Conflict at Bohemian National Cemetery in Chicago.” *Journal of the Illinois State Historical Society*, vol. 113, no. 1, spring 2021.

Xu, Shencheng

Northbound, The 19th Annual Chicago Sculpture Exhibit, Chicago, IL
Swing Time, The Bridgeport Art Center Public Sculpture Exhibit, Chicago, IL
Peace on Earth, The 20th Annual Chicago Sculpture Exhibit, Chicago, IL

6. Service

Irwin, Todd

Raise it Up!, Fundraising Campaign for South Side Community Art Center, organized by Chicago Printers Guild, Design Identity by Todd Irwin
The Love Fridge, Tote Bag Fundraiser, Donated Printing
CPS Protest Signs, Union Park, Donated Design and Printing

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

Board of Directors, Chicago Design Archive
Board of Directors, Chicago Graphic Design Club

Sačić, Vida

Board of Trustees, Spudnik Press, Chicago, IL

C. Alumni News

Graduate School

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

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

Rabia Tayyabi (BA '19) is in her first year in the MFA program (New Media studies) at University of Illinois, Chicago.

Ashley Obmann (BA '20) is in her first year of graduate school at the Chicago School of Professional Psychology and is enrolled in the ADA Therapy program.

In other alumni news:

Eloise Heinrich (**BA'16**) is an adjunct instructor in ceramics at Harper Community College.

James Welch (BA '18), was a recipient of **Artists' Cooperative Residency and Exhibitions (ACRE)** NEIU Alumni Scholarship and attended the ACRE residency in Summer 2021.

Millicent Kennedy (BA '14) is currently the CO-Director of Parlour and Ramp Gallery, Assistant Registrar at Terry Dowd Inc. and teaches printmaking classes at the Evanston Art Center.

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), continues to run Bitmap Press, an independent, small screenprinting business in Chicago.

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

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 2020 – 2021

Submitted by Jennifer Slate

I. Executive Summary

As one of the largest departments in the College of Arts and Sciences, the Department of Biology enjoys serving those who are pursuing degrees within our program and students from across NEIU. During the Fall 2020, Spring 2021, and Summer 2021 terms, biology courses generated over 6900 student credit hours (SCH). This included more than 2000 SCH in general education courses, over 4600 SCH in courses taken by undergraduate students pursuing a biology major or minor, and nearly 300 SCH in graduate-level courses.

Exemplary Faculty and Staff

Six biology faculty received promotions or Senior Instructor designation. **Dr. Jorge Cantú**, whose expertise includes neuroscience and cancer biology, received tenure and was promoted to Associate Professor. Promotions to Full Professor were obtained by two faculty: **Dr. Pam Geddes**, who conducts research on the ecological impact of invasive plant species, and **Dr. Aaron Schirmer**, who studies the impact of circadian rhythms on animal behavior and physiology. The designation of Senior Instructor was received by three faculty: **Dr. Tom Campbell**, who is working with the Field Museum of Natural History on the citizen science project *Unfolding of Microplant Mysteries* hosted at Zooniverse.org, **Kayla Rihani**, whose pedagogical work led to a 2021 profile and article in the online learning platform *Course Hero*, and **Dr. Marijo Readey**, who recently published the book *The Wisdom of Loki: The Art of Lying in the Natural World*.

Faculty were also honored with numerous Excellence Awards, sabbatical leaves, and other accolades. Four faculty obtained Excellence Awards for the 2019-2020 academic year (with the announcement belated due to COVID). **Dr. Gretchen Lyons**, **Dr. Beth Reinke**, and **Kayla Rihani** were recognized for their excellence in teaching, and **Dr. Cindy Voisine** for her excellence in service. A productive sabbatical was conducted by **Dr. Elyse Bolterstein**, with her work resulting in a peer-reviewed publication that included six NEIU students as coauthors. To support their mentorship of undergraduate student researchers during summer 2021, **Dr. Elyse Bolterstein** received a Summer Research Stipend and five faculty (**Dr. Beth Reinke**, **Dr. Tom Campbell**, **Dr. Jorge Cantú**, **Dr. Sue Mungre**, and **Dr. Cindy Voisine**) received internal grants from the Student Center for Science Engagement. **Dr. Voisine** also received financial support from the University of Heidelberg to conduct research in Germany. Two faculty were finalists for prestigious university-wide awards: **Dr. Pam Geddes** was an Audrey

Reynolds Distinguished Teaching Award finalist, and **Dr. Aaron Schirmer** was a Bernard J. Brommel Distinguished Research Professor Award finalist. Finally, **Dr. Tom Campbell** submitted a successful application for an upcoming Educational Leave and we look forward to benefiting from the curricular improvements he will develop. We also said goodbye to dedicated staff member **Jen Sevilla** during the reporting period. In her role as Natural Sciences Technical Assistant for fourteen years, Jen enhanced our ability to provide top-notch laboratory experiences for undergraduate and graduate students. Jen is now nearly finished with her M.A.T. degree in Middle Level Education from NEIU.

Academic Excellence and Innovation

We are dedicated to providing a laboratory-based curriculum that not only teaches biology content, but that also builds critical thinking and communication skills as students practice laboratory techniques, analyze data, and write about and discuss results. Of the more than 100 course sections offered in Fall 2020, Spring 2021, and Summer 2021, 70% included a weekly laboratory component. Safe, face-to-face experiences were delivered in 18 courses, during which students conducted socially distanced laboratory exercises or participated in outdoor learning experiences. In addition, we assembled and mailed nearly two hundred kits to students so that they could safely conduct experiments at home. In online laboratory exercises, students analyzed datasets and conducted computer simulations. Examples of the variety of laboratory experiences we provided during the COVID-19 pandemic follow.

- Cell Biology students quantified proteins, fractionated cells, and analyzed nucleic acids while socially distanced in laboratory classrooms.
- Invertebrate Zoology students analyzed specimens and slide sets with microscopes sent to their homes.
- Representatives from Aerotek Scientific, the Wisconsin Department of Natural Resources, and the Electric Power Research Institute joined classes remotely to talk with students about career paths.
- Plant Physiology students tapped maple trees on campus to learn about the transport of sugar and to make maple syrup.
- General Biology students analyzed data from the Federal Aviation Administration to determine local and national patterns in bird strike rates.
- Local Flora students traveled to area nature preserves to examine ecological relationships between plants and their environments.
- **Genetics students conducted experiments by crossing strains of baker's yeast by using at-home kits that allowed collection of frequent, real-time data.**

Biology faculty and staff continue to work on making curricula and interactions with students more inclusive and equitable to a wide diversity of students. Nearly twenty faculty and staff members participated in anti-racism training or workshops, including the SCSE Anti-Racism training, the CTL Café Conversations: Addressing Whiteness in Academia, the ABEN summer institute on Pedagogies & Practices for Successfully

Reaching African American Students, and Teaching to Increase Diversity and Equity in STEM (TIDES) conference. In addition, we reflected with one another at monthly teaching support meetings held over Zoom, attended by the majority of faculty and staff. We collaboratively wrote a Statement of Solidarity to condemn violence against Asian Americans, emailed to all students and posted on the departmental website. Finally, we also held a remote graduation celebration on Zoom to which we invited December, May, and August graduates, at which faculty and staff were pleased to interact with our graduating students and to give a warm sendoff.

Enhanced University Operations

Improvements to the catalog description, website, and email communication made it easier for students to obtain information and help. Incorrect information was removed from the catalog description, and the 4-year plan of study was updated to include university requirements such as ELE-X. We also revised the language of the catalog program description and website to create a more welcoming and student-friendly tone, and added helpful resources such as information about how to obtain advising and course maps for the major and minor. We provided input and feedback to Marketing on their webpage for the biology program, which now includes student & faculty testimonials and video. Finally, we improved email communication with students by developing a bioadvising@neu.edu email address and a schedule for emails to be answered daily by biology faculty, who responded to over 500 inquiries during the 2020-2021 academic year.

So that students could learn about cutting-edge research from distinguished speakers, we continued the Biology Department Seminar series during the pandemic (remotely on Zoom). **Dr. Ximena Bernal (Purdue University) spoke on, “Ornaments, Enemies, and Sensory Filters in the Evolution of Communication Systems.” Dr. Benjamin Smarr (University of California, San Diego) spoke about “Finding Actionable Information by Analyzing Biological Time Series: from Students to Pandemics.” Dr. Shubhik DebBurman (Lake Forest College) joined us to talk about “How Undergraduates use yeasts to understand Parkinson’s disease.”** The Maximizing Access to Research Careers (MARC) program sponsored several additional seminars, including **“Models and Modeling for an inclusive STEM”** by Dr. Carrie Diaz Eaton (Bates College), **“Germination of Cancer Metastasis: The Seed and Soil Theory Revisited”** by Dr. Nykia Walker (University of Chicago), and **“Histopathology: Eyes and Voyage of Discovery”** by Dr. Yin (Rex) Hung (Massachusetts General Hospital).

We also boosted our profile through newsletters, social media posts, and Zoom presentations at local community colleges and K-12 schools. Two newsletters, emailed to all alumni and posted on our website, provided news on students and faculty accomplishments. We expanded our social media outreach by regularly posting on our **department’s** Facebook, Instagram, and Twitter accounts to announce events such as Biology Department seminars, to share fun activities occurring in classes, and to give accolades to students and faculty on research accomplished or awards received. To aid in recruitment, multiple faculty and students also gave presentations or conducted workshops via Zoom to potential students at local schools, including at the Women in

STEM club at Prospect High School, Futures Unlimited at Oakton Community College, St. Johns the Evangelist School, Thorp Scholastic Academy, and the Environmental Science club at Triton Community College.

Fiscal Strength

Fundraising campaigns, conducted over email and social media, raised over \$9000 during the 2020-2021 academic year. For #GivingTuesday and #ProudToBeNEIU, we emailed nearly 700 alumni and posted videos and student testimonials on social media. Over \$8000 was raised for the Drachler Biology Scholarship Fund from these two campaigns, from a total of eighty gifts, the common of which was \$50. We also conducted a plant sale that accepted donations for popular houseplants and garden plants that we grew in the greenhouse. Participants safely picked up their plants through a no-contact system, and we raised over \$1000.

Biology faculty continued their success in obtaining external grant funding, with awards totaling over \$5 million. These grants are described here and in the following two sections (Student Success and Urban Leadership). The BioXFL grant (**Dr. Emina Stojković**, \$180,000 from National Science Foundation) supported the biochemistry thesis research of graduate student Denisse Feliz during the reporting period (M.S. Chemistry 2021, B.S. Biology 2017). Graduate student Melissa Carrillo (M.S. Biology 2020) was previously supported by this BioXFL grant and in spring 2021 published a first-author article in the peer-reviewed journal *Structure*. The Experiential Learning in Applied Statistics (ELIAS) Fellow Program (collaborator **Dr. Pam Geddes**, \$378,765 from the United States Department of Agriculture) continued to fund the undergraduate research project of Sam Garcia (B.S. Environmental Science 2021), who is now an M.S. student in the Natural Resources and Environmental Science program at University of Illinois, Urbana- Champaign. **Dr. Geddes** will also replace retired faculty member Laura Sanders as P.I. of a Hispanic Serving Institution Education Grant (\$250,000, United States Department of Agriculture), which will have a delayed start of Summer 2022 due to COVID-19. **Dr. Michael Stern** and **Dr. Cindy Voisine** direct the NEIU portion of an R15 grant (National Institutes of Health, \$165,000), which supported the undergraduate research project of Melissa Garcia Montes de Oca, who investigated growth factors responsible for initiating biological events such as cell proliferation. Through the Research Experience and Mentoring (REM) Program (\$96,715, National Science Foundation), **Dr. Voisine** also enabled four NEIU undergraduates to participate in a 6-week summer research program at Northwestern University.

Student Success

The Maximizing Access to Research Careers (MARC) training grant (\$1.35 million, funded by National Institutes of Health), which is in its eighth year at NEIU and in its second 5-year cycle, received an additional \$80,000 supplement in July 2020. **Dr. Emina Stojković** (with Dr. Breckie Church from Psychology and Dr. Joe Hibdon from Mathematics) direct the training of undergraduate students in research who want to pursue Ph.D. degrees in biomedical and/or behavioral fields. Twenty-one students have

completed the program thus far, 95% of whom applied were admitted to Ph.D. programs at schools including University of Illinois at Chicago, Michigan State University, and University of Wisconsin, Madison. The most recent biology MARC scholars who graduated in May 2021 are Luis Aldama and Vada Becker. Luis Aldama worked in the laboratory of **Dr. Emina Stojković** while at NEIU and is now a Ph.D. student in the Biophysics Graduate Program at Harvard University, where he received the James Mills Pierce Fellowship. Vada Becker worked in the laboratory of **Dr. Elyse Bolterstein** while at NEIU, and is now a Ph.D. student at the University of Washington in the Molecular Medicine and Mechanisms of Disease Program.

The *Agua en Comunidades Experimentales* (ACE) program (\$1.5 million, funded by National Science Foundation) 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. This learning community is directed by **Dr. Pam Geddes** (along with Dr. Ken Voglesonger from Earth Science and Dr. Shannon Saszik from Psychology) and included twenty students in Fall 2020 and twenty-one students in Spring 2021. These students engage in water quality research in the Chicago-area, with a focus on how to maintain sustainable aquatic habitats in the local Chicago area.

Urban Leadership

The Robert Noyce Teacher Scholarship Program (National Science Foundation, \$1,450,000) recruits and trains STEM students from NEIU to become teachers in high-need schools. As co-PI of the Noyce Scholars Program, **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. This included a 15-week seminar series, *Nature of Scientific and Mathematical Inquiry*, created and delivered by **Dr. Joel Olfelt** to eleven Noyce scholars. These future STEM teachers 1) examined and articulated the standard practices of generating new knowledge within their STEM sub discipline; 2) compared those practices with other ways of knowing, emphasizing perspectives from cultures traditionally underrepresented in the sciences; 3) considered the ethical issues of practicing the STEM disciplines with a focus on secondary school science projects; 4) distinguished reliable from unreliable sources of scientific information; and 5) developed and presented a proposed STEM project that they hope to carry out in their own classrooms.

In March 2021, an additional Noyce Capacity Building grant (National Science Foundation, \$121,000) was obtained, titled the Chicago STEM Teaching Collaborative (PI Billie Diaz, Coordinator of Teacher Quality Enhancement Programs). As Senior Faculty Advisor, **Dr. Jorge Cantú** is developing a mentorship training program for STEM teachers that is place-based and culturally conscious. This training program will identify, recruit, and select teachers from high-need CPS schools into a STEM Master Teacher Program, and will work to reduce the currently high attrition rate of STEM teachers from CPS.

II. Program Plan

A. Long term goals

Update program learning goals to integrate DEI and pedagogical advancements

Current learning goals for the biology program don't explicitly address Diversity, Equity, and Inclusion. We also need to do a better job of integrating the Core Competencies that Define Career Readiness into our curriculum. In addition, our program learning goals were written before *Vision and Change*, which is a transformative movement in undergraduate biology education that **identifies core concepts or "big ideas" in biology**. In a department-wide effort, we will update our program learning goals and assess our curriculum in relation to DEI, Core Competences, and *Vision and Change*. This will allow us to identify areas where we can improve our courses and program requirements, leading to needed revisions.

Develop tracks or curricular concentrations for desired career trajectories

It was made clear by the Enrollment Services audit report that students are seeking to **understand what their education represents, and that a key "decision segment" on the minds of aspiring college students are career outcomes and job opportunities**. This is a particular challenge for a broad field such as biology, because students are unsure what **they can do with a "general biology" degree**. Thus, we will develop tracks or curricular concentrations for the biology major (e.g., pre-health, pre-vet, ecology/conservation, microbiology/lab technician) to help define and make clear the value of the biology major to students considering different career options. We publicize these areas of study on our website, so that students who are looking for a biology program will see what they can get from their degree at NEIU. (We are behind in this aspect- other Chicago universities including DePaul, Loyola, and North Park make their curricular concentrations the focus of their biology program websites.)

Develop new programs to benefit students (4+1 Bachelor/Master Degree and interdisciplinary minors)

We are currently working with the College of Education to develop a 4+1 Biology/Secondary Education degree program in which students will obtain a B.S. in Biology and an M.A.T. in Secondary Education. We will use this experience as a model for our explorations in how to also develop a 4+1 B.S./M.S. program in Biology. Local universities such as North Park University, that lack a graduate program in biology, are interested in partnering with us. We are also currently working with the Department of Mathematics on the creation of a Biomathematics Minor. The recent boom in **mathematical biology is related to the need to analyze the "data jungle" of newly available data in fields including molecular biology, medicine, and natural resource management**. Our goal for the Biomathematics Minor is to give biology students additional mathematical tools and to give math students the ability to apply their skills to biological questions. The growing interdisciplinary nature of STEAM provides opportunity for us to also explore potential interdisciplinary minors with other arts and sciences programs and with the College of Business and Technology.

Expand alumni outreach

Our success with fundraising during the reporting period indicates that there is untapped potential to further engage our alumni. For the first time, we conducted an email and social media campaign for fundraising events #GivingTuesday and #ProudToBeNEIU, raising over \$8000. The Office of Alumni Relations provided a list of about 700 email addresses, and we can do more to expand that list and our alumni outreach. We will develop an updated contact list through LinkedIn (e.g., establishing a department LinkedIn page) and we will keep in regular contact by continuing to create and send newsletters. We will also survey our alumni to determine their needs and ways that they would like to stay engaged with us.

B. Projected needs

1. Faculty

Biology faculty are productive researchers who successfully pursue external grant funding and use that funding to support and mentor undergraduate and graduate student research. (See the Accomplishments section of this report, which describes >\$5 million dollars of grants and lists thirty publications, conference presentations, and invited talks by faculty. Students involved in faculty members' research programs also gave seventy-nine conference presentations during the reporting period.) The large number of faculty and students conducting research in our program necessitates the conversion of underused spaces. BBH 105 has a chemical fume hood and sink, and with some updating could be converted to a productive research lab (the room is now used for storage). BBH 342, 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

NEIU has an amazing resource in our greenhouse, with potential for further use in teaching and research. However, its use is currently limited by the need to reestablish climate control. Motors for rooftop vents are not functioning and need to be replaced. Adjustable shade cloth also needs to be installed. These repairs are long overdue and we are reaching the point where the greenhouse will not be functional going forward, if action is not taken. In addition, 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. In summary, several years of budget cuts to commodities and contractual lines are damaging our ability to provide effective educational and research experiences to students.

3. Other Resources

In a survey of biology students shortly before the pandemic (136 responses), 60% **revealed that feeling a sense of community with 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 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. We recently reorganized an underused computer lab (filled with decade-old desktop computers, most of which were not

working) to create a multipurpose room where faculty and student researchers can gather. With some remodeling (e.g., removal of wall-mounted cabinets), we could convert the space to a Biology Student Center. We would also like to work with facilities to better utilize common space (e.g., corners of hallways) by placing comfortable, functional furniture for small groups of students can study.

Finally, we look forward to working with the Title V grant to renovate a 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.

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. Books

Readey, M. 2021. *The Wisdom of Loki*. Benjamin Ross & Lane. ISBN: 1955780900

2. Book Chapters, Regional Exhibitions or Performances

Booms, E. A. 2020. Becoming a Leader. In: Kendall Jarrett and Stephen Newton, editors. *The Practice of Leadership in Higher Education: Real-world Perspectives on Becoming, Being and Leaving* (1st ed.). Routledge. ISBN-13: 978-0367423674

Reinke B. A. *Artificial Outlook*. Collaboration with artist Katelyn Patton. Exhibit hosted by EXTRA Projects Space, on display on Milwaukee Avenue storefronts from November 2020-March 2021. Chicago, Illinois. www.extra-projects.com/exhibitions/project-010/

3. Articles, Peer-reviewed and Invited

Carrillo, M., S. Pandey, *J. Sanchez*, M. Noda, I. Poudyal, L. Aldama, T.N. Malla, E. Claesson, W.Y. Wahlgren, *D. Feliz*, V. Šrajer, M. Maj, L. Castillon, S. Iwata, E. Nango, R. Tanaka, T. Tanaka, L. Fangjia, K. Tono, S. Owada, S. Westenhoff, **E. A. Stojković**, M. Schmidt. High-resolution crystal structures of transient intermediates in the phytochrome photocycle. *Structure* 1;29(7):743-754.e4. DOI: 10.1016/j.str.2021.03.004

Geddes, P., L. Murphy, *Y. Astudillo-Scalia*, *D. Blasini*, S. Nugent, *M. J. Rios*, **A. Schirmer**, and **J. P. Olfelt**. 2021. Microsatellite markers reveal unprecedented high frequencies of hybridization among *Typha* species in the Midwestern US. *Wetlands* 41(2): 24. DOI: 10.1007/s13157-021-01429-2

Lawing, A. M., M. McCoy, **B. A. Reinke**, S. K. Sarkar, F. A. Smith, and D. Wright. 2021. A framework for investigating rules of life by establishing zones of influence. *Integrative and Comparative Biology*. DOI: 10.1093/icb/icab169.

Malla, T. N., S. Pandey, L. Aldama, D. Feliz, M. Noda, I. Poudyal, G. N. Phillips Jr., **E. A. Stojković**, M. Schmidt. 2021. Vitamin C binds to SARS Coronavirus-2 main protease essential for viral replication. *bioRxiv* <https://doi.org/10.1101/2021.05.02.442358>

Oazi, S., and **M. Readey**. 2021. Fundamental behavioural, sociological and evolutionary understanding of COVID-19 as a pandemic: an introductory review. *Journal of Environmental Peace*.

Smarr, B. L., A. L. Ishami, and **A. Schirmer**. 2021. Lower variability in female students than male students at multiple timescales supports the use of sex as a biological variable in human studies. *Biol Sex Differ* 12, 32. DOI: 10.1186/s13293-021-00375-2

Zenner, M. L., Y. Helou, R. Deaton, M. Sverdlov, H. Wang, A. Kajdacsy-Balla, V. Macias, M. Murray, **C. Voisine**, S. A. Abdulkadir, A. B. Murphy, and L. Nonn. 2021. Advanced glycation end-products (AGEs) are lower in prostate tumor tissue and inversely related to proportion of West African ancestry. *The Prostate* DOI: 10.1002/pros.24273

4. Conference Presentations and Invited Talks

Regional, national, and international venues:

Ali, S., S. Bethea, S. Beyda-Lorie, V. Byard, J. A. Castrejón, G. Cortez, A. Elrod, L. Fuller, **P. Geddes**, E. Head, M. Luna-Duarte, O. Perlow, D. Wheeler, and N. Wrinkle. **Conversations in Classroom, Culture, and Curriculum Series: “Moving toward syllabi that serve OUR students” workshop. Center for Teaching and Learning, Northeastern Illinois University, Chicago, IL. 2020.**

Bolterstein, E., A. Schirmer, D. Epiney, R. Milutinovic, C. Salameh, and S. Uddin. The effects of metabolic stress on Werner protein-deficient *Drosophila*. Environmental Mutagenesis and Genomics Society 51st Annual Meeting. Virtual platform. September 12-16, 2020.

Bolterstein, E., K. Kohl, E. Stoffregen, and C. Swanson. Characterizing *Drosophila* mutagen sensitive alleles through a collaborative Course-based Undergraduate Research Experience (CURE). Environmental Mutagenesis and Genomics Society 51st Annual Meeting. Virtual platform. September 12-16, 2020.

Bolterstein, E., K. Kohl, E. Stoffregen, and C. Swanson. Characterizing *Drosophila* mutagen sensitive alleles through a collaborative Course-based Undergraduate Research Experience (CURE). Midwest *Drosophila* Conference. Virtual platform. October 24, 2020.

Bolterstein, E., K. Kohl, E. Stoffregen, and C. Swanson. Characterizing Drosophila mutagen sensitive alleles through a collaborative Course-based Undergraduate Research Experience (CURE). 62nd Annual Drosophila Research Conference. Virtual platform. March 23-April 1, 2021.

Geddes, P. Invited panelist for the workshop “Bridging the Diversity Gap in Plant Science Internships.” Morton Arboretum, Chicago, IL. 2020.

Geddes, P. Is native cattail at risk of extinction by hybridization in the US Midwest? Invited symposium speaker. Society of Wetland Scientists Annual National Conference. Virtual platform. 2021.

Geddes, P. Environmental science research in Chicago’s urban landscapes. Triton College, River Grove, IL. 2021.

Geddes, P., and K. Voglesonger. Towards increasing the participation of underrepresented minority students in STEM: Opportunities and Challenges. Shedd Aquarium Lunch and Learn. Chicago, IL. 2021.

Readey, M. Behavioral, Sociological and Evolutionary Understanding of Covid-19 as a Pandemic: An Ethological Approach. A Primer on Viruses and Pandemics: No Experience Necessary. Co-sponsored by Noble International University, Toronto, and Mother Theresa University, Skopje. March 19, 2021.

Readey, M. Economics and Health Concerns: A Two-Factor Catastrophe Model for Human and Politics Behavior During the Covid-19 Pandemic. 5th International Conference on Emerging New World: Valedictory Session. Tradepreneur Global Academic Platform, UK. CT University Ludhiana, India. July 28, 2021. (Invited talk).

Reinke, B. A. Why are painted turtles painted? Triton College. Chicago, IL. 2021. (Invited Seminar)

Reinke, B. A. Why are painted turtles painted? A multifaceted framework for investigating the function of coloration. Purdue University. Lafayette, IN. 2021. (Invited talk)

Schirmer, A. KBase for Educators Webinar. December 16, 2020. (Guest panelist)

Schirmer, A. Teaching, Research, and Service: An Inside Look at the Tenure Process at Primarily Undergraduate Institutions. Northwestern Alumni Association Mentor Circle. June 18, 2020. (Invited talk)

Stojkovic E. A. Protonation dynamics in protein function. Colloquium lecture in the Collaborative Research Center SFB 1078, Freie Universität Berlin, Germany. Virtual platform. January 2021. (Invited talk)

Stojkovic E. A. Closing the gender gap in STEM: the importance of mentoring. University of Parma, Italy. Virtual platform. December 2020. (Invited talk)

Voisine, C. Moderator, Diversity, Equity and Inclusion Networking Meet-ups, 23rd International *C. elegans* Meeting, June 2021 (Invited talk)

Voisine, C. Social Identities and Implicit Bias. Diversity, Equity and Inclusion Workshop, Heidelberg University, Heidelberg, Germany, June 2021. (Invited talk)

Voisine, C. Microinterventions. Diversity, Equity and Inclusion Workshop, Heidelberg University, Heidelberg, Germany, June 2021. (Invited talk)

5. 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.

Diaz, B. (P.I.), S. Brown (co-P.I.), N. Wrinkle (co-P.I.), A. Lopez (co-P.I.), **Cantu, J.** (Senior Personnel), C. Sabino (Senior Personnel), C. Wycoff (Master Teacher and Key Advisor), R. Dawley-Carr (Master Teacher and Key Advisor), A. Evans (Key Advisor), and H. Patay (Key Advisor). Chicago STEM teaching collaborative, NSF Noyce Capacity Building Grant - Track 3. February 2021 – February 2022, \$124,978

Church, B. (P.I.), **Stojković, E.** (co-P.I.), and J. Hibdon (co-P.I.). NIH Maximizing access to research careers (MARC): 2 T34 GM105549-02 NU-STARs 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 (awarded \$80K supplement on July 2020).

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. 2017-2022, (\$165K NEIU component).

Geddes, P. (P.I.), K. Voglesonger (co-P.I.), K. Nicholson (co-P.I.). A bridge to USDA research for HSI STEM undergraduates. United States Department of Agriculture/National Institute of Food and Agriculture. September 2020 - August 2024, \$275,000. (Will not start until Summer 2022 due to COVID-19)

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, \$180,000.

Voisine, C. (P.I.). EFRI CEE: Macrogenomic engineering via modulation of chromatin nanoenvironment. National Science Foundation Research Experience and Mentoring (REM) Program. \$96,715 per year.

Voisine, C. (P.I.). Untersuchung der interzellularen Übertragungswege von TDP-43. University of Heidelberg's "Stipendium für internationale Gastwissenschaftler" program. 2020.

6. Service

Bolterstein, E.

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

Cantu, J.

- Local Organizer of the Society for Developmental Biology National Meeting in Chicago, 2020
- Co-director on the District 75 STEAM foundation in Mundelein, IL

Readey, M.

- Organizer and moderator for Covid-19 and the Indian Subcontinents II: Beyond India. Sponsored by Noble International University, Toronto. September 11, 2021
- Organizer and moderator for Covid-19 and the Indian Subcontinents I: India, Sponsored by Noble International University, Toronto, and Mother Theresa University, India (Skopje). July 11, 2021
- Organizer and moderator for "Africa and the Covid-19 Pandemic." Webinar sponsored by Noble International University, Toronto. April 30, 2021

Reinke, B. A.

- Session chair and moderator for Animal Behavior Twitter Conference
- Editorial member for Animal Behavior Society Social Media team

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, NCI/NIH U54-CA202995

Stojkovic, E. A.

- Chair of Women in Science Conference - funded by NIH Chicago CHEC initiative and NIH-MARC training grant, Northeastern Illinois University. Virtual platform. March-April 2021

Voisine, C.

- Executive Secretary for the Chicago Society for Neuroscience
- Chicago Area Worm Meeting Organizer
- Liaison for National Institutes of Health program to place NEIU graduate students at Northwestern Feinberg School of Medicine (2021)
- Liaison for National Science Foundation program to place NEIU students at Northwestern (2021)

B. Student Achievements

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

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Diversity in STEM Conference, Long Beach, California. 22-24 October 2020:

Alvarado, Rogelio, and **C. Voisine**. Evidence of Excitotoxicity in TDP-43 Expressing *C. elegans*.

Alvarado, Rogelio, Yuriy Khlopas, Kimberly Nu-Tall, Helena Puccini de Castro, and **C. Voisine**. Analyzing gene expression in *C. elegans* expressing TDP-43.

Chavez, Oceana, Gloria Rios, Gregory Anderson,, Elisabet Head, and Kenneth Nicholson. Tracking ozone plumes from Chicago to Wisconsin.

Garcia Montes de Oca, Melissa, **M. Stern**, Victoria Puccini de Castro, Omar Payan Parra, Mariya Stefinko, **C. Voisine**, Te-Wen Lo, and Jessica Palalay. Identifying new FGFR signaling components in *C. elegans*.

Jaimes, Georgina and **B. A. Reinke**. Assessing the impact of micro-environment on the color of painted turtles (*Chrysemys picta*).

Khatoon, Shagufta and **C. Voisine**. Revealing cellular pathways that influence neuronal proteinopathies in *C. Elegans*.

Khlopas, Yuriy, and **C. Voisine**. Does TDP-43 Impact Neuronal Proteostasis.

Khlopas, Yuriy, Kimberly Nu-Tall, Helena Puccini de Castro, Shagufta Khatoon, Rogelio Alvarado, and **C. Voisine**. The role of autophagy and proteasome function in the degradation of TDP-43 protein in *C. elegans*.

Littrell, Kelsey and **B. A. Reinke**. Signal partitioning allows butterfly wing surfaces to evolve under opposing selective pressure.

Mahmud, Usaid, Kimberly Bruckman, Dominique Giambalvo, Maleeha Chughtai, Breckie Church, and Andrew Young. Younger children know more about mathematical equivalence than older children.

Maki, Erik and **B. A. Reinke**. The impact of environment on painted turtle shell shape.

Nu-Tall, Kimberly and **C. Voisine**. Analyzing the impact of TDP-43, an Amyotrophic Lateral Sclerosis (ALS) associated disease protein, expressed in *C. elegans* neurons.

Nu-Tall, Kimberly, and **C. Voisine**. Analyzing the Tissue Expression Patterns of Differentially Regulated Genes in *C. elegans* Expressing TDP-43.

Parral, Jennifer, **Michelle Vargas**, **Ruth Iorgovan**, and **Shannon Saszik**. What's your favorite color?": Analysis of color preferences in zebrafish.

Puccini de Castro, Helena, **C. Voisine**, Rogelio Alvarado, Shagufta Khatoon, Kimberly Nu-Tall, and Yuriy Khlopas. Deep sequence analysis of *C. elegans* expressing TDP-43, an amyotrophic lateral sclerosis associated disease protein.

Annual Biomedical Research Conference for Minority Students (ABRCMS). 9-13 November 2020:

Becker, Vada, Chandani Mitchell, Jordan DeLoach, Kathryn Kohl, and **E. Bolterstein**. Characterizing the molecular function of the *Drosophila melanogaster* mutagen sensitivity gene, *mus109*.

Navarrete, Fabian and **J. Cantú**. Determining the expression of *pig11* in apoptosing neurons in zebrafish (*Danio rerio*) embryos.

Ortiz, Rut and **E. Bolterstein**. Measuring the response of WRNexo-deficient *Drosophila* to oxidative stress. **Best Presentation Award in Developmental Biology and Genetics.**

Rouhotas, Christina, Fabian Navarrete, and **J. Cantú**. Characterizing cellular senescence during zebrafish (*Danio rerio*) development using beta-galactosidase.

Illinois Louis Stokes Alliance for Minority Participation Program (ILSAMP) Conference, Chicago, Illinois. 26-27 Feb 2021:

Alvarado, Rogelio and **C. Voisine**. Analysis of differential gene expression in *C. elegans* expressing TDP-43 shows evidence of glutamate excitotoxicity.

Garcia Montes de Oca, Melissa, Victoria Puccini de Castro, Sainabou Jallow, Te-Wen Lo, Jessica Palalay, Omar Payan Parra, Mariya Stefinko, **C. Voisine**, and **M. Stern**. Identifying new FGFR signaling components. **First place in General Biology.**

Jaimes, Georgina and **B. A. Reinke**. Assessing the impact of micro-environment on the color of painted turtles (*Chrysemys picta*). **First place in Environmental Science.**

Khatoon, Shagufta and **C. Voisine**. Analyzing stress response pathways that influence neuronal proteinopathies in *C. elegans*. **First place in Molecular Biology.**

Khlopas, Yuriy and **C. Voisine**. Does TDP-43 impact neuronal proteostasis? **Second place in General Biology.**

Nu-Tall, Kimberly and **C. Voisine**. Analyzing the tissue expression patterns of differentially regulated genes in *C. elegans* expressing TDP-43. **Third place in General Biology.**

Puccini de Castro, Helena and **C. Voisine**. Deep sequence analysis of *C. elegans* expressing TDP-43, an amyotrophic lateral sclerosis associated disease protein. **Second place in Molecular Biology.**

Smigla, Barbra, Israel Contreras Avila, Nkosi Evans, and **J. Olfelt**. Genetics and Demography of Leedy's roseroot (*Rhodiola integrifolia* spp. *leedyi*) **Second place in General Biology.**

Tcheliébou, Ludivine, **C. Voisine**, and Walid Al-Ghoul. Understanding the role of the molecular circadian clock in the gut immunity.

Additional regional, national, and international venues:

Becker, Vada, and **E. Bolterstein**. Determining the function of the *Drosophila melanogaster* gene, *mus109*. Midwest *Drosophila* Conference, virtual platform, October 24, 2020.

Becker, Vada, Chandani Mitchell, Jordan DeLoach, Kathryn Kohl, and **E. Bolterstein**. Characterizing the Molecular Function of the Mutagen Sensitivity Gene, *mus109*. 62nd Annual *Drosophila* Research Conference, virtual platform, March 23-April 1, 2021.

Ceballos, Cassandra, Ronny Rayan, Erica Belloso, Millenia Jimenez, Brianne Sochacki, and **J. Slate**. Analysis of freshwater sponge spicules to identify wetland *Spongilla* species. Wisconsin Wetlands Association, February, 2021. **Best Student Poster Presentation Award.**

Garcia, Samantha, and **P. Geddes**. Do artificial floating wetlands improve habitat quality for aquatic macroinvertebrates in urbanized rivers? Society of Wetlands Scientists Annual National Conference, virtual platform, 2021.

Garcia Montes de Oca, Melissa. Probing the molecular mechanism of receptor tyrosine kinase activation through the analysis of heterodimers of the *C. elegans* FGF receptor, EGL-15. 23rd International *C. elegans* Meeting, virtual platform, June 2021.

Ishu, Gina, A. Schirmer, and E. Bolterstein. Characterization of circadian rhythms in a DNA repair mutant. Midwest *Drosophila* Conference, virtual platform, October 24, 2020.

Ishu, Gina, A. Schirmer, and E. Bolterstein. Characterization of circadian Rhythms in a DNA repair mutant. 62nd Annual *Drosophila* Research Conference, virtual platform, March 23-April 1, 2021.

Jaimes, Georgina, and **B. A. Reinke**. Assessing the impact of micro-environment on the color of painted turtles (*Chrysemys picta*). Wisconsin Wetland Science Conference, virtual platform, February 2021.

Jimenez, Millenia, Erica Belloso, Cassandra Ceballos, and J. Slate. Growing algae in wastewater to mitigate climate change. Climate Change Conference, Loyola University Chicago, March, 2021.

Littrell, Kelsey and **B. A. Reinke**. Signal partitioning allows butterfly wing surfaces to evolve under opposing selective pressures. Society for Integrative and Comparative Biology, virtual platform, January 2021.

Ortiz, Rut, and **E. Bolterstein**. Measuring the Response of WRNexo-Deficient *Drosophila* to Metabolic Stress. 62nd Annual *Drosophila* Research Conference, virtual platform, March 23-April 1, 2021.

Qazi, Shahida, A. Schirmer, and E. Bolterstein. Monitoring circadian behavior in DNA repair-deficient *Drosophila*. 62nd Annual *Drosophila* Research Conference, virtual platform, March 23-April 1, 2021.

Rodriguez, Claudia S. (collaborative project: U. Wisc, Milwaukee, PhD student; Claire de la Cova, dissertation advisor). 23rd International *C. elegans* Meeting, virtual platform, June 2021

12th Annual Student Center for Science Engagement Research Symposium, 16 October 2020:

Aldama, Luis and Heather Pinkett. Molecular docking studies and phylogenetic analysis of nontypeable *Haemophilus influenzae's* sensitivity to antimicrobial peptides (Sap) transport system.

Alvarado, Rogelio and **C. Voisine**. Analysis of differential gene expression in *C. elegans* expressing TDP-43 shows evidence of glutamate excitotoxicity.

Becker, Vada, Chandani Mitchell, Jordan DeLoach, Kathryn Kohl, and **E. Bolterstein**. Characterizing the molecular function of the *Drosophila melanogaster* mutagen sensitivity gene, *mus109*.

Belloso, Erica, Millenia Jimenez, Brianne Sochacki, **Ronny Rayan**, and **J. Slate**. Assessing variation in freshwater sponge species through morphological analyses.

Chavez, Oceana, Gloria Rios, Gregory Anderson,, Elisabet Head, and Kenneth Nicholson. Tracking ozone plumes from Chicago to Wisconsin.

Contreras Avila, Israel, Barbra Smigla, and **J. Olfelt**. Genetics and Demography of **Leedy's roseroot** (*Rhodiola integrifolia* spp. *leedyi*).

Garcia Montes de Oca, Melissa, Victoria Puccini de Castro, Sainabou Jallow, Te-Wen Lo, Jessica Palalay, Omar Payan Parra, Mariya Stefinko, **C. Voisine**, and **M. Stern**. Identifying new FGFR signaling components.

Garcia, Samantha and **P. Geddes**. Macroinvertebrates as biological indicators of habitat quality: The role of artificial floating wetlands in aquatic ecosystems.

Jaimes, Georgina and **B. A. Reinke**. Assessing the impact of micro-environment on the color of painted turtles (*Chrysemys picta*).

Kalarical, Daniel, Kimberly Nu-Tall, and **C. Voisine**. Identifying differentially regulated neuronal genes with human counterparts in *C. elegans* expressing TDP-43.

Khatoon, Shagufta and **C. Voisine**. Cellular stress response pathways that influence neuronal proteinopathies in *C. elegans*.

Khlopas, Yuriy and **C. Voisine**. Does TDP-43 impact neuronal proteostasis?

Littrell, Kelsey and **B. A. Reinke**. Evolution of sexual dichromatism in butterflies.

Maki, Erik and **B. A. Reinke**. The impact of environment on painted turtle shell shape.

Nu-Tall, Kimberly and **C. Voisine**. Analyzing the tissue expression patterns of differentially regulated genes in *C. elegans* expressing TDP-43.

Ortiz, Rut and **E. Bolterstein**. Measuring the response of *WRNexo*-deficient *Drosophila* to oxidative stress.

Parral, Jennifer, Michelle Vargas, Ruth Iorgovan, and Shannon Saszik. What's your favorite color?": Analysis of color preferences in zebrafish.

Puccini de Castro, Helena and **C. Voisine**. Deep sequence analysis of *C. elegans* expressing TDP-43, an amyotrophic lateral sclerosis associated disease protein.

Ramirez, Anthony, Beth McDonald, Yarency Rodriguez, Matt Von Konrat, and **T. Campbell**. The use of herberia to observe phenology of the fern species *Anemia adiantifolia*.

Rouhotas, Christina, Fabian Navarrete, and **J. Cantú**. Characterizing cellular senescence during zebrafish (*Danio rerio*) development using beta-galactosidase.

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

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

Northeastern Illinois University's Student Research & Creative Activities Symposium. 22-23 April 2021

Alvarado, Rogelio and **C. Voisine**. Analysis of differential gene expression in *C. elegans* expressing TDP-43 shows evidence of glutamate excitotoxicity.

Becker, Vada, Chandani Mitchell, Jordan DeLoach, Kathryn Kohl, and **E. Bolterstein**. Characterizing the molecular function of the *Drosophila melanogaster* mutagen sensitivity gene, *mus109*.

Belloso, Erica, Millenia Jimenez, **Cassandra Ceballos**, and **J. Slate**. Examining the impact of algae on microbial communities in wastewater. **Best Poster Presentation Award**.

Ceballos, Cassandra and **J. Slate**. Use of algae in a novel wastewater treatment system. **Best Oral Presentation Award** and the **NEIU Libraries Award for Excellence in Research**.

Garcia Montes de Oca, Melissa, Victoria Puccini de Castro, Sainabou Jallow, Te-Wen Lo, Jessica Palalay, Omar Payan Parra, Mariya Stefinko, **C. Voisine**, and **M. Stern**. Identifying new FGFR signaling components in *C. elegans*.

Garcia, Samantha and **P. Geddes**. Do artificial floating wetlands improve habitat quality for aquatic macroinvertebrates in urbanized rivers? **Best Oral Presentation Award**.

Ishu, Gina, **A. Schirmer**, and **E. Bolterstein**. Characterization of circadian rhythms in a DNA repair mutant.

Khatoon, Shagufta and **C. Voisine**. Cellular stress response pathways that influence neuronal proteinopathies in *C. elegans*.

Khlopas, Yuriy and **C. Voisine**. Does TDP-43 impact neuronal proteostasis?

Maki, Erik and **B. A. Reinke**. The impact of environment on painted turtle shell shape.
Nu-Tall, Kimberly and **C. Voisine**. Analyzing the tissue expression patterns of differentially regulated genes in *C. elegans* expressing TDP-43.

Ortiz, Rut and **E. Bolterstein**. Measuring the response of WRNexo-deficient *Drosophila* to oxidative stress.

Puccini de Castro, Helena and **C. Voisine**. Deep sequence analysis of *C. elegans* expressing TDP-43, an amyotrophic lateral sclerosis associated disease protein. **Best Oral Presentation Award**.

Qazi, Shahida, **A. Schirmer**, and **E. Bolterstein**. Monitoring circadian behavior in DNA repair-deficient *Drosophila*.

Rouhotas, Christina, Amy Sticha, and **J. Cantú**. Characterizing apoptosis in the spinal cord of *pig11a^{BBH1}* zebrafish (*Danio rerio*) knockouts.

Turner, Sumitra D. Mitra, Travis Kochan, Joanne Lee, **C. Voisine**, and Alan Hauser. Use of *Galleria mellonella* larvae for assessing *Pseudomonas aeruginosa* virulence.

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

Uzma Ain (M.S. Biology 2021) is now in her first year of the Doctor in Pharmacy program at University of Illinois, Chicago.

Luis Aldama (B.S. Biology 2021, NIH-MARC program scholar) is now in his first year in the PhD program in Biophysics at Harvard University.

Yadira Alonzo (B.A. Anthropology 2019, with minors in Biology and Linguistics) began the Doctor of Audiology program in the Department of Speech and Hearing Science at the University of Illinois Urbana-Champaign in Fall 2021.

Vada Becker (B.S. Biology 2021, MARC Scholar) began the Molecular Medicine and Mechanisms of Disease PhD program at the University of Washington in Seattle in Fall 2021.

Samantha Garcia (B.S. Environmental Sciences 2021, with minor in Biology) is now in the Natural Resources and Environmental Sciences master's program at University of Illinois, Urbana-Champaign. She also received the Friends of Volo Bog scholarship award, to apply to her graduate studies.

Kelsey Littrell (B.S. Biology 2021) is now pursuing a Museum Studies M.A. at University College London.

Erik Maki (B.S. Biology 2021) is now an M.S. student at George Mason University, studying Ecology, Evolution, and Behavior.

Azalia Martinez Jaimes (B.S. Biology 2020) is now in the Ph.D. program in Developmental Biology at Stanford University.

Griffin Johnson (B.S. Biology, expected 2022) was accepted into and completed the Summer Research Opportunity Program at Northwestern University in Summer 2021.

Kimberly Nu-Tall (Expected B.S. Biology 2022) won the Tom Dalooof Scholarship and The Robertson Family Education Enrichment award.

Brittany Potts (B.S. Biology 2020) now attends the College of Pharmacy's Doctor of Pharmacy (PharmD) degree program at University of Illinois at Chicago.

Melissa Rosales (B.S. Biology, expected 2023) was accepted into and completed the Summer Research Opportunity Program at Northwestern University in Summer 2021.

Christina Rouhotas (Expected B.S. Biology 2022, with minors in Chemistry and in Mathematical and Statistical Modeling of Complex Systems) was accepted into the Summer Research Opportunity Program at University of Michigan, Summer 2021.

Christian Torres (Expected B.S. Biology 2022, with minor in Mathematical and Statistical Modeling of Complex Systems) was accepted as a Choose Development! Fellow, a two-year program for 2021-2022.

C. Alumni News

Emily Canares (B.A. Psychology 2013, with minor in Biology) completed a Master of Science in Nursing degree at Rush University and is now a critical care registered nurse at UI Health.

Jack Eckhorn-Martinez (B.S. Biology 2021) completed an internship at the Denver Zoo working with elephants.

James Frale (B.S. Biology 2021) is employed in Quality Control by Ingredion Incorporated in Bedford Park, Illinois.

Jason Garcia (B.S. Biology 2016) successfully defended his PhD in Pathology at University of Illinois at Chicago.

Sana Hauque (B.B. Biology 2015) received a Doctorate in Optometry from Indiana University in 2021 and now sees patients with Wow Vision Therapy in St. Joseph, Michigan.

James Hopkins (B.S. Biology 2015) successfully defended his PhD thesis in Pharmacology at the University of Illinois-Chicago, August 2020.

Veronica Padilla (B.A. Psychology 2015, with minor in Biology) is a Physician Assistant with Vituity in Antioch, California.

Nicole Woitowich (M.S. Biology 2011) completed a Ph.D. in Biochemistry from Rosalind Franklin University in 2016 and is now a Center Administrator and Research Assistant Professor at Northwestern University.

CHEMISTRY

Annual Report 2020 – 2021

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 2020-2021 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 another unique one, for sure, for the Department of Chemistry, with the continued challenges presented to all of us by the ongoing COVID-19 pandemic. The COVID-19 pandemic has changed the way we plan, deliver, assess courses as well as research activities in the Department of Chemistry. Now, as this fiscal year closes and the plan to return to predominantly in-person instruction, the Department of Chemistry has developed plans that will enable our students to return to our laboratories safely.

Many of our upper-level laboratories, due to their smaller class sizes, will be able to meet weekly or biweekly as the schedule dictates. The Department has decided to set up rotation groups for the 100 and 200-level laboratories due to their class size. Students in Group A will attend in person one week, while students in group B complete a virtual lab using Labster, JOVe or another software program. The following week, groups A and B switch roles so that all students have the same collective experience. This plan allows students to learn all of the necessary (as deemed by ACS) techniques and protocols for each course, in person.

Niroshi Meegoda, the Laboratory Manager, has been instrumental in preparing for the return to campus. All workstations are numbered to obtain as much social distancing. All students undergo safety and COVID-19 training using a Google Classroom. Students sign in and self-scan their body temperature. Masks are available for faculty and students. Laboratories and instrumentation are thoroughly sanitized before and after each class meeting by trained laboratory staff.

Faculty also accepted the challenge to design new research projects that did not involve on campus, face to face, work and restart projects that may be done in person. Ken Nicholson, in collaboration with Greg Anderson (Physics) and Elisabet Head (Earth Science) are still working with students on a 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. This project is expanding to include water sample collection and analysis for persistent Polyfluorinated Alkyl Substances using microextraction and chromatography methods. Samantha Brown-Xu is working with 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. She is also beginning in person laboratory work in this general area. Stefan Tsonchev my group focused on synthesis and properties of carbon nanodots intended for a variety of applications in the detection of heavy metal contaminants in the environment and **improved HPLC columns' efficiency** for molecular separation. He also collaborated with scientists from Loyola University Chicago on studies of activity of tetracene surfaces and fluorescence decay of new materials. All three of these projects were funded by the Student Center for Science Engagement Summer Research Program and 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. She attended 32nd EORTIC-NCI-AACR Symposium on Molecular Targets and Cancer Therapeutics, October 24-25, 2020. She has prepared NIH research proposals and is anxiously awaiting a funding decision. Jing Su began a new project where she applied for funding (CORE Grant), and organized a Women in STEM event. She led a Chicago based team in achieving cancer research aims.

We have increased our LinkedIn presence for alumni relationships and plan to use this platform for engaging alumni with current NEIU news and giving opportunities. The group now has >100 alumni.

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 our 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. We have also begun conversations to begin planning a minor in biochemistry.

4. Increase the number and quality of our research instrumentation

We plan to re-evaluate our student laboratory fee structure to support these acquisitions that will enable our students to be better prepared for graduate school and the workforce. We would like to invest in a mass spectrometer detector for liquid chromatography as well as a more reliable Scanning Tunneling Microscope for teaching and research.

5. Begin conversations with the Graduate College to create a dual BS/MS degree

We believe this degree will attract transfer students by reducing the total time required to reach the MS degree. It will also help us be more competitive with other local universities

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) Upgrade to HPLC (~ \$50000)
- c) Upgrade to Atomic Force Microscope (~ \$9000)

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

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Samantha Brown-Xu is a Co-author of one manuscript in preparation during 20-21 academic year: Excited-State Bond Contraction and Charge Migration in a Platinum Dimer Complex Characterized by X-Ray and Optical Transient Absorption Spectroscopy
Paper has since been submitted and published: J. Phys. Chem. A 2021, 125, 40, 8891–8898

2. Conference Presentations, Group Shows

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

Denana Miodragovic attended 32nd EORTIC-NCI-AACR Symposium on Molecular Targets and Cancer Therapeutics, October 24-25, 2020

Denana Miodragovic attended NIH Virtual Seminar on October 27 –30, 2020.

Jing Su Delivered a guest lecture at the University of Illinois at Chicago, Department of Bioengineering "*Development of Hydrogels for Cell Delivery*", Jing Su, Nov. 23rd, 2020

Jing Su Delivered a presentation in the ChicagoCHEC summer research fellow program "*Therapeutic Development and Health Disparities*", Jing Su, July 29th, 2021

Ken Nicholson attended the TIDES conference (virtually) June 2021

Samantha Brown Xu presented at the NEIU Open Educational Resources Faculty Workshop April 2021..Informed faculty about accessing OER for their classes and student experiences

Samantha Brown Xu Samantha Brown Xu attended the NSF HSI STEM Hub Grantsmanship Workshop program April 2021..Training on preparing and submitting an NSF HSI grant proposal

Samantha Brown Xu and Ken Nicholson **attended the "Improving Equity in Higher Education" webinar training series May 2021**

3. Service

Denana Miodrogovic received the Instructor Excellence Award, announced on February 4, 2021 (for School Year 2018-2019).

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 served as a reviewer for journals Water, Materials, and Pharmaceutics

Jing Su is the Chicago Cancer Health Equity Collaborative, Research and Education Core Co-Lead

Stefan Tsonchev submitted an NSF grant proposal on improving retention rates of STEM students.

Stefan Tsonchev worked with The Graduate School at Northwestern University to interview and recruit NEIU students for their SROP program.

Stefan Tsonchev led the chemistry club.

Samantha Brown Xu completed CTL and Quality Matters online training courses

- o Used techniques from these courses to teach Organic Chemistry I and II fully online during 2020-2021 academic year
- o Compiled pre-recorded video lecture series that students can complete asynchronously

Samantha Brown Xu joined the Title IV: CASA professional learning team April 2021
Developing assessments of program success and of faculty use of culturally relevant pedagogy

B. Student Achievements

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

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

Students Michael Pommer and Jesus Sida presented at the 13th Annual Student Center for Science Engagement Research Symposia, NEIU, October 2021

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

Annie Fritz (University of Texas) Awarded Illinois Platinum Membership Award

Atlantis Frost (University of Texas), continuing pursuit of Ph.D

Vanessa DaSilva (UIUC)

Andrea Valenzuela (University of Michigan)

Gabriela Martinez-Ramirez (Loyola)

Winnie Jiang (Loyola)

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

Rima Rebiai continues her Ph.D work at UIC

C. Alumni News

Alexis Gonzalez (graduated May 2021) is working at Deibel Bioscience as a Medicinal Plants Lab Analyst

Samra Ali (graduated May 2021) is working at Stepan Company as a Laboratory Technician

Nicholas Pyzel (graduated May 2021) entered a Master's degree program at IIT

Nevzad Mujakic (graduated May 2021) is working at Weber Flavors as a Laboratory Technician

Joren Villapando has started a new position at Abbott Laboratories

Lynnette Murphy will finish her MPA-MSES degrees this spring and will enter the workforce

Chris Craddock is a NIH IRADCA Fellow

Steven Jerome was recently promoted at Schrodinger

Keith Arntson is an analytical chemist at WuXi AppTec

Oscar Herrera is a Researcher at INX International

Daniel Westcott is Jr. Protein Lead at Climax Foods

David Hu is a Process Manager at Superior Graphite

Yulia Lifshis is an Analytical Scientist at AbbVie

Steven Ryan is a Sr. Scientist for PPD at Baxter

Peter Carrizales is an Inpatient Pharmacist at Edward Hines

Umesh Chaudary is a Chemist at Sasol

Sarah Nasser is a Research Scientist at AMRI

Ninorta Damno is a General Manager at VitaLife

Sarah Vorpahl is a Senior Energy Policy Specialist at Washington State

Zain Malik is a Pharmacy Resident at Houston Methodist

CHILD ADVOCACY STUDIES MINOR (CAST)

Annual Report 2020 – 2021

Submitted by Rachel Birmingham-Hoel

I. Executive Summary

Below is the annual report for the Child Advocacy Studies minor, which has entered into its 10th year. CAST continues to serve students across multiple departments in the university. Further, new challenges that have arisen with the COVID-19 pandemic has provided unique opportunities for our students to advocate for children and families within the community.

NEIU has continued to experience a decline in enrollment over the past several years, and this trend continues to be reflected in CAST enrollment. Reflecting larger trends in enrollment, CAST has shown a decline in the past year. Current enrollment indicates that our minor had just over 30 students as of Spring, 2020. The continued and rapid decline in our enrollment is one of the most pressing concerns of our program at this time. The Child Advocacy Studies program is unique, as our students come from multiple majors, and we are therefore not in competition with other departments. Indeed, CAST is a great complement for those who wish to work with youth.

In the fall of 2020, students were remote. It was the first time that CAST offered fieldwork seminar in a virtual setting. Despite concerns surrounding the loss of **in-person contact, students rose to the occasion and utilized the university's technology** resources to connect and be supportive of one another. Further, because so many school programs were closed, interns did more work in child protective internships than ever before. These included: Chicago Department of Child and Family Services, Evanston Health and Human Services, Chicago Coalition for the Homeless, as well as The Sankota Safe Child Initiative. Other students served in programs helping older teens and young adults find transitional housing and work, as well as helping expecting teens to prepare for motherhood. Several students did lose their internships. In these cases, many engaged in designing non-profit organizations and learning grant writing skills.

Additionally, in the fall of 2020 CAST participated in the Giving Tuesday fundraising campaign. The goal was to fund one scholarship to be offered to a CAST interning working in the community. Many current and previous students participated in the campaign, describing what CAST meant to them, and what their goals were. Alumni reflected on how NEIU influenced their current work, whether in the communities or in graduate school. The fundraiser went above and beyond our expectations, doubling the intended goal and raising over 2,000 dollars.

The spring of 2021, Dr. Chris Merchant coordinated the CAST program while Dr. Birmingham was on Sabbatical. During this time, students continued to work within their communities. Out of eleven interns, ten were able to work within their communities. Examples included working in schools with autistic children, daycare centers that opened their doors to more children, and social services programs for needy families.

By summer of 2021, curricular development was underway again. Specifically, while **academic minors don't regularly conduct program assessment, an instrument to** measure several aspects of the CAST program with relation to student preparation post-graduation was developed. Further, exploration of the use of virtual tools for teaching forensics in CAST courses was discussed with the National CAST Consortium.

Student Success

In the past year, CAST students have demonstrated multiple forms of success. As is the case most years, student success is measured both in and out of the classroom. A particular point of pride comes from several interns, who worked with a local elementary school to help teachers design and facilitate online services for children who were learning English.

Another example of student success is with a young man who served with the Evanston Department of Human Services, in the Juvenile Services division. This intern set himself apart from other students, as well as employees, and began to meet directly with the judge on several occasions to give his own insights on how the youth he worked with were doing. This type of empowerment had long term influence on this student, who has since graduated from the university.

CAST alumni continue to shine. Examples of student academic success include Paulina Razo (17), who completed her Masters of Science in Child Development at the Erikson Institute in May of 2021. She is currently working as a child life specialist and completing her license to become a developmental therapist for children aged birth to three. Further, Celeste Blackenship (2015), recently completed her doctorate and is working as a clinical child psychologist.

Academic Excellence and Innovation

CAST students and faculty have demonstrated both excellence and innovation in the face of some incredibly difficult circumstances. For example, during our time of remote work, three students worked with faculty member Catherine Korda, and several third grade Peterson Elementary School teachers, to develop virtual tutoring services to foster access to education as children were learning remotely.

With focus on academic excellence, in the Spring of 2021, Dr. Rachel Birmingham co-authored an article that examined the protective nature of the sibling relationship for children who had experienced abuse and neglect in their homes while on sabbatical. Further, current research on experiences of childhood trauma in sexual minority populations continued and engaged four CAST students in this research.

Dr. Chris Merchant has been awarded a sabbatical for the Spring of 2022.

Urban Leadership

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 2020-2021 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. It is through **Catherine's work with Peterson that students were able to help develop virtual programming during the remote learning in the city of Chicago.**

In the summer of 2020 Dr. Birmingham wrote and was awarded a grant to lead a study abroad trip to the United Nations in Geneva. However, the trip was cancelled once again due to Covid-19. She has been invited to submit another grant proposal, and has been given priority in consideration once international travel resumes. Dr. Merchant served as the chair of Faculty Senate during the time he wrote his successful application for sabbatical. Both Birmingham and Merchant also served on the Arts in Response to Violence Committee, and navigated the hurdles that the pandemic provided with relation to the artistic expression of pain.

II. Program Plan

A. Long term goals

Throughout the fall of 2020 Dr. Birmingham continued to work with resources provided by the Zero Abuse Project via incorporating virtual resources as an option for faculty teaching in the CAST program. Further, discussions about the nature of course offerings as more classes become virtual, multiple faculty members have been trained to teach online, as well as in hybrid formats through both The Center for Teaching and Learning, as well as Quality Matters. Ongoing discussion on best practices for delivering the sensitive content related to child advocacy, as well as when working with our interns, continues within our program.

NEIU continues to have the only CAST program with a specific focus on social justice, as opposed to navigating criminal justice, as well as on **global children's rights. We are the only program that has traveled to the United Nations, and thus the incorporation of global advocacy, and the Convention on the Rights of the Child a future pathway we intend to explore.**

In the fall of 2020, CAST developed the first scholarship program for a student intern. Therefore, a fund has been established and we look forward to giving away the first of many scholarships to a student who is currently working in the field with youth.

While our focus has been on the structural inequalities that harm children and families, and ways to bring about social change with aim to protect and foster resiliency in youth, it is still essential that our students acquire information about criminal justice, as well as the process of investigating, prosecuting and sentencing those who abuse children. More specifically, as children are often called to testify, or are subject to the decisions made upon their behalf, a long-term goal remains to include bringing experts on the legal process, including a Guardian Ad Litem, forensic interviewer, and additional professionals in DCFS, **as well as the Chicago Children's Advocacy Center**.

Despite declines in enrollment and current financial challenges to NEIU, 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.

As stated last year, 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. Little progress was made on long-term goals due to having an interim coordinator for a large portion of the 2020-2021 academic year. However, forward momentum is projected moving forward.

B. 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. 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

Stanley, J.

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

Klinenberg's Discussion: *Exploration of climate change-related planning and community organizing* (2021)

"*Rainbow Coalition*" discussion series, workshop & outreach (2019/2021)

Workshop & Outreach: The school-community connection: Social Justice leaders and community activism to promote justice for students (2021)

A. Faculty Research/Creative Activities

Birmingham, R. & Tejada (Spring 2021) "Predictors of sibling support and cohesion for children exposed to violence: An exploratory Study." *Developmental Child Welfare. In progress*

Merchant, C. (Spring 2021) Awarded Sabbatical for the Spring of 2022.

B. Alumni News

Coleman, K. (2019). Currently earning Masters in Family Counseling at NEIU.

Hale, J. (2019). Case Manager, *Facing Forward to End Homelessness*

Hoecker, C. (2015). Completed Doctorate in Clinical Psychology from William James College

Ocampo, D. (2017). Completed Masters in Counseling at NYU

Ocampo, V. (2019). Youth care worker, *Mercy Home for Boys and Girls*

Salgado, R. (2016). Working as educator for youth in South Korea.

Sanchez, I. (2018). Working as an interpreter for *Early Intervention*, a program providing resources for vulnerable children and families.

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Annual Report 2020-2021

Submitted by Jeremy Babcock

I. Executive Summary

The College of Arts and Sciences Education Program (CASEP) marked its twentieth year of teaching, guiding, and inspiring freshman and sophomore students interested in becoming teachers. After 20 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:

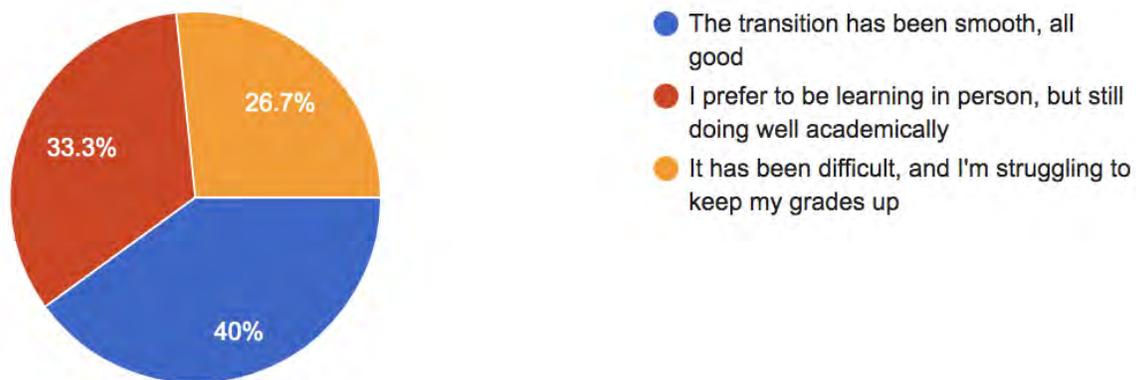
1. Increase overall retention at Northeastern Illinois University
2. Create high-quality candidates for the Daniel L. Goodwin College of Education, who profess to being committed to teaching as a profession
3. Decrease time to graduation

CASEP began the 2020-21 academic year with 24 first-year, full-time students. Of the 2019 freshmen class, 24 of 28 students returned for their sophomore year in fall 2020, **and in keeping with CASEP's history, our retention rate of 85%**, no doubt, played a large role in the overall retention rate of mainstream freshman at Northeastern, which was 66.9%. 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.

An Unprecedented Year at NEIU

Due to the COVID-19 pandemic, we fully pivoted to a remote learning experience at NEIU. CASEP recruiting for the Fall 2020 cohort was done by way of Zoom video conferencing and phone calls. The Fall of 2020 marked our first annual virtual Freshman Orientation for all of our new incoming CASEP students. The event was well attended and introduced students to CASEP faculty, staff, and alumni of the program. With online platforms becoming the norm for ways to connect with our students, it was increasingly important to be as intentional as possible with our community building efforts. From increased email communication, to taking the time at the start of a number of our CASEP courses to check in, honoring the true essence of the cohort model **was of the utmost importance to sustaining the “family” feel that CASEP has** certainly been a large part of our success through the years.

- How has the switch to remote learning impacted your experience at NEIU?



As displayed in the graph above, we know that the switch to remote learning was difficult for many of the students in our program. With this in mind, we did our best to connect students to the many services offered at NEIU to assist with these challenges, and remained as accessible as possible so that students could lean on the CASEP community to stay the course toward the goal of college graduation.

How to Assess Student Learning and Engagement in the Program?

CASEP students were administered a comprehensive survey in the Spring of 2021. 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 a staple of the program 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 2020-2021 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.

- ***What do you feel is the strongest/best part of being in CASEP?***

⇒ *“The people you meet. I have made some great connections and friends due to CASEP. Now that we are all in the COE I know that I can depend on these people if I have a question, if one of us needs something, and so on. CASEP allowed me to take classes with the same people for two years which allowed me to get to know them better! I am someone who feels comfortable with people after getting to know them for a while. I think not only is it the people in your cohort that you can relate to it is the faculty/staff and the people who are in the cohort above you and below you. It becomes a community of people who share the same interest!”*

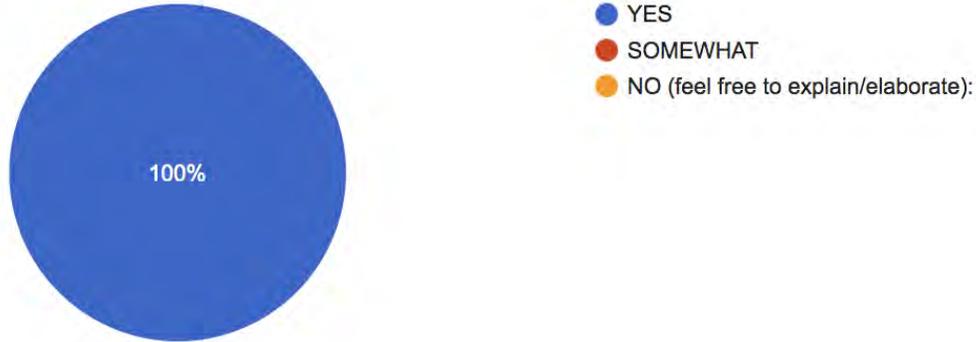
- ***What advice would you give to first-year students who are considering joining CASEP?***

⇒ *“I would 100% suggest doing CASEP, especially if you would like to become a teacher. It has helped me a lot and I feel like I’m in the correct path to reaching my goal. The staff/faculty as well as the professors have helped me feel comfortable and positive throughout this entire process.”*

- **What advice would you give to professors who teach CASEP courses?**

⇒ *“I think it is so great that they incorporate teaching into general education courses. It really lays a nice foundation for us (former CASEP Students) to reference when taking classes in the College of Education. I have referenced/used the theater class as an example before in some of my courses, the public speaking courses (both of them) and the ENGL course! As the content related back to themes that we were introduced to in the beginning in our GenEd classes.*

- **Do you feel that CASEP is supporting you on your path to becoming a teacher?**



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. **71% of the students in our fall 2019 cohort achieved an overall 3.2 GPA or higher at the end of the Spring 2020 semester. Our 2020 cohort had 65% of students with a 3.2 GPA or better at the end of the Spring 2021 semester.**

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.

Under normal circumstances, we would take part in a 2-day intensive experience including 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 take part in a cycle of experience and reflection that focused on their future career as teaching professionals. In collaboration with the Math, Science and Technology for Quality Education (MSTQE) program, TRIO Teacher Prep, and Title V grant funding, we would take future teachers and program staff **to YMCA's Camp Duncan** in Ingleside, IL.

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. A virtual event was held to honor the tradition of the leadership retreat, and a number of online resources were shared with students with engaging remote events happening **over NEIU's Spring Break 2021. It is our hope to offer this event in March 2022** to our CASEP students.

CASEP Monthly Future Teachers Seminar

The 2020-2021 academic year for CASEP saw the continuation of our monthly seminar for future teachers **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. We offered 6 virtual sessions that were well-attended by students and NEIU staff/faculty.

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.

Guest Speakers for the 2020-21 CASEP "Power Hour" Seminars included:

- ***Ziggy Blackwell, Director of Recruitment- Golden Apple Scholars,***
A teacher preparation program focusing on placing teachers in schools of need
- ***Luke Bigelow,*** Current CPS diverse learners teacher at World Language High School
- ***Dr. Andrea Evans,*** Interim Dean of the Goodwin College of Education and former teacher
- ***Dr. Durene Wheeler,*** Director of the Angelina Pedrosos 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
- ***Crystal Pfeiffer,*** Current CPS teacher at Roosevelt High School, and former curriculum design specialist with NEIU's Center for College Access & Success

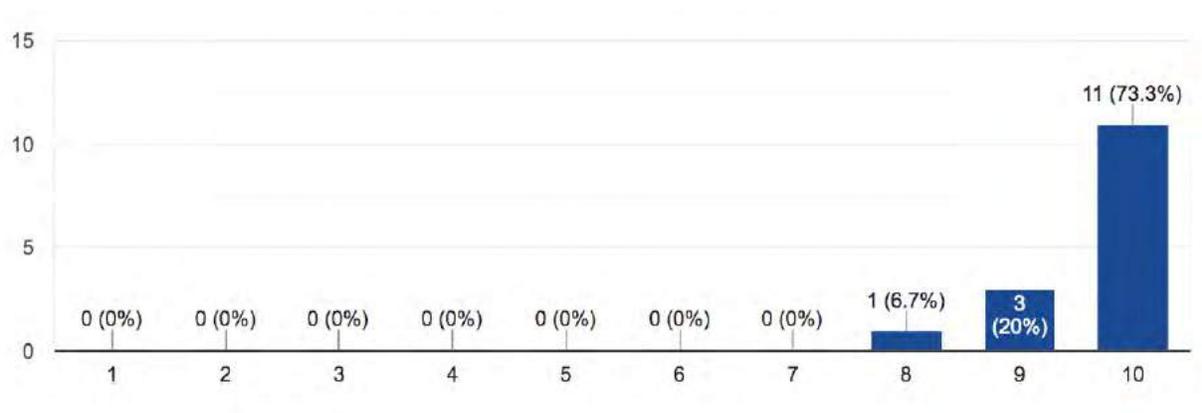
Power Hour continues to be an important addition to the CASEP program this year. Not only does it maintain consistent attendance, but the students are **actively engaged** in the conversations and activities. In addition to the overall popularity of the program, it has also served as a venue to collaborate with other programs at NEIU focused on future teacher preparation. Golden Apple Scholars, Grow Your Own, MSTOE, 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

A highlight for CASEP's first-year students enrolled in the Introduction to Theatre course in the Fall of 2020, 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.

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 2020, we encouraged students to take TESL 109A, *Chicago Speaks: Helping Immigrants Communicate* 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.

Chicago Speaks: Helping Immigrants Communicate (TESL 109A). This course introduces the structure of the English language and methods of teaching it to speakers of other languages. This involves investigating the pronunciation and grammar of English as well as looking at ways to teach these subjects along with listening, speaking, reading and writing skills to English Language Learners (ELLs). The course will involve a service learning component in which students will tutor ELLs in various sites throughout Chicagoland. As students study the basics of teaching English as a second language, they will develop academic skills that will contribute to their success in college and beyond.

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 2020-2021 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.

On that note, the 2020-2021 academic year marked an important initiative. ***The Teacher Preparation Collaborative Committee*** was formed in the Fall of 2020 to ensure that programs at NEIU invested in future teacher preparation, were working collaboratively and sharing best practices. This committee is made up of

representation from CASEP, TRIO, MSTQE, NOYCE Scholars, GCOE, and Academic Advising. With monthly meetings, we are able to share upcoming events and focus on working together to better serve our students who are interested in the field of education as a potential career.

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 teachers. 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.

II. 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.
- **Freshmen Orientation** is offered in August before the first day of classes at NEIU. The main focus is to introduce students to CASEP faculty, staff, and students, and also ensure that they are feeling prepared to begin classes the following week. Orientation is a community building event to set the tone for the Fall semester.

- **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. **We have also added CASEP "merch" with specially designed t-shirts and water bottles.** Additionally, a CASEP newsletter entitled "**Hall Pass**" will be launched in the Fall of 2021.
- **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.

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 30% participation in our Spring 2021 CASEP survey was a bit lower than expected. We did offer incentives this year for survey completion (a free CASEP t-shirt or water bottle). Moving forward, we hope to streamline the questions and promote the survey more intentional with the return to in-person courses and events on campus.

B. 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.

6. With CASEP turning 20 years old, the hope is to mark this important milestone with an even in the Spring of 2022. We will begin to assemble an event committee to discuss the possibility of launching a scholarship, reaching out to pertinent alumni, and ensure that we offer a comprehensive event to honor/celebrate CASEP.

COMMUNICATION, MEDIA, AND THEATRE

Annual Report 2020 – 2021

Submitted by Cyndi Moran

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 eleventh year we have maintained a top-ten distinction. 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 Design, Technology and Management
- Minor in Theatre Performance
- Minor in Journalism

Graduate Program:

- M.A. in Communication, Media and Theatre

Curriculum Information

Our undergraduate major in CMT and our six 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 **2020-2021** academic year, we had **193** undergraduate CMT majors, **75** minors, and **23** graduate students. Undergraduate degree conferrals have been strong, with **58** bachelor's degrees awarded in 2020-2021, and **14** master's degrees. CMT enrollment and student credit hour (SCH) production both remain high, with **6036** SCH for the 2020-2021 academic year.

2020-2021	Main Campus/Remote	Online	El Centro	CCICS	CASEP
Summer 2020	10 sections	3 sections	0 sections	0 sections	0 sections
Fall 2020	51 sections	2 sections	3 sections	2 sections	1 section
Spring 2021	40 sections	7 sections	2 sections	0 sections	2 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.** Due to the COVID-19 pandemic, we moved most synchronous classes from in-person to virtual via Zoom for the terms addressed in this annual report. 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 seventeen **Engaged Learning Experience** courses: ten courses in the **Discipline Specific (ELE-DS)** area and seven courses in the **Boundary Crossing (ELE-X)** areas. Finally, CMT regularly offers a rotation of fifteen of our courses **entirely online** with an additional nine 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 has contributed to other CAS initiatives as well, such as the development of STAM 300: *The Performative Self*, for the **Science, Technology, Engineering, Art and Math (STEAM)** initiative, and participating in the **Jump Start Initiative**, the high school dual-enrollment program. 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.

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 2020-2021 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 to teach necessary courses, advise students, and execute our curriculum.

2020-2021	7 TP Faculty	13 Instructors	5 Adjuncts
Sections Taught	26 sections	75 sections	10 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 2020-2021 academic year 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 saw the retirement of three of our longest-serving instructors (**Kate Kane, Melanie Bujan, and Ellen O’Keefe**), and we now 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. We were pleased to have been granted a

search during this period for a tenure-line faculty in Communication and delighted that Dr. Yejin Shin will be joining CMT as an assistant Professor in August 2021. The need for additional faculty lines (particularly in Communication and Theatre) continues; Dr. Shin raises the total of tenure-track faculty in the Communication discipline to only two.

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 52 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 2020-2021 academic year included:

- Hosting a successful, virtual external reviewer for our **IBHE Program Review**
- Dramatically **increasing our yearly fundraising** via #GivingTuesday
- Continuing to produce engaging theatrical productions with the **Stage Center Theatre** and **Children's Theatre Workshop** despite COVID-19 adjustments
- Supporting the production of **Student Research and Creative Activities**
- Administering seven **Departmental Student Scholarships**
- Re-launching our university chapter of the **Lambda Pi Eta Honors Society for Communication** and inducting 23 members
- Holding **virtual celebrations** of graduation, scholarships and other awards to keep connected with our CMT community
- Providing continuing **access to video/audio production equipment and software to our students** despite the COVID-19 restrictions

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. The COVID-19 pandemic forced a pause in the process; we had to postpone a visit by our external reviewer until March 2021. As reported last year, 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.

Our external reviewer's report supported and celebrated many of the conclusions of our self-study and reified and expanded on our needs for staffing and resources. While we have made some reductions in our discrete course offerings as a result of the self-study, streamlining and refocusing our curriculum and making thoughtful changes to our prerequisites will continue to be important curricular work for us moving forward. Refining our focus on career development strategies for our students will also continue to be at the forefront of our departmental work. Finally, CMT will use the program review and external report to bolster our determination and advocacy for staffing and resources to better serve our students.

Fundraising on #GivingTuesday

Thanks to the tremendous generosity from donors on #GivingTuesday, the CMT department raised \$3,325 during its fundraising period. That was triple our goal amount. During the previous year, when we first engaged with the #GivingTuesday fundraiser, we raised \$745, so this was an unexpected burst of generosity. The money raised goes directly to students who need financial assistance. In the past year, we have been able to provide microgrants ranging from \$45-\$540 to each student. These are small but meaningful amounts to students who need funds to buy textbook codes, equipment, pay honors society membership dues, or to help with paying a remaining tuition balance in order to graduate.

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.

Covid-19 has drastically impacted the professional performing arts industry, moving 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. In 2020-2021, the Stage Center Theatre adapted to the challenges of the Covid-19 pandemic. 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 opened our 2020-2021 season as well as a partnership between Chicago State University and Chicago Dramatists. 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 through recorded performances made available through the CMT Department YouTube Channel and ShowTix4U.

- Fall 2020: Digital Theatre Festival for Social Justice
- Spring 2021: ***The Realistic Joneses*** by Will Eno with direction by Dan Wirth, featured through ShowTix4U. (65 tickets sold – number of tickets sold does not represent the number of viewers.)
- Spring 2021: **The 4th Annual Nuevas Voces Playwriting Festival and Contest** with direction by Leslie Hull, featured on the CMT Department YouTube Channel. (206 views)
- Spring 2021: ***A Doll's House, Pt 2*** by Lucas Hnath with direction by John Bliss, featured through ShowTix4U. (66 tickets sold – number of tickets sold does not represent the number of viewers.)

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 several 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.

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 transferable 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.

Children's Theatre Workshop

The Stage Center Theatre's Children's Theatre Workshop continued to showcase a remarkable ability to adapt to evolving circumstances during the peak of the pandemic while still creating positive and impactful spaces for young audience members. CTW continues to provide a valuable theatrical experience to Chicago area students, **many of whom have little access to the theatre arts. Historically, 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.

Under Covid-19 protocols and remote conditions, this year saw CTW produce two pieces for student audiences and beyond. **The Children's Theatre Workshop created a site-responsive, outdoor, distanced, and masked staging of Jenni Lamb's *Waterway*** in the fall of 2020. This piece was filmed, edited, and then shared with Friends of the Chicago River, a conservation group working to educate youth and adults alike about the critical water infrastructure in our area. Then in the Spring of 2021, CTW worked heavily with puppets in creating ***A Bird About to Sing***. This adaptation of a local **author's children's book was created in conjunction with Albany Park Community Center** as well as multiple area Montessori schools.

Lambda Pi Eta Honors Society for Communication

To reward academic achievement in Communication and to further engage our students, CMT relaunched our chapter **Lambda Pi Eta Honors Society for Communication**. To become a member, students must have earned a minimum of 60 credits hours with at least 12 in CMT, and have an overall GPA of 3.0, with a minimum GPA of 3.25 within CMT. CMT inducted 23 members, and hand-delivered to their homes their membership certificates and cords to wear at commencement. Students who required financial assistance for the membership fees were funded by the CMT Foundation.

Media Production Lab

Courses that normally would have been taught in the CMT Media Lab moved to remote offerings during this reporting period. CMT facilitated the **University's purchase of** Adobe Creative Suite individual licenses to provide 54-62 students with access to digital tools to work remotely each term. Moreover, CMT faculty provided extensive tutoring and support across an array of student computer setups to successfully use the tools. CMT also provided loans of CAS and CMT purchased computers, as well as prosumer production tools such as gimbals, audio recorders and microphones, and tripods for students to use to augment their own production tools while Media Services loans were unavailable.

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 is invaluable. This opportunity responds to their professional development needs and **foregrounds the program's curricular focus on student success**, academic excellence, and innovation. Student tutoring continued during this reporting period via Zoom meetings.

Partnership with Chicago Film Society

While we had to discontinue screenings on campus during this period due to COVID-19, we are pleased to continue the CMT-sponsored partnership between NEIU and the Chicago Film Society. 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. We anticipate the ability to offer 35mm archival film screenings on the NEIU campus in Spring 2022 and will plan our film studies courses accordingly to take advantage of the films they showcase.

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.

In the Fall 2020 semester, students in the CMTM 366: Multimedia Storytelling class created quite a few projects. **Yesenia Esteban, Jade Bolden, Ryland Pietras, and Joseph Harris** all had their audio stories featured in the "Pantry Podcast" on WZRD. **Jack Poskus, Ryland Pietras, Afiolasade Fadahunsi, and Yesenia Esteban** had their video documentaries and mockumentaries chosen to appear on the CMT YouTube channel. **Mara Galeno's** original play titled "The Better Life" was featured in New York City's 2020 Player's Theatre Short Play Festival. Mara wrote and co-directed the play, which starred **Susana Acevedo, Javonti Mordican, Leonardo Aranda, and Clarybelle Camacho**. **Preksha Desai** worked as a college ambassador for the Goodman Theatre. Many of our CMT students contributed their original work to our Digital Theatre Festival for Social Justice including: **Lisa Harriman, Raeghn Draper, Afiolasade Fadahunsi, Sean McLennan, Daphne Watson, Alinne Tapia, Emma Browne**. These student projects are all available on the CMT YouTube channel. **Jarrell Hightower** published print and audio versions of a story at WBEZ Chicago. This story focused on how the Confess Project is working to train Black barbers to be mental health advocates. And **Anthony Guerrero** successfully defended his master's thesis titled "The Power of Drag: Performance, Activism, and Self-Expression"

in November 2020. He also had his research accepted for presentation at several conferences including the National Communication Association, Queertopia 2020, and the Midwestern Conference on Literature, Language, and Media, and the Lavender Languages and Linguistics Conference.

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:

- Request new tenure-track hires in Communication, Theatre and Media Production
- Continue to expand our CMT alumni relations, fundraising, and outreach
- Strategize and prioritize improvements to the Stage Center Theatre infrastructure
- Develop a student content creator position using our work study funding
- Develop outreach with department chairs at local community colleges and area high schools
- Continue to publish the *ComMuniTy* newsletter

B. Projected needs

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

1. Faculty and Staff Needs

Office Administrator Position

CMT learned in June 2021 that would be granted a dedicated Office Support Specialist, housed in CMT, who would serve CMT (75%) and the Philosophy Program (25%). We are grateful for this position and excited to search. Nevertheless, we will continue to have 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 eleven 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.

Family 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. During this reporting period we searched for an Assistant Professor of Organizational Communication and are pleased to hire Dr. Yejin Shin whose position begins in Fall 2021. Now we hope 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.

One Media Production Faculty Member

With the faculty needs in Communication and Theatre being desperate for the last several years, the Media Program has quietly but significantly responded to industry and student demand by expanding its offerings in Journalism and Media Production without adding any new tenure-track lines or adequate facilities and equipment upgrades. As our external reviewer pointed out, with Professor Moran moving into the role of chair in July 2021, this need becomes critical to sustain and adequately offer instruction and continuing professional opportunities for our students.

2. Equipment Needs

Computers and Adobe Software Licenses

Between university and CMT purchases, we have worked the last couple of years to provide adequate computers for faculty and the CMT office. While we have repurposed some of computers for student use, we also would greatly benefit from a small number of new MacBook Pros that could be used for our students in production and design classes. Additionally, 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 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. During this reporting period we have begun to work with the CAS Deans and Facilities Management to plan for some limited renovations of Theatre scene shop, F109 classroom and costume shop and lobby, mostly to address health and safety issues.

It cannot be stated emphatically **enough that what is actually needed for CMT's theatre and media programs to enter the century that is now twenty-one years old is the funding and construction of the long-promised new building.** Period.

III. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts, Local Exhibitions or Performances:

Fabian, Sarah:

Fabian, S. (Scenic Designer and Technical Director). (2021, May 6-12) *A Doll's House, Part 2*. Recorded Performance* at Stage Center Theatre, Northeastern IL University, Chicago, IL.

Goldstein, Adam:

Goldstein, A. (Dialect Coach) (2021, March 19) *A Woman of No Importance*. Live Performance at Northlight Theatre, Skokie, IL (Cancelled due to Covid).

Goldstein, A. (Actor) (2020-July 12-August) *Beautiful City Project Top 100: "Will You Bring me to Light."* Recorded Performance for Digital Viewing for The Beautiful City Project, Chicago, IL.

Goldstein, A. (Director). (2021-July 31-August 2) *Urinetown*. Live Performance at Highland Park Community House for Actors Training Center, Highland Park, IL

Rubinowitz, Edie:

Rubinowitz, E. (Reporter/Producer). (Sept. 7, 2020). *Seniors Struggle with Isolation. Here's How Some Organizations are Trying to Help* [Audio Podcast]. Chicago, IL: WBEZ, 91.5 - Chicago Public Radio.

Rubinowitz, E. (Reporter/Producer). (Nov. 27, 2020). *Amid Worries of Higher Stress, A National Project is Training Barbers to be Mental Health Advocates.* [Audio Podcast]. Chicago, IL: WBEZ, 91.5 - Chicago Public Radio.

Rubinowitz, E. (Reporter)/Producer). (Feb 21, 2021). *An Evanston Teen Saw How Hard It Was For The Elderly To Find Vaccines, So He Built A Website To Help* . [Audio Podcast]. Chicago, IL: WBEZ, 91.5 - Chicago Public Radio.

Rubinowitz, E. (Guest). (March 15, 2021). *Da Chicago Game Show* [Twitch show]. Chicago, IL: Chicago 4 Real on Twitch.

Rubinowitz, E. (Reporter/Producer). (May 20, 2021). *Alice Hamilton Changed Workplace Safety Forever — And You've Likely Never Heard Of Her.* [Audio Podcast]. Chicago, IL: Curious City, WBEZ, 91.5 - Chicago Public Radio.

Rubinowitz, E. (Editor). (June 23, 2021). *"How Much Can One Person Endure"* [Magazine article]. Chicago, IL.: Borderless Magazine.

Rubinowitz, E. (Editor). (June 24, 2021). *"As an Immigrant, You Have Limited Opportunities"* [Magazine article]. Chicago, IL: Borderless Magazine.

4. Conference Presentations, Group Shows

Cherney, Maura:

Cherney, M. R. (2020). The persistence of warranting theory: Time and impression formation online. Presented at the annual meeting of the National Communication Association, virtual.

Fabian, Sarah:

Fabian, S. (July-August 2021). Presenter & Panelist, "DTM Teaching Roundtable: Assignments, Activities, Courses - Teaching Scaled Model-Building in Online & Remote Settings" at the Annual National Conference for the Association for Theatre in Higher Education, Virtual. *

Mun, Seung-Hwan:

Mun, S. (2020, Oct. 29). *Two faces of the contactless society.* The 2020 Biannual Forum of Hansa Institute. Online.

Pepper, Shayne:

Pepper, S. (2021). "The Absence of Queer Stories in HBO's Early AIDS Programming." *Midwestern Conference on Literature, Language, and Media* (DeKalb/Virtual) April 2, 2021

6. Service

Moran, Cyndi:

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

Mun, Seung-Hwan

- Board Member, *Hansa Institute* (2017 - Present)
- Petition writer for Hansa Institute et al. (2021, April 2). Statement against anti-Asian racism and violence. *Korean Times*. A5.

Pepper, Shayne

- Graduate Student Faculty Mentor Program – Society for Cinema and Media Studies Conference
- Reviewer, *Choice Magazine- American Library Association* (2000- Present)

B. Student Achievements

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

Tise, E. (2021). Uncertainty reduction and the first days of school. NEIU Student Research and Creative Activities Symposium, Chicago, IL.

C. Alumni News

Chris Churchill (B.A. 2104, M.A. 2017) was awarded an MFA in Documentary Filmmaking from Northwestern University in June 2021.

Anthony Guerrero (M.A. 2020) successfully defended his master's thesis titled "The Power of Drag: Performance, Activism, and Self-Expression" in November 2020. He also had his research accepted for presentation at several conferences including the National Communication Association, Queertopia 2020, and, the Midwestern Conference on Literature, Language, and Media, and the Lavender Languages and Linguistics Conference.

Jarrell Hightower (B.A. 2018), producer for Twitch's Chicago4Real channel, produced and reported audio feature story for Chicago Public Radio, "[Amid Worries of Higher Stress, A National Project is Training Barbers to be Mental Health Advocates](#)" (Aired Nov. 27, 2020).

Leslie Hurtado, (B.A.) Fellowship at City Bureau, a McCarter fellowship at WTTW, and paid intern and freelancer for Chicago Public Radio. Leslie also reported for WBEZ's Curious City episode on Pilsen.

Tamara Montes De Oca (B.A. 2020) joined EmbraceRace in February 2021, where she manages their social media presence and formulates content strategies across the organization's Facebook and Instagram profiles. She also facilitates the conversations happening during their monthly Facebook live events, "Talking Race and Kids."

Samentha Sepulveda (B.A. 2104, M.A. 2017) earned her Ph.D. in Communication from the University of Wisconsin – Milwaukee in May 2021. Her dissertation was entitled *An Internatural Communication Study of Identity Work Within Nonprofit Animal Shelters*.

EARTH SCIENCE

Annual Report 2020– 2021

Submitted by Elisabet Head

I. Executive Summary

During the 2020 – 2021 academic year, the Earth Science program remained resilient despite the COVID-19 pandemic. We successfully pivoted to remote and online learning, continued work on external grants and secured additional funding, were involved in college and university-wide initiatives, and began self-reflection and planning to address systemic racism in academia as a whole and the earth sciences in particular. The Earth Science faculty are continuing the evaluation and development of our curriculum to ensure that our program succeeds in preparing current and future Earth Science majors for the 21st Century.

Student Success: Advance student success from recruitment through graduation by engaging all members of the Northeastern community.

The Earth Science program had 16 majors in fall 2020 and graduated 5 students by August 2021. Students who graduate with a Bachelor of Science degree in Earth Science are versatile and qualify **for a wide range of careers**. **NEIU's rigorous educational** approach affords our students with good employability and salary potential in STEM (Science, Technology, Engineering, and Mathematics) and/or gives our students a competitive edge in applications for graduate programs. A testament to this is recent graduate Andrea Saavedra, who was awarded a National Science Foundation Graduate Research Fellowship (NSF GRFP) and is currently working on her Ph.D. at Michigan State University. Andrea is our second NSF GRFP awardee in the past six years. Other graduates are employed in various sectors including environmental and GIS technician positions.

We offer numerous interdisciplinary training and research opportunities for undergraduate students to participate in field and laboratory projects. Restrictions imposed by the COVID-19 pandemic led to canceled internships, workshops, and conferences, and limited student opportunities to engage in some of these experiences. Nonetheless, the pandemic created space for new pedagogical innovations, advanced online tools, and personalized learning environments for our students. Earth Science students gained valuable experience with new technological tools and Earth Science model applications (i.e., web-based modeling tools), virtual national and international field trips substituted in-person travel, and both online research related to climate issues and on-campus igneous petrology research continued with undergraduates.

Academic Excellence and Innovation: Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.

From fall 2020 to summer 2021, the severity of the COVID-19 pandemic forced us to quickly transition to online and remote learning formats. The changes to teaching delivery methods have been particularly challenging for such a hands-on discipline that requires spatial thinking, problem-solving, sample identification, and drafting, which can be complex in courses such as Structural Geology and Mineralogy-Petrology I, as well as projects that typically require field-based learning. The Earth Science program was able to provide a virtual academic learning environment to help students overcome barriers to success within our courses.

Courses with field components (ESCI-303: Environmental Methods in the Field, ESCI-390: Field Geology) were re-designed to provide online alternatives with Google Earth data and landscape provisions, 360-degree interactive panoramas, field videos and photo collections, and other resources. Our students were able to study glacial landscapes in Switzerland, droughts in California, landslides in Yosemite National Park; they learned about geology in New Zealand, geological structures in Colorado and Montana, and even analyzed landscapes on Mars. These virtual fieldtrips help provide inclusive coursework by engaging a broader student population, breaking down the **perception of not being ‘outdoorsy’ and misconceptions about earth science.** Many of our students have time and/or financial constraints due to family care and work, as well as little exposure to the outdoors. Virtual field experiences can increase confidence while eliminating cultural and financial barriers as students receive professional training and gain advanced technological skill sets critical for their future success in STEM.

Courses that involve strong analytical skills and problem-solving components (ESCI 307 and ESCI 347 – both climate change courses, ESCI-330: Structural Geology) introduced new learning approaches and method application. Students were exposed to numerous technological online resources and models, including web-based modeling tools to simulate system behavior in earth and environmental applications, and joining an ocean research cruise to become part of a scientific drilling expedition. Students were exposed to science from the scientist perspective by providing them with opportunities to generate and evaluate relevant geoscience data. Research-based pedagogies allow for equity and inclusion of all student populations as students gain a better understanding of career prospects and analytical methods. In class-based research projects, students heard from scientists who led research projects through video interviews about how they got started, what motivated them, and what advice they have for undergraduate students interested in scientific careers.

Courses that focus on hands-on, feature-based identification of Earth materials (ESCI 306: Earth Materials, ESCI 311: Mineralogy-Petrology I) adapted to the limitations of remote learning by loaning material kits with basic mineral and rock samples, along with testing tools, to each student. Mineral and rock identification in hand sample and through the microscope are a large part of these courses. Although nothing truly replaces in-person learning for these skills, rock kits together with online sites showing

photos and videos of mineral hand sample testing processes (including unknowns) and mineral and rock thin sections were great substitutes during the pandemic. Additional online tools for mineral symmetry and phase diagram problems were also helpful for students to grasp these complex, 3-dimensional concepts. Virtual labs on mining in Yellowstone National Park and the Lake Superior region, alongside readings from John **McPhee's Encounters with the Archruid**, helped focus the students on the connections between societal needs, mining, and environmental issues and facilitated interesting discussions.

All Earth Science classes that were taught remotely or online also enhanced soft-skill development. In particular, learning objectives focused on team skills and encouraged students to better organize, learn effective time management strategies, manage distractions, navigate help for apps and devices, and improve online communications with peers and instructors. We have found that many of the virtual tools we embraced during the pandemic are great additions to our lessons, even for in-person learning, and have decided to retain these within our curriculum.

Urban Leadership: Build upon Northeastern's tradition of community partnership and engagement by collaborating with educational, social service, governmental, philanthropic, and business organizations in Chicago and the region.

Through the National Science Foundation-funded Agua En Comunidades Experimentales (ACE) program, co-PI Ken Voglesonger and other senior personnel developed a collaboration with the Shedd Aquarium that resulted in the placement of three NEIU Students in paid internship opportunities that began in early summer 2021. The collaboration continues to develop and we fully expect to continue placing students in paid internships with the Shedd.

Exemplary Faculty and Staff: Invest in and support faculty and staff to foster a nationally recognized urban university and create a thriving work environment that makes Northeastern an employer of choice.

The Earth Science program is committed to building an antiracist and pro-diversity community to offer a welcoming place for students, faculty, and staff of all backgrounds and identities. Drs. Head, Insel, and Voglesonger have been active participants in **NEIU's Anti-Racist Educators: STEM Faculty and Staff Anti-Racist Professional Development Series**, as well as in several of the **Center for Teaching and Learning's** diversity, equity, and inclusion (DEI) workshops. We are continuing to listen and learn about, and then implement, best practices for creating an inclusive and safe learning environment for all of our students.

We have attended several workshops focusing on earth science pedagogy with organizations such as the National Association of Geoscience Teachers and the Science Education Resource Center at Carlton College. In addition, faculty received **Quality Matters (QM) certification for successfully completing the QM workshop 'Design Your Online Course'** that emphasized quality assurance in online and innovative digital teaching and learning environments.

Faculty have also attended the following conferences and workshops as active participants:

- American Association of Colleges and Universities Teaching to Increase Diversity and Equity in STEM (TIDES) Institute, June 7 - June 10, 2021 (<https://www.aacu.org/2021-TIDES>)
- Measuring the Success of Institutional Efforts at Hispanic-Serving Institutions Workshop Series and Contributing to concept papers as a result of these workshops (funded by the National Science Foundation)
- 2021 Higher Learning Commission Annual Conference, April 5 - April 9, 2021
- 2021 Empowered Educator Online Conference, March 25-March 26, 2021

Fiscal Strength: *Enhance Northeastern's financial position by diversifying revenue sources and by strengthening institutional relationships with donors, public and private entities, and alumni.*

Despite the pandemic, Earth Science faculty continued to work on the implementation of teaching and research grants. The work provides a unique opportunity for our students to experience research first-hand and be part of a collaborative research project.

Dr. Ken **Voglesonger** received a renewal as the Principal Investigator of the National Science Foundation Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya, Mexico project, now entering its fourth year (2020-2022; \$56,852). The program recruits students nationally to study water resources and quality in the Riviera Maya in Mexico in partnership with Northern Illinois University and the Centro de Investigación Científica de Yucatán. In the summer of 2020, the program ran virtually, while in 2021 there was a return to in-person fieldwork.

Dr. **Voglesonger** led the United States Department of Agriculture Multicultural Scholars Program at NEIU (2016-2021; \$200,000). During the reporting period, the program supported 4 Earth Science and Environmental Science students with a total of \$27,318 towards tuition, fees, and books.

Dr. **Voglesonger** continued work on several grants including the National Science Foundation-funded Building Capacity: A Longitudinal Research-Based Learning Community to Address Critical Transitions of Underprepared Freshmen in STEM program (2018-2023; \$1,500,000). The Agua En Comunidades Experimentales (ACE) program continued to offer courses developed in earlier years of the program, NEIU 100 (ACE the Sciences I) and NEIU 300 (ACE the Science II) with tuition paid for by the grant. In addition, students attended scientific research conferences, performed research in a virtual environment, and also participated in external and internal STEM internships, all supported by the program PIs: Laura Sanders, Ken Voglesonger, Pamela Geddes, Shannon Saszik, and Maureen Erber.

Dr. **Voglesonger**, along with Dr. Shreya Patel of the Student Center for Science Engagement, was awarded a 3-year grant by the Improving Undergraduate STEM Education: Pathways into the Earth, Ocean, Polar and Atmospheric & Geospace Sciences National Science Foundation program (2020-2023; \$350,000). This program, titled GeoCaFES: Communities and Future Earth Scientists, is a collaboration with Michigan State University and the GeoLatinas non-profit organization. The goals of the program are to 1) recruit Latinx undergraduates from diverse sciences into geoscience graduate school; 2) Support socialization into graduate school and geoscience careers; 3) Mentor via routine on-the-ground and virtual interactions; and 4) Advance Latinx scholars as they enter and engage with the geoscience workforce. Beginning in the summer of 2021, the program ran virtually with 8 student participants from across the country, including a current NEIU student and an NEIU Earth Science Alumna, Bella Arroyo. Students were engaged in authentic research experiences with faculty from Michigan State University, and held weekly mentoring and social meetings with the senior project personnel. The project also provided mentor training in spring 2021 for both participating faculty and graduate students/post-docs, which provided perspective and best practices to the participants moving forward.

In collaboration with Principal Investigator Dr. Pamela Geddes from Biology, and fellow co-Principal Investigator Dr. Ken Nicholson from Chemistry, Dr. Ken **Voglesonger** was part of a team that was awarded a United States Department of Agriculture Hispanic Serving Institutions Education Grant in the fall of 2020. The grant, titled A Bridge to USDA Research for Hispanic Serving Institution STEM Undergraduates (2020-2024; \$275,000) will produce a highly-skilled cohort of NEIU students prepared to advance to the next level of academic and professional training for career paths in agricultural and environmental science. Through the grant, participants will receive training and mentoring in methods and protocols for conducting scientific research at USDA national laboratories, where they will participate in a 10-week intensive research internship. The start of this program was postponed due to the COVID-19 Pandemic, and we expect to recruit our first group of students for summer 2022.

Dr. Elisabet **Head** continues work on her NSF -funded grant “**Collaborative Research: Measurement of Copper (Cu) Speciation in Basaltic Glasses using X-ray Absorption Spectroscopy, a New Window on Metal Solubility and Transport in Magmatic Systems**” with collaborators from Argonne National Laboratory, University of Oregon, University of Tennessee, and the Hawaiian Volcano Observatory (2019-2022; \$94,273). This research involves the analysis of volcanic glass to understand how Cu minerals form in magma, which has implications for natural resources and the birth of our planet. Student research typically involves a lab component where samples are prepared for analysis, but this shifted to readings of background literature on general magmatic systems, as well as the papers related to this specific project, during most of the pandemic. At the end of the spring 2021 semester, the undergraduate student resumed work in the lab.

Dr. Nadja **Insel** continues collaborations with Assistant Professor Jennifer Cotton at California State University Northridge and Assistant Professor Ethan Hyland from North Carolina State University on an NSF sponsored project (2019-2022; \$100,198)

that aims to identify the mechanism(s) driving the expansion of C4 grasses in southern continental South America during the late Miocene through Pliocene. The team is specifically creating concurrent proxy records of climatic factors and C3/C4 grass distributions across the region, and linking these spatiotemporal records with climate model simulations in order to elucidate environmental and climatic controls on grassland ecosystems in the past and present. Undergraduate training provided at NEIU for this project includes increasing science literacy and acquiring skills in using programming languages such as NCL. The grant produced several conference abstracts.

Another collaboration between Dr. Nadja **Insel** and Dr. Max Berkelhammer (University of Illinois at Chicago) resulted in two peer-reviewed paper publications in spring 2021. The funding of the project ended in 2019, but PIs continue to work on disseminating results via publications and outreach.

Several of the grants listed above focus on providing a variety of support services to our students and were awarded by programs that focus on increasing the participation of underrepresented minorities in the geosciences. Through all of our grants, 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.

In total, Earth Science Faculty have active grants totaling over 2.5 million dollars in external funding for student recruitment, engagement, support, and training in the STEM fields.

II. Program Plan

A. Long term goals

The continued long-term goals of the Earth Science program 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 2020– 2021 academic year, we have three tenured/tenure-track faculty with a range of geoscience specialties that give our students a variety of perspectives. However, Dr. Laura Sanders retired in August 2020, and has left a crucial gap in our curriculum, student mentoring, research, and funding opportunities. As a

hydrologist, Dr. Sanders taught a variety of water-related courses with applications in Earth and Environmental Science, along with Introductory and First-Year Experience courses. For over three decades, Dr. Sanders has nurtured and supported increasing student interests in water resources, water quality, flooding, and geotechnical skills. The program is in an urgent state to replace Dr. Sanders. A new faculty hire with expertise in hydrology, environmental geophysics, or geotechnical techniques with an emphasis on applied research would strongly benefit our students by providing transferable skills, competitive tools for graduate school, research, and employment.

2. Equipment: The Earth Science program 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 with, for instance, a scanning electron microscope, would provide more modern analytical capabilities, and allow us to impart important skills on our students through both coursework and research.

3. Other Resources: The Earth Science program has one laboratory classroom, BBH 116, which is in **dire** need of renovation to engage modern pedagogies and to improve functionality.

The capstone for our Earth Science majors, ESCI-390: Field Geology, is designed to give students experience in field research and project-related work that prepares them for careers in Earth Science. Field camp combines many elements they have learned throughout their degree and allows students to experience real-world application of this knowledge by solving complex geologic problems. Field projects are currently conducted in the mountains around Dillon, Montana, but students also visit geological sites in Badlands National Park (South Dakota) and Yellowstone National Park (Wyoming). We recognize that traditional field camp may not be accessible for all students as it is physically demanding (lots of hiking at high altitudes in a desert environment) and costly. Therefore, we started to integrate virtual field components to complement in-person field experiences. However, working in the field is one of the most anticipated, rewarding, and fun experiences an undergraduate student in Earth Science can have. Many of our students have never been out of the city, have not camped, and have not seen the topography and geology that exists in the western U.S. This can be a profound experience for our students for many reasons and we would like to be able to offer this unique and crucial encounter with real-world geology. Every measure is taken to keep the budget of this course low. Nevertheless, support from the University is needed to help defray the costs for transportation and safety in the field. In particular, financial support for a Field Assistant is crucial to minimize health and safety risks associated with fieldwork by conducting ongoing risk assessment and report new hazards to the lead instructor as well as resolve safety concerns arising in the field. Moreover, the Field Assistant is serving as a peer counselor, a role model for intellectual growth, and helping to improve the efficient use of field and project time for students.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts:

Berkelhammer, M., **N., Insel**, I. Stefanescu, 2021. Wetter summers mitigated temperature stress on Rocky Mountain forests during the last interglacial warm period. *Geophysical Research Letters*, 48 (18), e2021GL093678

Insel, N., M. Berkelhammer, 2021. The influence of orbital parameters on the North American Monsoon system during the Last Interglacial Period. *Journal of Quaternary Climate*, 36 (4), doi: 10.1002/jqs.3311

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

2. Conference Presentations

Ghosh, A., J.M. Cotton, E.G. Hyland, S. Hauswirth, D. Tineo, M.S. Raigemborn, T.S. Hayduk, **N. Insel**, 2020. Reconstructing the Late Miocene-Pliocene paleoenvironment and paleoclimate of southern continental South America (SA) in order to determine the factors driving expansion of C4 grasslands: **$\delta^{13}\text{C}$ isotopes, molecular biomarkers, phytoliths, and X-ray fluorescence (XRF)** from Río Iruya, NW Argentina. AGU Fall Meeting Abstracts 2020, PP001-0016

3. Funded grants

A Bridge to USDA Research for Hispanic Serving Institution STEM Undergraduates. United States Department of Agriculture Hispanic Serving Institutions Education Grants. Grant #2020-38422-32240. 2020-2024. \$275,000. PI: Pamela Geddes (Biology & Environmental Science); co-PIs: Ken Nicholson (Chemistry & Environmental Science) and Ken **Voglesonger** (Earth Science & Environmental Science)

Building Capacity: A Longitudinal Research-Based Learning Community to Address Critical Transitions of Underprepared Freshmen in STEM. National Science Foundation. Award #1832421. 2018-2023. \$1,500,000. PIs: Laura **Sanders**, Ken **Voglesonger**, Pamela Geddes, Shannon Saszik, and Maureen Erber.

GeoCaFES: Communities and Future Earth Scientists. Improving Undergraduate STEM Education: Pathways into the Earth, Ocean, Polar and Atmospheric and Geospace Sciences, National Science Foundation. Award # 2023059. 2020-2023. \$350,000. PI: Ken **Voglesonger**.

Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya, Mexico. National Science Foundation. Award #1852263. 2019-2022. \$56,852. PI: Ken **Voglesonger**.

Multicultural Scholars Program at NEIU. United States Department of Agriculture Grant #2016-38413-25274. 2016-2021. \$200,000. PIs: Laura **Sanders** and 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). Award #1834939. 2019-2022. \$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. National Science Foundation (EAR). Award #1850658. 2019-2022. \$100,198. PI: Nadja **Insel**

4. Service

Nadja **Insel**: Manuscript reviews for Journal of Quaternary Science and Journal of Geophysical Research: Atmosphere.

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).

B. Student Achievements

1. Samran Mirza (Computer Science), Eric Friedman (Mathematics), Oceana Chavez (Earth Science), and Gloria Rios (Biology) were mentored by Drs. Anderson (Physics), Head (Earth Science), and Nicholson (Chemistry) in Student Center for Science Engagement (SCSE)-sponsored research during summer 2020. The students researched air quality in the Chicago area through a collaboration with the U.S. Environmental Protection Agency, and presented their research at the SCSE's 12th Annual Summer Research Symposium. **Chavez**: Tracking Ozone Plumes from Chicago to Wisconsin; **Friedman**: PM2.5 and Confirmed Positive Tests for COVID-19 in Illinois by County; **Mirza**: Illinois Counties COVID-19/PM2.5 Comparison. Both the research and symposium were virtual due to the COVID-19 pandemic.

2. Andrea **Saavedra** (Earth Science, 2021): Andrea received a National Science Graduate Fellowship and is currently pursuing a Ph.D. at Michigan State University.

3. Oscar **Coronel** (Earth Science, 2020): Oscar is pursuing a Ph.D. in Civil and Environmental Engineering at Northwestern University.

C. Alumni News

Nathalie **Martinez** (Earth Science, 2019): 2020 – present, GIS Technician for Apex Systems in Sunnyvale, CA. Nathalie is working on a project for Apple Maps.

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

Rashanda **Eljio** (Earth Science Minor, 2019): 2020 – present, GIS Technician at Mandli Communications in Wisconsin, currently enrolled in Oklahoma University's online Master of Environmental Science: Hydrology program.

Mariah **Green** (Earth Science, 2017): MSC from University of Colorado Boulder, Museum and Field Studies with a paleontology specialization (2020), Museum and Collections Manager at Virginia Tech Museum of Geosciences (2021 - present)

Dra. Patricia **Jaimes**, (Earth Science, 2015): 2021 -present, Instructional Consultant of Diversity, Equity, and Inclusion at the Center for Research on Learning and Teaching, University of Michigan

Dr. Elisabeth **Gammel** (Earth Science, 2012): 2020 - present, Instructional Assistant Professor, Texas A&M University.

ECONOMICS

Annual Report 2020–2021

Submitted by **Scott W. Hegerty**

I. Executive Summary

The Economics Department has continued its record of successful scholarship and engagement with the community. We work with people across Chicago in disciplines such as Public Health, and engage students across campus by promoting financial literacy. We also continue **to build the College’s most comprehensive catalog of data science courses**. We hope to encourage students in all disciplines to enroll in Economics courses, while building connections with affiliated disciplines such as Geography and Political Science. Our courses continue to be **cross-listed with the COBT’s data analytics minor**; we hope to offer all students to benefit from this growing field.

Our work continues to support the University’s strategic goals:

STRATEGIC GOAL ONE: Advance student success through community engagement. The Chicago CHEC grant, led by **Dr. Ciecierski**, not only has extended NEIU’s footprint in the city and helped strengthen connections across universities, but has also funded research by students and faculty. These opportunities have helped launch research careers for students in a number of disciplines. The department has also continued to grow its financial literacy offerings; **Prof. Gollan** and **Dr. Hegerty** have developed Economics 100: Financial Literacy under the auspices of the Department of Education Title V CASA grant (Creating Access to STEM for All). This course is now offered every Spring. Dr. Hegerty continues to discuss financial literacy for TRIO and other groups on campus, and has written some explainers on credit cards and car insurance for some national websites. The department also participated with various academic symposia, including the annual workshop on Mathematical Modeling of Complex Systems, which is jointly offered with the Warsaw School of Economics. The workshop was delivered virtually in Spring 2021, and was open to students in both countries. We believe that Economics has a unique potential to work across disciplinary boundaries, and hope to further these partnerships.

STRATEGIC GOAL TWO: Academic Excellence and Innovation: The Department was able to turn the ongoing global pandemic, which upended traditional pedagogical practices, into an opportunity to position ourselves for the “new normal.” We believe that students will continue to prefer a mix of synchronous and asynchronous, remote and in-person offerings. To that end, **Dr. Marfatia** and Dr. Hegerty have “hybridized” their **macroeconomics and data analysis courses**, so that online content could be offered alongside in-person or virtual class meetings. This allows students to review prerequisite material at their own pace in a way that deepens

their understanding of the more complicated material covered in upper-division courses. These upper-division macroeconomics courses can now be offered as in-person, hybrid, or 100% online depending on need. The introductory content has also been packaged as a standalone online Principles course. This innovation will allow faculty to **“hit the ground running” when we return fully to campus in Fall 2021**. In-person courses will now be robust to student illness, required absence, or other disruption, and the Department will be on-track to online delivery once the pre-pandemic push to offer online programs returns and replaces the current push to limit such offerings.

The department has also continued to build on its strengths in Urban Economics, Macroeconomics and Finance, and Data Analysis, offering courses in each area each term. We constantly update our content and approaches, and were able to seamlessly translate to a remote format. We pride ourselves in the combination of academic theory, **“real-world” applications, and professional skills that we provide. Students continue to find these skills essential as they enter the workforce.**

STRATEGIC GOAL THREE: Urban Leadership: Besides building lasting relationships through CHEC, the Department also regularly works with faculty and community members across the Chicago region. Dr. Hegerty is a member of the Chicago Public Health in GIS group, representing NEIU alongside geographers from Chicago State, the University of Chicago, and Northwestern University, among others. Dr. Marfatia continues to be involved with CHEC. Members of the department continue to conduct research on essential topics such as segregation and zoning.

We also offer coursework in Urban Economics (led by **Dr. Gallagher**) and in applied methods. We offer a dedicated course (ECON 330) in urban and regional development, and ECON 346 covers urban topics as well. These and other courses offer students the ability to actively study our urban community, as well as develop a skill set that will allow them to answer real problems in their own neighborhoods.

II. Program Plan

A. Long term goals

The Economics Department seeks to strengthen its offerings and capacity in the three disciplinary areas mentioned above, **offering clear “tracks” for students interested in** finance, urban issues, or data science. We are also working to build connections with other disciplines. Geography, for example, is a natural fit; GIS is useful for our students, and Economics discusses spatial statistical methods. We would like to incorporate other CAS departments in an interdisciplinary data analysis certificate or concentration, which focuses on social science applications, if there is sufficient interest.

We have also begun work identifying our unique “pipeline”—most majors decide on Economics after having taken their first course, and many do so at local two-year colleges before transferring to NEIU. We plan on reaching out to such institutions, highlighting the ways in which an Economics B.A. gives students a degree that allows graduates to address a wide range of practical topics using a set of business-oriented tools. We hope to grow our major in this way in the coming years.

B. Projected needs

1. Faculty: With some key departures to administration and grant administration, our department now relies heavily on three full-time tenured faculty and one full-time instructor. As a result, we have only one Ph.D. microeconomist available to teach intermediate-level theory courses. Our Instructor is able to help with upper-division electives, but is also dedicated to financial literacy courses. In the past, we have had five full-time faculty (with a prevalence of microeconomics over macroeconomics), and may need to address this in the near future. The lack of research and other support raises the probability that current faculty might move on as the economy improves.

2. Equipment: The Department faculty worked entirely from home during the 2021-2022 academic year, so we used our own equipment such as laptops, cameras, and internet connections. Our antiquated office computers continued to depreciate in our absence, and are well past the end of their useful lives. We will need upgraded equipment in the very near future.

3. Other Resources: A lack of dedicated research funding has constrained some faculty conference attendance and research output. The existing channels for support are inadequate. These concerns should be addressed, with direct comparisons made to peer institutions.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

S.W. Hegerty, “The Effect of Capital Flows on Asian/Euro Exchange Market Pressure” (2021) in *Foreign Direct Investment Outflow from Asian Countries to EU Member States*, Warsaw School of Economics (SGH) Press, P.K. Biswas and R. Dygas, eds., Ch.3.

2. Articles and Abstracts, Local Exhibitions or Performances:

Matthew Olonoff, Raymond S. Niaura, **Christina C. Ciecierski**, Jody D. Ciolino & **Brian Hitsman** (2021), “Electronic nicotine delivery systems: use, knowledge, and attitudes among diverse college students,” *Journal of American College Health*, DOI: 10.1080/07448481.2020.1846044.

Majcherek, D.; Weresa, M.A.; **Ciecierski, C.** (2020), “Understanding Regional Risk Factors for Cancer: A Cluster Analysis of Lifestyle, Environment and Socio-Economic Status in Poland,” *Sustainability*, *12*, 9080. <https://doi.org/10.3390/su12219080>.

Danciu, O.C., G. Chlipala, Z. Madak-Erdogan, H. Patel, L. Banks, A. Zaidi, A. Santaliz Casiano, L. Schulte, L.Weller, D. Taiym, N. Pulliam, E.L. Hazizi, E. Martin, A. Fareeduddin, A. Bargaje, C. Garcia, **S. Hegerty**, S. Friedewald, S. Khan, J.J. Kim, W. **Gradishar**, **G. Rauscher**, **J. Frasor** and **K.F. Hoskins**, (2020) “Racial differences in circulating inflammatory cytokines and breast cancer disparities,” *Cancer Research* August 2020 80(16) Supplement, Abstract 1176, Proceedings: AACR Annual Meeting 2020; April 27-28, 2020 and June 22-24, 2020, Philadelphia, PA; DOI: 10.1158/1538-7445.AM2020-1176

M. Aftab, A. Ali, and **S.W. Hegerty**, “The Dynamic Relationship Between Exchange Market Pressure and Stock Prices: Evidence from Ten Asian Emerging Markets” (2021) *International Economics and International Policy* 18, 699–719. doi.org/10.1007/s10368-021-00501-w

S.W. Hegerty, “Housing Loans and Domestic Credit in the Baltic States and Poland: Structural Breaks and Macroeconomic Determinants” (2020) *Journal of Economics and Management* 42(4), 48-69. doi.org/10.22367/jem.2020.42.03.

Marfatia, H. A. “Modeling House Price Synchronization across the U.S. States and their Time-Varying Macroeconomic Linkages” (2021) *Journal of Time Series Econometrics*, 13(1), 73-117.

Kishor, K., V. Bhatt, and **H. A. Marfatia** (2020) “Estimating Excess Sensitivity and Habit Persistence in Consumption Using Green Book Forecast as an Instrument” *Oxford Bulletin of Economics and Statistics*, 82(2), 257-284.

Marfatia, H. A. “Evaluating the Forecasting Power of Foreign Country’s Income Growth: A Global Analysis” (2020) *Journal of Economic Studies*, 47(5), 1071-1092.

3. Conference Presentations, Group Shows

R.M. Gallagher, “The Long-Run Demographic Impact of Post-War Land-Use Zoning: How Early Restrictive Land-Use Controls Shaped the Suburbs” 67th Annual North American Meeting of the Regional Science Association International, November 9-13, 2020. (virtual).

S.W. Hegerty, “Bank Density, Population Density, and Economic Deprivation Across the United States” SGH/NEIU 17th Mathematical and Statistical Modeling of Complex Systems Workshop, virtual, April 19, 2021

Marfatia, H. A. “Is the future really observable? A Practical Approach to model monetary policy Rules,” Midwest Economics Association, March 21-26, 2021, Virtual.

4. Funded grants

C. Ciecierski, Contact Principal Investigator on a NIH/NCI U54 Center Grant entitled “Chicago Collaborative to Promote and Advance Cancer Health Equity, 09/01/2020-08/31/2021

C. Ciecierski, Co-Principal Investigator on a grant from the Polish National Agency of Academic Exchange or (Narodowa Agencja Wymiany Akademickiej, NAWA) entitled “New Economy Lab”, 12/1/2018-12/31/2021

6. Service

C. Ciecierski, Conference Organizer, Fourth Annual Women in Science Conference dedicated to Women in Biology, March 12th and 26th, 2021 (virtual)

C. Ciecierski, Institute of International Education, Peer Review Committee for the Fulbright U.S. Scholar Program for the 2021-22 competition, Committee: Economics, Meeting Date: October 21, 2020.

C. Ciecierski, Manuscript reviewer, *Tobacco Control*.

S.W. Hegerty, Associate Editor, *Economic Research Guardian*

S.W. Hegerty, Member: Editorial Board, *Economic Change and Restructuring*

S.W. Hegerty, Member: Editorial Board, *Journal of Economics and Management*

S.W. Hegerty, Member: Editorial Board, *Bulletin of Applied Economics*

S.W. Hegerty, Member, Steering Committee, Chicago Public Health GIS Network

B. Student Achievements

Marianna Uribe (Economics 2010) started in the NYU Stern MBA Program.

C. Alumni News

Elizabeth Ampong (Economics 2019) accepted a position as an Administrative Manager at The Kennedy Forum Illinois.

ENGLISH DEPARTMENT

Annual Report 2020– 2021

Submitted by **Timothy H. Scherman**

I. Executive Summary

In this second year under the cloud of the COVID19 Pandemic, the English Department has made sure to be a steady, reliable presence, offering 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. In spite of what we realized would be depleted enrollment due to the **extraordinary conditions we've all been working in, we persevered even in our** outreach to the broader community, sponsoring and co-sponsored events and readings in virtual modes, in our 82 Reading Series, our Professional Development Seminar Series, and the NEIU English Institute, with varying success. One thing that did not diminish but was rather enhanced in this challenging year was our relations with alumni, whose active support we detail below under Goal 6: Fiscal Strength.

This year we learned real lessons about the social and psychological vulnerability of our students, faculty and staff, but we also witnessed their resilience and determination. Most of all we learned that our hunger for a time when we can meet and learn face to face again is real and important to respond to, as 35 or more of us eagerly gathered at the end of May 2021, vaccinated and unmasked, outdoors at Peterson Park for an end-of-year graduation celebration for majors completing in 2020 and 2021.



Some highlights of the 2020-21 **for the department, organized by NEIU's University** Goals, include the following:

Goal 1: Student Success.

The challenges of COVID were very real, demonstrated in both material and psychological challenges our students have experienced as the effects of the Pandemic **deepen. Some students have stopped out, announcing the loss of income they'd used to** pay for school, or their self-knowledge of difficulties in or distaste for remote modes of learning. In some cases, the department purchased cameras so students could be more present on the ZOOM screen; in other cases, cameras were precisely the problem, as students preferred not to invite the public into their homes for whatever good reason. Nonetheless, faculty and students worked together to move ahead in their programs. **Some students, as detailed below in our "Accomplishments" section, managed through** it all to produce work that was published or else accepted for presentation at regional and national conferences. But this year has been one **to reassess what "Student Success"** means at NEIU—something that very much varies from student to student—something that could be measured, depending on the year, in basic perseverance.

Goal 2: Academic Excellence and Innovation.

Everyone in the department was challenged to up their game in remote modes of course delivery, and I was proud of the large majority of the department who attended and completed QM training to enhance their knowledge of universal learning standards and the latest thinking in serving populations such as ours in on-line and remote modes.

Last year, we reported on the ways we made the Pandemic an educational opportunity through a series of articles written by students and faculty from the English Dept curated by Ryan Poll as Guest **Editor of the series "Literature of Pandemic" in PopMatters.com. Driven by Poll's further leadership and initiative to invent a one-**credit Special Topics course, in the fall of 2020 the department offered ENGL 301: Special Topics in Literature and Culture: The Literature of Pandemic—a Saturday morning course taught by nearly the whole department, with the authors of the PopMatters series and others expanding on their brief articles in 2-hr seminar presentations and discussions. If and when COVID ever ends, we plan to use this course model for other issues of general interest and import.

Goal 3: Urban Leadership.

The initiative that contributes most to our work in this category is likely our participation and leadership in the CAS Professional Development Seminar Series. Understandably, COVID, along with the uncertainty and chaos faced by teachers in CPS and local suburban schools we serve through the program, put an enormous damper on our enrollment and participation. Frankly, teachers were largely ZOOMED out by Friday, and the prospect of another ZOOM—even one where they might productively communicate with other adults in their profession—was hardly appealing for many.

Nevertheless, we did serve 33 students from local high schools in three different seminars offered by the department, **with Kris Over's seminar "Allowing Race in the Classroom" still drawing robust enrollment.**

More successful, in the COVID remote environment, were special programs, mini-conferences and the like, hosted via ZOOM. Not only did we host several local Chicago writers in our 82 Reading series, presented virtually on April 6, 2021, but our annual partnership with Albany Public Library to discuss the selection for the One Book One Chicago program, this year focusing on **Mohsin Hamid's *Exit West***, was well attended in the fall.

Goal 4: Exemplary Faculty and Staff

The performance of our faculty in this challenging year was exemplary—their empathy, their diligence, their adaptability, their dedication. For this report I only want to raise up one particular effort, otherwise unrecorded in our accomplishments section below. On August 10, 2020, our MA student Valerie Pell lost her battle with cancer. Later that month, Ryan Poll and Kris Over suggested that we edit and format the late draft of her **MA thesis, "An Epistolary Inquiry of Shirley Jackson's *The Bird's Nest*," and make the effort to have her degree granted posthumously. With Dr. Over's work and leadership and the efforts of Dr. Poll and then current graduate student Quentin Obis, a final copy of the thesis was submitted and accepted by ProQuest in the fall, and a bound copy of this, one of the most creative and incisive projects we've seen in some years, was delivered to her husband, with another copy preserved in the department. Her posthumous degree was granted in December 2020.**

Goal 5: Enhanced Operations

While the general effect in this area is likely not unique to the English Department, COVID has quite literally forced us to enhance our operations. If during the first months of quarantine some faculty and staff could put off changing their habits and expectations for how we do business at the NEIU, this full year working remotely ineluctably changed those habits and expectations. Our department is now much more ready, perhaps, than we would have been without this challenge, to convert our operations to electronic forms, to communicate and attend meetings remotely, to conduct advising on a much more flexible schedule that does not require meeting in the same physical space of students whose time is more strictly divided between work, school, and family than most university populations. That said, now that the ZOOM has opened our calendars for work more or less 24/7, the trick will be developing a new discipline to preserve valuable and necessary boundaries between our own lives and work at NEIU.

Goal 6: Fiscal Strength

After the first few months of the Pandemic revealed how much more direly its economic effects had hampered the first-generation working class population NEIU serves, we contacted four or five real leaders in Alumni Giving to contribute to a MATCHING

FUND to begin a campaign for what would, in the longer term, become an Endowed Student Assistance Fund for our majors and minors. Over \$4000 was pledged, all of which was match by donations and more, bringing our new account to a level over \$9000 by the spring of 2021. While \$25,000 is the new minimum level for an endowment run by our Foundation, this commitment shows amazing support from our Alumni to what is a real need, well beyond the conditions of a Pandemic.

It bears noting that given our remote year in 20-21, major expenditures from our other cash accounts fed by our Professional Development Seminars and the NEIU English Institute, such as travel, were all but eliminated. This effect, multiplied across the university, necessitated a rescission of funds in cash accounts university wide early in the fall, but it will now be up to us to find good uses to put the monies we have **inadvertently accumulated. The department's initial impulse, to transfer \$10,000 or more to our Student Assistance Endowment, seems to have run into State laws oddly prohibiting this sort of transfer.**

II. Program Plan

A. Long term goals

Next year's Program Review will precipitate several large initiatives, notably completing a revision of our combined department By-Laws, the updating of our department DACs (both DPC and IDPC) to respond to university DEI initiatives and our expanded remote and OL offerings, as well as a major update of our Department goals and outcomes and assessment rubrics to better meet student needs and CAS initiative to incorporate "Core Competencies" into our programs. Finally, the department will initiate an ongoing Alumni Talk-Back Series—remote and in-person, COVID permitting—to give our students practical information and inspiration concerning the jobs they might take on and career paths they might follow after NEIU.

B. Projected needs

Department computers continue to age, with quite a few crashing entirely over the past year. **As our "replacement cycle" has been reduced to literally waiting for faculty not to have any working computer before even patched together rebuilds are sought out and supplied, we continue to wait for a real investment in the tools we use to do our jobs every day. The egregious lapse in support in this area was revealed, like so many other inequities, during this second year of "remote" delivery under COVID protocols.**

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books

Cronk, Olivia. *WOMONSTER*. Tarpaulin Sky, 2020.

Eze, Chielezona. *Justice and Human Rights in the African Imagination: We, Too, Are Humans*. (London: Routledge, 2021). pp. 184. OPEN ACCESS: https://doi.org/10.4324/9781003148272_2.1. "Justice as a Spiritual Quest" *Contemporary Justice Review*, Volume 24, Issue 3 (2021): 1-10 <https://doi.org/10.1080/10282580.2021.1965073>

Kim, Julie, editor. *Crime Fiction and National Identities in the Global Age: Critical Essays*. McFarland & Co., 2020.

FICTION, POETRY and other Creative Writing

Dean, Larry O. "Alphabet." *Round Table Literary Journal* #54, December 2020.

----- "Previously." *Round Table Literary Journal* #54, December 2020.

-----. "House by the Cemetery." *Neuro Logical, Neuro Logical*, 10 Feb. 2021, <https://www.neurologicaliterarymagazine.com/post/house-by-the-cemetery-larry-o-dean>. NEIU Faculty Publications and Creative Works Recognition for works in 2020 (3/31/21)

-----. "The Return of White Fang." *The Babel Tower Notice Board*, 30 Apr. 2021, www.thebabeltowernoticeboard.com/featured-writing/the-return-of-white-fang-by-larry-o-dean.

Goldblatt, Amanda. "The Idiots." *Guernica*, 26 Feb. 2021. guernicamag.com/the-idiots/

------. "Neon; Regret: Lucio Fontana's Walking the Space." *Hobart*. 2 December 2020. hobartpulp.com/web_features/neon-regret-lucio-fontana-s-walking-the-space

Greenburg, Bradley. "Wireless." *Midwest Review* 8, 2020. Short Fiction.

2. Articles and Performances:

Davros, Michael G.. "Colouring Outside the Lines: Jeffrey Eugenides's Questions of Categories." *Borders and Borderlands: Explorations in Identity, Exile and Translation*. Eds Richard Pine and Vera Konidari. (Newcastle: Cambridge Scholars Publishing, 2021). 118-27.

Poll, Ryan. "Lynn Nottage's Theater of Genocide: Ruined, Rape, and Afropessimism," *Journal of Dramatic Theory and Criticism* 35.1 (Fall 2020): 81-105.

Poll, Ryan. "Colonial Pandemics and Indigenous Futurism in Louise Erdrich and Gerald Vizenor." *PopMatters*, 3 August 2020.

Poll, Ryan. "Spike Lee's 'Da 5 Bloods' and Pedagogical Filmmaking in the Movement for Black Lives." *PopMatters*, 17 June 2020

Scherman, Timothy. **Section editor and author**, “Elizabeth Oakes Smith 1806-1893—American novelist, essayist, lecturer, poet and short-story writer,” *Nineteenth Century Literature Criticism* vol 387, Layman Poupard Publishing, LLC: 95-177.

3. Conference Presentations

Barnett, Timothy. "Crossing Borders for Access: Amplifying the Role of Identity Narratives in Prison Education," a paper given at the National Conference for the Alliance for Higher Education in Prison on March 2, 2021

Buell, Marcia (co-presenter). "Dual Credit and Basic Writing." Reconsidering Basic Writing in the Changing Landscape (Interest Section Workshop) College Composition and Communication Conference. April 7, 2021.

Garcia, Emily. “**Independence as “herida abierta”** paper presented at **Society of Early Americanists Conference**, March 4 ,2021 (virtual, via ExOrdo)

Goldblatt, Amanda. Reading, in support of *Wig Heavier Than a Boot*, a poetry and photography collaboration by David Johnson and Philip Matthews, with Aricka Foreman, at Filter Gallery, Chicago, August 2020.

Poll, Ryan “Aquaman and the War Against Oceans: Comics Allegory in the Anthropocene,” 2021 DePaul Pop Culture Conference: A Celebration of Superheroes,” Chicago, IL, May 2021.

Poll, Ryan. “**Aquaman, the Black Atlantic, and Indigenous Lifeworlds,” One-Day English Department Conference**, Northeastern Illinois University, Chicago IL, November 2020.

Poll, Ryan. “**The Curious Case of Black Manta: The New 52 Aquaman and White Supremacy,” 2020 Midwest Popular Culture Association Conference**, Minneapolis, MI, October 2020.

4. Service

Barnett, Timothy. Mentor and Leader, NEIU’s NDP program at Stateville Correctional Center, Crest Hill IL and with Illinois Coalition for Higher Education in Prison.

Garcia, Emily. Outside Reviewer. Department of English Program Review for accreditation, Bradley University, Peoria IL.

Greenburg, Bradley. Presenter, NEIU collaboration with Chicago Public Library with **home/away program for “One Book One Chicago”—Mohsin Hamid’s *Exit West***.

Over, Kristen. Member, Racial Equity Parent Steering Committee, July 2020-June 30 2021.

-----. Presenter and Discussion Leader, CPS Anti-racist Learning Studio, Evanston IL.

Poll, Ryan. Staff Writer, *PopMatters.com*

Scherman, Timothy. President, panel organizer and newsletter editor, The Elizabeth Oakes Smith Society.

Schroeder, Christopher. Judge and Statistician, Joseph Jeff Awards, Chicago IL.

----- Organizer, NEIU collaboration with Chicago Public Library with home/away program for “One Book One Chicago”—Mohsin Hamid’s *Exit West*.

----- Member, Editorial Board, *Composition Studies*.

B. Student Achievements

1. Published Articles

Bojorges, Heid Curran. ““Bitching Labor: Radicalized, Gendered Labor in DeConnick and De Landro’s Bitch Planet.” *FEMSPEC* (2021) 21/1: 17-61.

2. Conference Papers

Blakely, Ulisa. “The Constructed Self: Navigating Identity and Learning in Physical and Virtual Contact Zones,” Allerton Articulation Conference, April 2021 (virtual).

Cassaletto, Matthew. “Video Games in the Classroom.” Allerton Articulation Conference, April 2021 (virtual).

3. Acceptance to graduate or professional school

Cepeda, Elias. Ph.D. program in English, Southern Illinois University (Carbondale)

C. Alumni News

Books.

Manansala, Mia. *Arsenic and Adobo* (New York: Berkley, May 2021).

Articles.

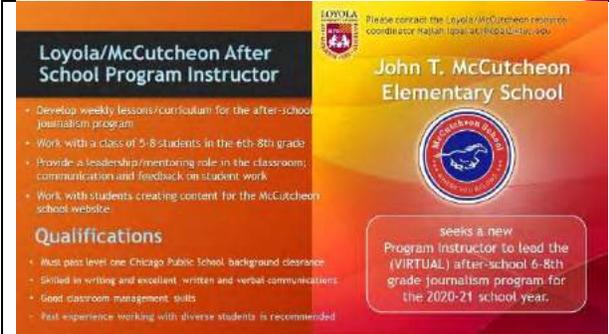
Friedberg, Joshua et al. *Decision to Heal: Pathways from Suffering to Love*. Gatekeeper Press, 2021.

----- “Five Voices in Country That Make This Gay Man Swoon • Country Queer.” *Country Queer*, 15 July 2020, <https://countryqueer.com/stories/list/five-voices-in-country-that-make-this-gay-man-swoon/>.

- . **“Is Miles Davis' 'Bitches Brew' a Tradition-Carrier or a Sellout?, PopMatters.”** *PopMatters*, 19 Jan. 2021, <https://www.popmatters.com/miles-davis-bitches-brew-2649879410.html?swcfpc=1>.
- . **“James Baldwin Digs into the Roots of American Music.”** *PopMatters*, 25 June 2021, <https://www.popmatters.com/james-baldwin-american-music?swcfpc=1>.
- . **“My Grief Playlist: What Helps Me Deal with Death.”** *The Good Men Project*, 16 Dec. 2020, <https://goodmenproject.com/featured-content/my-grief-playlist-what-helps-me-deal-with-death-kpkn/>.
- . **“My Name Is Josh and I'm a Recovering Music Snob.”** *The Good Men Project*, 22 Sept. 2020, <https://goodmenproject.com/featured-content/my-name-is-josh-and-im-a-recovering-music-snob-kpkn/>.
- . **“Rethinking Race and Gender in Country: Four Essential Books • Country Queer.”** *Country Queer*, 13 Oct. 2020, <https://countryqueer.com/stories/article/rethinking-race-and-gender-in-country-four-essential-books/>.
- . **“Thank You, Ghosting.”** *The Good Men Project*, 20 Oct. 2020, <https://goodmenproject.com/featured-content/thank-you-ghosting-kpkn/>.
- . **“The Day I Belonged in My Hometown--Years After I Got Out.”** *The Good Men Project*, 5 Aug. 2020, <https://goodmenproject.com/featured-content/the-day-i-belonged-in-my-hometown-years-after-i-got-out-kpkn/>.
- . **“The Hype of Political Correctness--and When It's Real.”** *The Good Men Project*, 10 Feb. 2021, <https://goodmenproject.com/featured-content/the-hype-of-political-correctness-and-when-its-real-kpkn/>.
- . **“When a #Selfie Means More.”** *The Good Men Project*, 22 Dec. 2020, <https://goodmenproject.com/featured-content/when-a-selfie-means-more-kpkn/>.

Appendix I:

Slides Used on our Hall Monitor and on Social Media Documenting Activities, Events, Job Opportunities and Sponsored Programs

<p>Psycholinguistics</p> <p>Ling 452, Fall 2020 (Online) Dr. Ariana Bancu, av-bancu@neiu.edu Department of Linguistics</p>  <p>This graduate level course looks at the cognitive processes involved in language and conversation, more specifically at the mapping, storage, processing, and access of language in the brain. We will discuss aspects of language comprehension, production, development, and language-related pathologies. Students will learn what is known (and what is still unknown) about how language is processed by exploring a variety of state-of-the-art methods in the psychology of language.</p> <p>Prerequisites: Ling 401. If you have taken Linguistics or psychology classes in the past, please email the instructor to find out if this course is a good fit for you, and if the prerequisites can be waived.</p> 	<p>7/8/2020</p> <p>“Psycholinguistics”</p> <p>Course offering, LING 452, for Fall 2020 term, by Ariana Bancu</p>
 <p>Loyola/McCutcheon After School Program Instructor</p> <ul style="list-style-type: none"> Develop weekly lessons/curriculum for the after-school journalism program. Work with a class of 5-8 students in the 6th-8th grade. Provide a leadership/mentoring role in the classroom; communication and feedback on student work. Work with students creating content for the McCutcheon school website. <p>Qualifications</p> <ul style="list-style-type: none"> Must possess one Chicago Public School background clearance. Skilled in writing and excellent written and verbal communications. Good classroom management skills. Past experience working with diverse students is recommended. <p>John T. McCutcheon Elementary School</p> <p>seeks a new Program Instructor to lead the (VIRTUAL) after-school 6-8th grade journalism program for the 2020-21 school year.</p>	<p>7/22/2020</p> <p>“Loyola/McCutcheon After School Program Instructor”</p> <p>Job opportunity for English majors with an interest in elementary education.</p>
 <p>HEADS WILL ROLL!</p> <p>FALL COURSES MAY START GETTING CUT IF THEY ARE NOT FILLED SOON</p> <p>Plan A-HEAD and Register Now!</p>	<p>7/23/2020</p> <p>“Heads Will Roll!”</p> <p>Announcement urging students to register for Fall 2020 classes.</p>
 <p>What NEIU Alums Are Doing...A LOT!!</p> <p>Kristina Garcia, PhD</p> <ul style="list-style-type: none"> B.A., English, Northeastern, 2012 M.Ed and PhD, Higher Education, Loyola, 2014-2018 Currently Associate Dean for the College of Communications and Behavioral Sciences at Elgin Community College, supporting faculty through evaluation, assessment, and professional development. She is involved with NEIU as a faculty member for the NEIU ENLACE Higher Education Masters Program. Research Passionate: Her research interests include cross-cultural, international and organizational communication and behavior, culture, and organizational communication. <p><small>**As a student of NEIU, Kristina was the divine creator of the "Weird Nerds" NEIU English FB page!</small></p>	<p>7/24/2020</p> <p>“What NEIU Alums Are Doing”</p> <p>Celebratory slide for English alum Kristina Garcia, PhD.</p>

	<p>7/28/2020</p> <p>“Come On Back!”</p> <p>Announcement of debt forgiveness program for returning NEIU students from 5 years.</p>
	<p>7/29/2020</p> <p>“Congratulations to Sonia Hussain!”</p> <p>Congratulatory slide for Spring 2020 alum Sonia Hussain upon publication of her thesis.</p>
	<p>8/12/2020</p> <p>“Job Opportunity: Frog Tutoring Chicago”</p> <p>Job opportunity with private tutoring/test prep company.</p>
	<p>8/25/2020</p> <p>“Congratulations Natalia Rokita”</p> <p>Congratulating Spring 2020 alum Natalia Rokita on her new teaching position.</p>
	<p>8/25/2020</p> <p>“Questions about the Creative Writing Minor?”</p> <p>Informational slide about how to contact Olivia Cronk, CW Coordinator, for information about the CW Minor.</p>

<p>PAID INTERNSHIP OPPORTUNITY</p> <p>With IL State Senator Ram Villivalam-8th Senate District</p> <p>INTERESTED? CONTACT Shannon Sibel ssibel@niu.edu In Career Development for more information</p>  <p>FELLOWSHIP DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Communications Services: Interwork with members to engage with constituents, help with constituent issues, and provide other services. • Coordinating and Organizing Field Activities: Assist in coordinating federal, state, and local agencies for constituents. • Volunteer Management: Help in the role of volunteer programs, including food/water bank, grocery delivery, etc. • Briefings: Research and prepare briefings for Senator Villivalam. • Research: Write at least one policy proposal and present it to Senator Villivalam. 	<p>8/27/2020</p> <p>“Paid Internship Opportunity”</p> <p>Internship Opportunity with IL State Senator Ram Villivalam.</p>
<p>PUBLISHING OPPORTUNITY!</p> <p>Submit NOW to the new, national, peer-reviewed undergraduate journal at Southern Illinois University Carbondale</p>  <p>The Journal of Fantasy and Fan Cultures</p> <ul style="list-style-type: none"> ➤ First issue is a special issue on Harry Potter ➤ Accepting academic essays and creative journalism ➤ Submission period open until December 20th, 2020 <p>Submission guidelines found at http://fantasyandfancultures.siu.edu/ Student essay submissions send to: jffc@siu.edu Questions and comments to: dohugany@siu.edu</p> <p><i>Grab the Dragon by the Tail and SUBMIT!!</i></p>	<p>9/1/2020</p> <p>“Publishing Opportunity”</p> <p>Call for submissions to new SIU-Carbondale fantasy and fan culture journal.</p>
 <p>Join the Virtual College Ambassador Program!</p> <p>THEATER INTERNSHIP —WITH THE GOODMAN THEATRE COLLEGE CLUB!</p> <p>Applications for the 2020/21 season are now open through Sunday, September 13!</p> <p>Goodman's College Ambassadors are a select group of Chicago area college and University students that help the Goodman team with campus outreach and engagement. They connect students with Goodman productions and programs in new and innovative ways.</p> <p>Ambassadors get:</p> <ul style="list-style-type: none"> ◆ Mentorship opportunities. ◆ Networking opportunities. ◆ Free tickets to most Goodman productions in our 2021 season when live performance resumes. ◆ The program spans both the fall and spring semesters, but students can also choose to only participate during one semester. 	<p>9/8/2020</p> <p>“Theater Internship”</p> <p>Announcement of internship with the Goodman Theater—Goodman’s College Ambassadors.</p>
 <p>CONGRATS TO MIKE DAVROS!! on his essay: “Coloring Outside the Lines: Jeffrey Eugenides’s Questions of Categories”</p>  <p>Originally intended to be delivered at the <i>Boodies and Boodies: Explorations in Identity, Exile, Translation and Transgression</i> conference at the Louisa Draxell Library in Corfu, Greece, the essay will be included in a book to be published by Cambridge Scholars Publishing in December 2020.</p>	<p>9/15/2020</p> <p>“Congrats to Mike Davros”</p> <p>Announcement of Instructor Mike Davros’ essay to be published by Cambridge Scholars Publishing in Dec. 2020.</p>
<p>CONGRATS TO JOSH FRIEDBERG!!</p> <p>An NEIU alum, Josh's latest essay, “My Name is Josh and I'm a Recovering Music Snob” is being published at The Good Men Project website on September 21!</p> 	<p>9/21/2020</p> <p>“Congrats to Josh Friedberg”</p> <p>Congratulations to NEIU alum for his essay’s publication by The Good Men Project.</p>

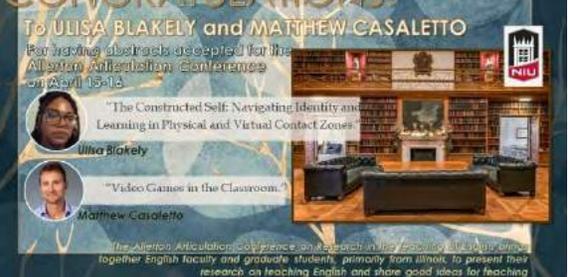
 <p>Hello! My name is Olivia Cronk Let's talk about the Creative Writing Minor!</p> <p>Creative Writing instructors will present the Spring class offerings and do a quick review of CWM requirements</p> <p>Email me for the Session ZOOM link or an appointment // o-cronk@neu.edu</p> <p>Students can submit questions in the chat box or ask them on screen. This meeting is for students simply wondering about CW classes and/or students interested in the Minor.</p> <p>Creative Writing Minor Q&A Session Thursday, October 15, 6:00 – 7:00 pm via ZOOM</p>	<p>10/6/2020</p> <p>“Creative Writing Minor Q&A Session”</p> <p>Announcement of Q&A session for prospective Creative Writing Minor students.</p>
 <p>CHICAGO PUBLIC LIBRARY ONE BOOK ONE CHICAGO</p> <p>Thursday, November 11, 2020 6:00 pm – 7:15 pm Virtual Event</p> <p>Need Captioning? Call (312) 747-4013 at least 10 business days before.</p> <p>Exit West: The Beautiful Crossing Panel Discussion with NEHU Faculty and Alana Murphy</p> <p>Alana Murphy, Creator of <i>The Beautiful Crossing</i>, a platform for sharing stories from former refugees and asylum seekers.</p> <p>Marie De la Torre, Associate Professor and Acting Chair of Justice Studies & Latinx and Latin American Studies, NEHU, Global Migration, and Social Justice.</p> <p>Tim Librett, Acting Associate Dean of The College of Arts and Sciences, NEHU.</p> <p>Bradley Greenburg, Professor of English, NEHU, author of <i>When Allah Last in the Desert</i> & <i>Blameed</i></p> <p>Join us as we discuss <i>Exit West</i> by Mohsin Hamid and friends of immigration, refugees and the challenges facing us today. We will also talk about the writing style and tone of <i>Exit West</i>, which is both sharply queer and transnationally informed.</p>	<p>10/9/2020</p> <p>“Exit West: The Beautiful Crossing”</p> <p>Promo of One Book One Chicago’s panel discussion of Exit West, with the Chicago Public Library</p>
 <p>Advance Registration is NOW OPEN!</p> <p>Register EARLY for your Spring 2021 classes— seize the day and grab your seats!</p> <p>A FEW MORE OF SPRING'S AMAZING ENGLISH COURSES:</p> <p>ENGL 499B – GLORIA ANZALDUA: DRPP OLIVE ENGL 390 – DEFECTIVE FICTION ENGL 331 – SHAKESPEARE: TRAGEDIES & HIST. ENGL 309 – WRITING FOR THE DIGITAL ECONOMY ENGL 374R – WRITING THE NOW ENGL 334 – FORMS OF POETRY</p>	<p>10/12/2020</p> <p>“Advance Registration”</p> <p>Announcing advance registration for Spring 2021 classes, including a selection of said classes.</p>
 <p>The McNair Scholars Program prepares low-income, first- generation college students and students from underrepresented groups of society for graduate education and doctoral studies.</p> <p>We are currently recruiting such students for a new cohort of 19 McNair Scholars who will complete their undergraduate studies no sooner than December 2021.</p> <p>McNair Scholars Program: New Cohort Enrollment!</p> <p>Enrollments OPEN NOW and applications are due on Thursday, Dec. 4, 2020 Find the application link at neu.edu/academic/mcnair-scholars</p>	<p>10/12/2020</p> <p>“Mc Nair Scholars Program”</p> <p>Announcement of open New Cohort Enrollment for the McNair Scholars Program</p>
 <p>English Department Undergraduate</p> <p>SPRING MERIT TUITION SCHOLARSHIP APPLICATION</p> <p>Are You Eligible?</p> <ul style="list-style-type: none"> Declared English Major with at least 12 credits earned Minimum of 3.3 GPA in the Major Illinois resident Earning first B.A. <p>Do You Have a Cover Letter and Writing Portfolio?</p> <ul style="list-style-type: none"> One-page cover letter detailing your qualifications for this award Includes student activities, internships, jobs you've done, etc. (if applicable) Portfolio: 10-20 pages of your best writing (submitted only for the English Major; all forms of written work are valid) <p>Deadline for consideration is Friday, November 6, 2020 Email completed applications to Tim Schermer (t-schermer@neu.edu)</p>	<p>10/16/2020</p> <p>“Spring Merit Tuition Scholarship”</p> <p>Announcement/Promotion of the department’s undergraduate merit tuition scholarship for the Spring 2021 term.</p>

<p>What NEIU Alum GERRY LEKAS is up to...</p> <p>Gerry Lekas (graduated 1972, English Sec Ed.) taught Language Arts and Social Studies in public school districts for several decades.</p> <p>His recent book, "Where the Tour Buses Don't Go" provides a detailed, self-guided tour of CHICAGO'S Hidden Sites of the Mysteries, Magic, Ghosts, and Glamour.</p>	<p>10/26/2020</p> <p>“What NEIU Alum Gerry Lekas is up to...”</p> <p>Promotion of 1972 NEIU alum’s new self-guided tour book, “Where the Tour Buses Don’t Go.”</p>
<p>HEARTLAND ALLIANCE Refugee and Immigrant Community Services</p> <p>Job Opportunity: Case Manager</p> <ul style="list-style-type: none"> Works with our students, and walk-ins, to connect them with agencies who can help with housing, legal and/or health needs. Provides advocacy, assessment, and case management services to individuals, families and groups. Applicants speaking the same languages (Spanish, Ukrainian, etc.) as the students and Belmont neighborhood residents are in demand! <p>This is a full-time position (\$18-\$25/hour) with a full benefits package (paid vacation, BCBS medical insurance, tuition reimbursement, etc.)</p> <p>www.heartlandalliance.org</p>	<p>10/29/2020</p> <p>“Heartland Alliance Job Opportunity”</p> <p>Job Opportunity with Heartland Alliance for the position of Case Manager.</p>
<p>The 82: Writers/Reading</p> <p>Student Edition</p> <p>Israa Abbas Cathy Colton Mike Fudaqz Xochitl Garcia Nathan Kaplan Zahra Sajwani Ania Samilian Joanna Vakili</p> <p>Tuesday, November 17 3:00 PM</p> <p>To request the ZOOM link email Olivia Cronk at o-cronk@neiu.edu</p>	<p>11/9/2020</p> <p>“The 82: Writers/Reading”</p> <p>The Student Edition of The 82 for Fall 2020, featuring several English majors reading their work on ZOOM.</p>
<p>English Department Undergraduate</p> <p>SPRING</p> <p>MERIT TUITION SCHOLARSHIP APPLICATION</p> <p>Are You Eligible?</p> <ul style="list-style-type: none"> Declared English Major with at least 12 credits earned Member of 3.3 GPA in the Major Illinois resident Earning first B.A. <p>Do You Have a Cover Letter and Writing Portfolio?</p> <ul style="list-style-type: none"> One-page cover letter detailing why you are applying Include student activities, internships, jobs, or other appropriate Portfolio: 10-20 pages of your best writing (submitted for the English Major; all formats welcome) <p>Application deadline for consideration is Monday, November 9, 2020 Email applications to Tim Scherman (tscherman@neiu.edu)</p>	<p>11/11/2020</p> <p>“Spring Merit Tuition Scholarship 2”</p> <p>Updated Merit Tuition Scholarship announcement with extended deadline.</p>
<p>REGISTER NOW</p> <p>LLAS 348-1 (Online Course Spring 2021)</p> <p>Mestiza/o Ways of Knowing CRN 29724</p> <p>Instructor: Victor Ortiz</p> <p>Who are you? This course offers you insights and conversations to explore this apparently simple yet crucial question. The course will expand the parameters to reflect on ethnic and racial identities. It challenges us to systematically examine the all-or-nothing framing of dominant yet simplistic characterizations influencing our sense of selves.</p> <p>Questions? Contact Victor Ortiz at V-Ortiz@neiu.edu</p>	<p>11/24/2020</p> <p>“LLAS 348 Spring 2021”</p> <p>Announcement of LLAS 348 course “Mestiza/o Ways of Knowing” for Spring 2021</p>

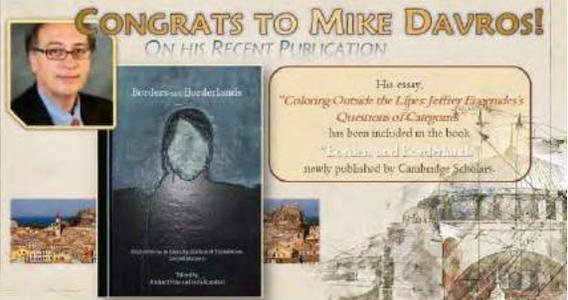
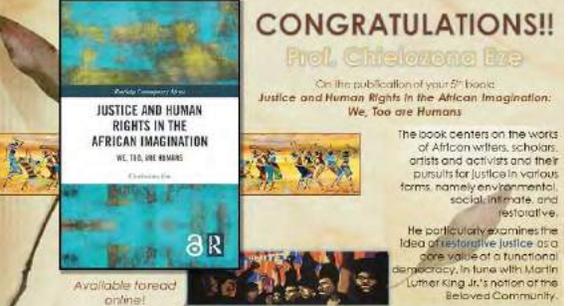
 <p>SEEDS The NEIU Student-Run Literary Journal 2021</p> <p>Accepting Submissions NOW!</p> <p>Submit your poetry, prose, hybrid, and mixed art for the 2021 issue by January 25, 2021, at midnight. Acceptance for publication will give you the benefit of working with SEEDS editors to fine-tune and ready your work for the world!</p> <p>No Have a writer or artist pal who's not an NEIU student? No problem! SEEDS is ready to publish the work of our community as well!</p> <p>SEND SUBMISSIONS HERE: https://seedsjournal.org/submit/</p> <p>Submissions guidelines are listed in the form.</p> <p>No Questions? Email: seedsjournal@seedsjournal.org</p> <p>EARLY SUBMISSION DEADLINE: December 17, 2020 FINAL SUBMISSION DEADLINE: January 25, 2021, midnight</p>	<p>11/30/2020</p> <p>“SEEDS 20-21 Submissions”</p> <p>Call for submissions to the NEIU student-run literary journal for the 2020-21 issue.</p>
 <p>NEIU English major Jessica Reich applied for and received a Community Services Block Grant (CSBG) Scholarship from DuPage County!</p> <p>Jessica's scholarship is well deserved, and is another great example of "you can't get the scholarship if you don't apply."</p> <p>WELL DONE!</p> <p>Congratulations to Jessica Reich!</p> <p>For receiving a CSBG Scholarship for "High Academic Attainment or Potential"</p>	<p>12/7/2020</p> <p>“Congratulations Jessica Reich”</p> <p>Congratulations to active English Major who received a block grant scholarship for academic achievement.</p>
 <p>FRONT PORCH ARTS CENTER</p> <p>Front Porch Arts Center (a NEW nonprofit Arts Center in Westside Chicago) is looking for NEW young playwrights!</p> <p>Front Porch Arts Center's mission is "to inspire, reimagine, and celebrate Westside art, community and culture."</p> <p>Front Porch Arts Center, founded by NEIU writing instructor Neil Stewart, is putting together the Westside Theater Festival taking place April 2021.</p> <p>They plan to offer 2 staged readings from 2 young Westside playwrights - one of which could be you!</p> <p>Interested? Follow and like their Facebook page!</p> <p>Want to know more? Email: frontporchartscenter@gmail.com</p> <p>Front Porch Arts Center is also looking for interns! Contact Neil at the above email.</p>	<p>12/7/2020</p> <p>“Front Porch Arts Center”</p> <p>Announcement of search for new young playwrights by the Center</p>
 <p>Congratulations to Heidi Bojorges!</p> <p>Heidi's essay "Bitch Planet" will be published in the next issue of FEMSPEC, an interdisciplinary feminist journal devoted to science fiction, fantasy, magical realism, surrealism, myth, folklore, and other supernatural genres.</p>	<p>12/7/2020</p> <p>“Congratulations Heidi Bojorges”</p> <p>Congratulations to the NEIU alum for publishing her essay in <i>FEMSPEC</i> magazine</p>
 <p>CONGRATULATIONS AMBER WORRICK!</p> <p>A 2013 NEIU MA in Linguistics, Amber has been admitted to the Ph.D program in English with a concentration in Applied Linguistics at the University of Memphis.</p> <p>WELL DONE!!</p>	<p>12/8/2020</p> <p>“Congratulations Amber Worrick”</p> <p>Congratulations to the 2013 NEIU Linguistics MA for her admission to the PhD program at the University of Memphis.</p>

	<p>1/6/2021</p> <p>“Spring 2021 Registration is Still Open”</p> <p>Promoting the online CAS Open House to get students ready for Spring 2021 term.</p>
	<p>1/12/2021</p> <p>“SEEDS 20-21 Submissions 2”</p> <p>Final call for submissions to SEEDS, with final deadline of 1/25/2021.</p>
	<p>1/13/2021</p> <p>“Computer Loaner Program”</p> <p>Announcing the Computer Loaner Program for students to support online learning during Spring 2021 term.</p>
	<p>1/13/2021</p> <p>“Questions About the Creative Writing Minor?”</p> <p>Repeat announcement about the CWM and how to contact Coordinator Olivia Cronk with questions.</p>
	<p>1/15/2021</p> <p>“What NEIU Alums Are Up To: Amaris Rodriguez”</p> <p>Summary of 2019 English alum’s growing career as a news journalist.</p>

	<p>1/25/2021</p> <p>“English Majors Social Media”</p> <p>Promotion of the English Department’s social media channels and upcoming content.</p>
	<p>1/27/2021</p> <p>“Meet Maddy Miklautsch”</p> <p>Promotion of Maddy as the English department’s Peer Tutor for Spring 2021.</p>
	<p>1/29/2021</p> <p>“Congratulations Dean’s List Fall 2020”</p> <p>Congratulations to the Dean’s List students of Fall 2020.</p>
	<p>2/8/2021</p> <p>“The 82: Writer’s Reading”</p> <p>Promo for the 4/6/2021 edition of The 82 featuring three working Chicago writers.</p>
	<p>2/8/2021</p> <p>“Pre-Law Events Spring 2021”</p> <p>Promotion inviting students to join the Pre-Law Society to learn about local Law schools and how to apply.</p>

 <p>Graduate Program Get-Together Student /Faculty Forum on Upcoming and NEW MA Courses Friday, February 26, 4:30 - 5:30</p> <p>Forum Hosts: Prof. Kristan Over Olivia Cronk, CWM Coordinator Prof. Marcia Buehl</p> <p>Forum participants will discuss:</p> <ul style="list-style-type: none"> Preview of Summer 2021 courses and NEW Fall 2021 courses Courses desired for Spring 2022 Overall support for Literature and Composition students from the English MA program. ZOOM Meeting Registration link here: https://neiu.edu/zoom.us/joining/register/1ZEqc-qpj0jH4Gn_0c6YvniMJdvH_LNoNew 	<p>2/19/2021</p> <p>“Graduate Program Get-Together”</p> <p>ZOOM Student/Faculty Forum to discuss new MA courses and to take questions/requests for improvement.</p>
 <p>SEA Self Employment in the Arts Self Employment in the Arts (SEA) wants to invite college students and recent grads to a free virtual event where we'll tackle this subject head on. We already have over 60 creative and industry professionals lined up to lead panel discussions, industry chats, mentoring, resume reviews, and more.</p> <p>WHEN: Pre-Recorded sessions start March 12. Live Sessions will be held March 19-21 WHERE: Virtually over Zoom and Google Meets for registered attendees</p> <p>Acting The Interview, Translating Your Creative Skills to Job Skills, Waiting for the Right Job, Mental Health Post Grad, Is Grad School Right for Me?, Advice for 2021 Grads</p> <p>Graduating with an Arts Degree DURING A PANDEMIC</p> <p>Pre-Registration required: https://www.selfemploymentinthearts.com/seo-summit-info</p>	<p>2/22/2021</p> <p>“SEA Virtual Conference”</p> <p>Promo for free virtual event for graduating students with an arts degree, and how to find work in a pandemic.</p>
 <p>CONGRATULATIONS TO NEIU ALUM VANESSA MACIAS!</p> <p>Vanessa was recently hired as the District Office Aide for State Representative Denyse Stoneback!</p> <p>“This is a great opportunity for me to further my work in government, which is a growing passion. After working for State Senator Ram Villalobos, this opportunity presented itself. As a DACA recipient and first-generation college student, I truly hope to make an impact at the local and government level one day. This serves as a steppingstone toward that goal. I want to be a practicing attorney but government work seems to have chosen me... so I'm following both!”</p>	<p>2/25/2021</p> <p>“Congratulations to Vanessa Macias”</p> <p>Congratulations to the NEIU alum for her recent hire as a District Office Aide for a local State Representative.</p>
 <p>“Why Should I Be an English Major?”</p> <p>Join the Department ZOOM Meeting to Find Out! March 12, 2021 10:00 AM</p> <p>Confer directly with department faculty on:</p> <ul style="list-style-type: none"> • Job! Alumni have taken—and are possible for YOU! • Scholarship Opportunities • Summer/Fall 2021 Courses • A NEW Announcement not yet public • Ask questions and weigh in on the Spring '22 Schedule! <p>SAVE THE DATE AND SEE THE ZOOM LINK!</p>	<p>3/1/2021</p> <p>“Why Should I Be an English Major?”</p> <p>ZOOM meeting of faculty/students to discuss the major, job/scholarship opportunities, and upcoming courses</p>
 <p>CONGRATULATIONS! To ULISA BLAKELY and MATTHEW CASALETO</p> <p>For having abstracts accepted for the Allerton Articulation Conference on April 15-18</p> <p>“The Constructed Self: Navigating Identity and Learning in Physical and Virtual Contact Zones” Ulisa Blakely</p> <p>“Video Games in the Classroom” Matthew Casaleto</p> <p>The Allerton Articulation Conference on Research in the Faculty of Arts and Sciences brought together English faculty and graduate students, primarily from Illinois, to present their research on teaching English and share good ideas for teaching</p>	<p>3/15/2021</p> <p>“Congratulations Ulisa Blakely and Matthew Casaleto”</p> <p>Congratulations to two students invited to present at the Allerton Articulation Conference</p>

	<p>3/16/2021</p> <p>“Scholarships! Eli Lebow Award”</p> <p>Announcement of this scholarship and its criteria.</p>
	<p>3/18/2021</p> <p>“SUMMER Merit Tuition Scholarship”</p> <p>Announcement of the Merit Tuition scholarship for the Summer 2021 term.</p>
	<p>3/22/2021</p> <p>“Borderless Internships”</p> <p>Promotion of two internships available with Borderless magazine</p>
	<p>3/22/2021</p> <p>“English Majors Social Media: Courses”</p> <p>Promotion of the department’s social media with a focus on upcoming courses.</p>
	<p>3/24/2021</p> <p>“Congratulations Loni Strach”</p> <p>Congratulations to CW student Loni Strach for 1st place win in 2021 IWPA Communications Contest</p>

	<p>3/30/2021</p> <p>“Congratulations Mike Davros”</p> <p>Congratulations to instructor Mike Davros on the publication of his essay in “Borders and Borderlands.”</p>
	<p>4/15/2021</p> <p>“NEIU TriVia Speaker”</p> <p>Announcing the TriVia Speaker Series presenter Dr. Kris Sealey for their 4/29/21 event.</p>
	<p>4/19/2021</p> <p>“Congratulations Prof. Chielozone Eze”</p> <p>Congratulations to Prof. Eze on the publication of his 5th book.</p>
	<p>4/21/2021</p> <p>“The 82: Student Salon”</p> <p>Promotion of The 82: Student Salon via ZOOM for 4/29/21, featuring several student writers.</p>
	<p>4/23/2021</p> <p>“Congratulations Richard Hallett and Frances Quinones”</p> <p>Congratulations to the LING instructor and MA student on their joint published paper.</p>

	<p>4/29/2021</p> <p>“RCA Assistantships”</p> <p>Announcement of the Research and Creative Activities Assistantships for 2021-22</p>
	<p>5/3/2021</p> <p>“Scholarships! English/Paul M. Levy”</p> <p>Announcement of this scholarship and its criteria.</p>
	<p>5/10/2021</p> <p>“4C Conference Proposal Call”</p> <p>Call for proposals for the Conference on College Composition and Communication, inviting current students to prepare such with faculty Dr. Marcia Buell</p>
	<p>5/19/2021</p> <p>“Iranian Heritage Student Award”</p> <p>Announcement of this award and its criteria.</p>

 <p>JOB OPPORTUNITY!</p> <p>Private Online And In-Person Tutoring</p> <p>Go to http://frog tutoring.com/jobs/Chicago</p> <ul style="list-style-type: none"> • Compensation starts from \$30.00 to \$37.5 per session • Make your work schedule • Get paid daily • Get compensated for driving over certain mileage • Tutor both online and in person • Get periodic bonuses based on performance • Tuition of the month recognition • Generous referral bonuses • Be an academic coach and a mentor to local students • You pick the age range and subjects to teach <p>APPLY: http://frog tutoring.com/jobs/Chicago</p>	<p>5/19/2021</p> <p>“Job Opportunity: Frog Tutoring”</p> <p>Promotion of job opportunity for students to be private/online tutors for local HS students.</p>
 <p>OPPORTUNITY for Creative Writing Minors!</p> <p>Go to http://us.fulbrightonline.org/countries/europe-and-aural-united-kingdom/415 for more details</p> <p>One award is offered to pursue a one-year MA in Creative Writing OR the first year of a two-year MFA in Creative Writing at Manchester Metropolitan University, UK.</p> <p>FULBRIGHT/MANCHESTER METROPOLITAN UNIVERSITY AWARD IN CREATIVE WRITING</p> <p>CANDIDATE PROFILE:</p> <ul style="list-style-type: none"> • Degree in scholarly enquiry and academic or professional excellence • Strong reasons for wishing to pursue the proposed project in the UK and at a particular institution • Desire for better understanding of the people and culture of their host country • Commitment to the community through volunteer and extracurricular activities • Flexibility and adaptability necessary for active involvement in the host country 	<p>5/28/2021</p> <p>“Fulbright/Manchester Creative Writing Award”</p> <p>Opportunity for Creative Writing Minors to pursue their MA/MFA abroad at Manchester Metropolitan University</p>
 <p>Chicago Tribune</p> <p>Northwestern Illinois University offering 1-year tuition break for incoming fall students</p> <p>NEW FINANCIAL SUPPORT FOR NEIU FRESHMEN, TRANSFERS AND STOP-OUTS! SPREAD THE WORD!</p> <p>“NEIU For You” scholarship (Google it!) will cover 12 credit hours of tuition and mandatory fees for at least 800 first-year, full-time students after scholarships and grants have been applied.</p> <p>ALSO: Students that transfer to NEIU this Fall (2021) under NEIU For You are offered one free course if they enroll for at least two courses.</p> <p>FINALLY: Students that “stopped out” of classes between fall 2019 – summer 2020 may have CASH AWARDS money available! You must have less than \$3,000 worth of debt and be in good academic standing to qualify.</p> <p>NEIU.edu/foryou</p>	<p>6/24/2021</p> <p>“NEIU For You Scholarship”</p> <p>Announcing the one-time scholarship for new, transfer, and stopped-out students to enroll at NEIU</p>
 <p>English Department Undergraduate</p> <p>FALL</p> <p>MERIT TUITION SCHOLARSHIP APPLICATION</p> <p>Are You Eligible?</p> <ul style="list-style-type: none"> • Declared English Major with at least 12 credits earned • Minimum of 3.3 GPA in the Major • Illinois resident earning your first B.A. <p>Do You Have a Cover Letter and Writing Portfolio?</p> <ul style="list-style-type: none"> • 1-page cover letter about why you merit consideration • Include student activities, jobs, internships as you deem appropriate • Portfolio: 10-20 pages of your best written work produced for the Major from Fall 2020, Spring 2021, or Summer 2021; any style/form of writing is acceptable <p>Submit a complete application, then with the cover letter and portfolio to Mary Ann Hirschman (mhirschm@neiu.edu) and Tim Scherman (tscherman@neiu.edu). Deadline for consideration is August 5, 2021.</p>	<p>6/28/2021</p> <p>“FALL Merit Tuition Scholarship”</p> <p>Announcement of Fall 2021 Merit Tuition Scholarship for English undergrad students</p>
 <p>Visit NEIU.edu/foryou to learn more!</p> <p>Northeastern ILLINOIS UNIVERSITY</p> <p>neiu for you.</p> <p>NEIU For You is a new, one-time scholarship that covers your tuition and mandatory fees for a full year.</p> <p>As an Illinois resident, NEIU For You is available to you and your first-time incoming first-year students. The award is available to 100 students each year. The number of students for each year is limited.</p> <p>How to Apply!</p> <p>Some Things to Remember:</p> <ul style="list-style-type: none"> • NEIU For You is available to students who are declared as the English Major and MAJOR in Fall 2021 • NEIU For You is available to students who are Illinois residents • NEIU For You is available to students who are first-time incoming first-year students • NEIU For You is available to students who are declared as the English Major and MAJOR in Fall 2021 • NEIU For You is available to students who are declared as the English Major and MAJOR in Fall 2021 <p>LEARN HOW TO APPLY:</p> <p>NEIU For You is available to students who are declared as the English Major and MAJOR in Fall 2021. NEIU For You is available to students who are Illinois residents. NEIU For You is available to students who are first-time incoming first-year students. NEIU For You is available to students who are declared as the English Major and MAJOR in Fall 2021.</p> <p>NEIU For You is available to students who are declared as the English Major and MAJOR in Fall 2021. NEIU For You is available to students who are Illinois residents. NEIU For You is available to students who are first-time incoming first-year students. NEIU For You is available to students who are declared as the English Major and MAJOR in Fall 2021.</p> <p>Northeastern ILLINOIS UNIVERSITY</p>	<p>6/29/2021</p> <p>“NEIU for You – How to Apply”</p> <p>Guidance on how to apply for the NEIU For You one-time scholarship</p>

ENGLISH LANGUAGE PROGRAM

Annual Report 2020-2021

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 five faculty retirements and no resignations this year; therefore, our headcount was reduced to one full-time instructor, one instructor at 75% and one instructor at 50%. 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. No adjuncts were hired this year. The ELP 098 whose corequisite course is ENGL 101 continues to be successful in supporting students through their ENGL 101 requirement. We are confident that this corequisite with ENGL 101 will continue to help **boost our students’ retention and success at NEIU.**

In the summer of 2021, we modified our placement instrument so that our students take part in their placement by responding to questions that have them assess their reading and writing as well as their comfortability level with different types of reading and writing skills. Additionally, all students who take the placement instrument respond to a writing prompt on a topic that students have experience with so that they are likely to write more, which gives our evaluators a better chance of placing them appropriately.

In the summer of 2021, 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 096 or ELP 098 and who choose to participate in the program. The goal of the program is **to hone the students' writing skills in** preparation for retaking the placement to possibly advance one or more levels in their placement for the upcoming Fall semester. Some of the students participating in the program this summer were students who had not yet take the placement instrument; therefore, accurate results of students who were able to improve their placement by participating in the program are not available.

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 2020 – 2021

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 reporting, and that we continued to cope well with the challenging landscape forced upon us by the COVID-19 pandemic. The number of majors (18 in Fall 2020, up from 16), student credit hours in ENVI-monikered classes (254 in AY2020-21, up from 227), and the number of students graduating from the program (6, up from 2) are all up from last year, *despite declines in enrollment in both the college and the university*. Retention of students from Fall 2020-Fall 2021 remained modestly higher (83%) than the college average (81%). As such, it is clear the program is serving our students well, is sustainable, and has the potential to grow in the future.

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 gratifying to receive funding for equipment purchases from the College of Arts & Sciences and to have access to course charges collected for our courses. These funds allowed us to purchase additional Bluetooth-connectable probes that we use in all our ENVI-monikered courses; combined with a data-collection and analysis app that can be installed on smartphones, these probes promise to make data collection by students both easier and more engaging. In addition, we were able to purchase a drone (and mountable multiparameter sensor) that we will use for expanding the air-quality monitoring program that Dr. Anderson has been developing in collaboration with EPA Region 5. We also used course charges and funds in the ENVI budget to purchase additional particulate matter sensors (both indoor and outdoor), solar panels for existing outdoor sensors, and a cloud-connected weather station, all of which contribute to existing online weather- and air-monitoring networks. In addition to supporting our courses, these resources were leveraged by Drs **Anderson, Head** and **Nicholson** to support a summer research project conducted with students (and written up in an [article posted on NEIU's website](#)). Live data can be accessed at the following URL (and links on the page): <https://physics.neiu.edu/~anderson/research/air.html>

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 \$100k 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 also continued to be active scholars who engage our students in research. During the period of evaluation, affiliated faculty published three peer-reviewed articles and made three presentations at conferences (and several more at local institutions), and students made six presentations at local, regional or national venues. **We are proud of our faculty members' commitment to providing students with** the opportunity and support to engage in meaningful research that enriches them and prepares them for careers or further education.

And finally, as far as curricular issues are concerned, Anderson and Kasmer co-taught ENVI-302 (Science in Popular Literature) for the first time it was offered; it was based on the book *Merchants of Doubt* (by Oreske and Conway), was well-enrolled and received (and debated) enthusiastically by the students. In addition, faculty affiliated with the program discussed and agreed upon a canonical set of upper-level STEM electives to recommend for students to take (including a course each from Biology, Chemistry, Earth Science and Physics). In addition to providing some structure for students who would benefit from it and bolstering enrollment in some courses across the sciences, we hope that if more of our majors take these classes, they will have more opportunity to build a sense of community in the program. In the upcoming year we plan to identify a canonical set of non-STEM electives as well.

II. Program Plan

A. Long term goals

One of the long-term goals of the program is to strengthen our 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. As such, we are working to develop a clear assessment plan. An additional goal is to develop stronger recruitment pipelines and opportunities for graduates of our program. Toward these ends, we have made progress strengthening our recruitment efforts with a local community college (Triton), which will serve as a model for working with other community colleges and had some initial conversations with Dr. Audra Morse (Environmental Engineering) at Michigan Technological University about recruiting our graduates into their program.

B. Projected needs

Although we have made substantial progress at building our infrastructure for both teaching and research with students, we still have several pressing needs, as described below.

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, both Physics and Earth Science have so few tenure-line faculty that it is difficult for them to have someone serve as the Coordinator for ENVI, so a hire in one (or both) of those program(s) would benefit both ENVI and the home department(s). Next, 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 teach ENVI-monikered courses without straining the ability of these programs to support their own majors.

2. Equipment: We have made progress in building our inventory of equipment for teaching and research, but still have some urgent needs, including: laptop computers for the classroom (and that can be taken out into the field); additional Bluetooth-enabled sensors that students can take into the field; additional atmospheric and near-remote sensing data collection sensors and tools; and a HPLC-mass spectrometer unit (a large purchase) to support a new research focus on identifying and quantifying PFASs (“forever chemicals”), which are water pollutants of increasing concern.

3. Other resources: At the moment, there are no outstanding specific or substantial resources needed by the program. 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

1. Articles and Abstracts

Berkelhammer, M, **N Insel**, and I Stefanescu. 2021. Wetter summers mitigated temperature stress on Rocky Mountain forests during the last interglacial warm period. *Geophysical Research Letters* 48(18): e2021GL093678

Geddes, P, L Murphy*, **Y Astudillo-Scalia***, **D Blasini***, **S Nugent***, **MJ Rios***, **A Schirmer**, and **JP Olfelt**. 2021. Microsatellite markers reveal unprecedented high frequencies of hybridization among *Typha* species in the Midwestern US. *Wetlands* 41(24): <https://doi.org/10.1007/s13157-021-01429-2> (*undergraduate student in ENVI)

Insel, N, M Berkelhammer. 2021. The influence of orbital parameters on the North American Monsoon system during the Last Interglacial Period. *Journal of Quaternary Climate* 36(4): doi: 10.1002/jqs.3311

2. Conference Presentations and Invited Talks

Acioli, PH. Using particle diffusion to study the spread of viral infection. Abstract published in the 2021 American Physical Society (APS) March Meeting, 15-19 March 2021, Nashville, TN.

Geddes, P. 2021. Is native cattail at risk of extinction by hybridization in the US Midwest. Society of Wetland Scientists Annual National Conference, Virtual, 1-10 June 2021.

Geddes, P. 2021. Environmental science research in Chicago's urban landscapes. Triton College, River Grove, IL.

Geddes, P and **K Voglesonger.** 2021. Towards increasing the participation of underrepresented minority students in STEM: Opportunities and Challenges. Shedd Aquarium Lunch and Learn. Chicago, IL.

Geddes, P. 2020. Invited panelist for the workshop "Bridging the Diversity Gap in Plant Science Internships". Morton Arboretum, Lisle, IL.

Ghosh, A, JM Cotton, EG Hyland, S Hauswirth, D Tineo, MS Raigemborn, TS Hayduk, and **N Insel.** 2020. Reconstructing the Late Miocene-Pliocene paleoenvironment and paleoclimate of southern continental South America (SA) in order to determine the factors driving expansion of C4 grasslands: $\delta^{13}\text{C}$ isotopes, molecular biomarkers, phytoliths, and X-ray fluorescence (XRF) from Río Iruya, NW Argentina. AGU Fall Meeting Abstracts 2020, PP001-0016. Virtual meeting, 1-17 Dec 2020.

3. Funded grants

Butts-Wilmsmeyer, C (PI), M Villamil, A Lipka, and M Bohn (co-PIs; University of IL at Champaign-Urbana). Collaborator: **P Geddes.** USDA Agriculture for Research Initiative (AFRI) Competitive Grant/National Institute of Food and Agriculture. *Preparing undergraduates for new frontiers in data analysis: Experiential learning in Applied Statistics (ELIAS) Fellows program.* Awarded \$378,765 (April 2019-March 2023).

>> Funded undergraduate major Sam Garcia's research project.

Geddes, P (PI, replaced L Sanders after her retirement), **K Voglesonger** and **K Nicholson** (co-PIs). USDA Hispanic-Serving Institutions Education Grant/National Institute of Food and Agriculture. *A bridge to USDA research for HSI STEM undergraduates.* Awarded \$275,000 (Sept 2020-Aug 2024).

>> The goal of this grant is to produce a highly-skilled cohort of NEIU students prepared to advance to the next level of academic and professional training for career paths in agricultural and environmental science. Through the grant, participants will receive training and mentoring in methods and protocols for conducting scientific research at a USDA national laboratories, where they will participate in a 10-week intensive research internship. The start of this program

was postponed due to the COVID-19 Pandemic, and we expect to recruit our first group of students for summer 2022.

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

Sanders, L (PI; replaced by Geddes), **P Geddes**, **K Vogelsonger**, S Saszik, M Erber (co-PIs). National Science Foundation HSI Program: Building Capacity. *A longitudinal research-based learning community to address critical transitions of underprepared freshmen in STEM*. Awarded \$1,500,000 (Oct 2018-Dec 2023).

>> recruited and team-taught students in ACE 100 & 300 (ACE the Sciences) Fall 2019 through Spring 2021.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications. (undergraduate students' names are in italics, * indicates ENVI majors)

Chavez, Oceana, Gloria Rios, **GW Anderson**, **EM Head**, and **KT Nicholson**.

Tracking ozone plumes from Chicago to Wisconsin. 12th Annual Student Center for Science Engagement Research Symposium, NEIU, 16 Oct 2020.

Friedman, Eric S, Maddison A Torrey, **GW Anderson**, **EM Head** and **KT Nicholson**.

PM and confirmed positive tests for COVID-19 in Illinois by county. 12th Annual Student Center for Science Engagement Research Symposium, NEIU, 16 Oct 2020.

García, S*, and **P Geddes. 2021. Do artificial floating wetlands improve habitat quality for aquatic macroinvertebrates in urbanized rivers? Society of Wetlands Scientists Annual National Conference, 1-10 June 2021. (poster presentation)

García, S* and **P Geddes. 2021. Do artificial floating wetlands improve habitat quality for aquatic macroinvertebrates in urbanized rivers? NEIU Student Research and Creative Activities Symposium. Chicago, IL. (oral presentation). **Award-winning oral presentation**

García, S* and **P Geddes. 2020. Macroinvertebrates as biological indicators of habitat quality: The role of artificial floating wetlands in aquatic ecosystems. 12th Annual Student Center for Science Engagement Research Symposium, NEIU, 16 Oct 2020. (oral presentation)

Izui, Jason, Phillip Nofz (in memorium), and **PH Acioli**. 2020. Predator and prey interactions: modeling two species behaviors in the presence of food oases and deserts. SACNAS National Diversity in STEM Virtual Conference, 19-24 Oct 2020. (poster presentation)

Jaimes, Georgina, B Reinke. 2021. Illinois Louis Stokes Alliance for Minority Participation Annual Meeting, 26-28 Feb 2021. (poster presentation; **awarded 1st place in Environmental Science**)

Mirza, Samran, GW Anderson, EM Head, and KT Nicholson. Impact of particulate matter on COVID-19 patients in the state of Illinois. 12th Annual Student Center for Science Engagement Research Symposium, NEIU, 16 Oct 2020.

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

Jocelyn Brito participated in an NSF-funded internship at Michigan State University (GeoCaFES - Communities and Future Earth Scientists in Summer 2021). Worked remotely with her internship mentor Dr. Matthew Schrenk to examine primary literature and public databases for records of groundwater microbiology studies and their associated data. Looked within these studies for DNA sequences that tell us something about contamination/environmental change, and assembled a database related to the studies of the groundwater microbiome to identify genetic markers of environmental change.

Kristen Mack participated in a Big Ten Consortium Summer Research Opportunity Program at the University of Michigan (Ann Arbor) School for Environment and Sustainability (SEAS) in Summer 2021. Worked with faculty mentor Dr. Andrew Gronewold (SEAS and the Civil & Environmental Engineering Department) on groundwater contamination in Ann Arbor, to explore the prospective economic and environmental impacts of a federally unregulated potential human carcinogen in Ann Arbor groundwater, residential wells, and municipal drinking water.

Samantha Garcia (May 2021), who worked on research projects with Geddes for a few years, was been accepted into two Master's programs in Environmental Sciences: the Civil and Environmental Engineering program at Northwestern University, and the Natural Resources and Environmental Sciences program at University of Illinois at Urbana-Champaign. She chose the UIUC program and begins in Fall 2021.

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Annual Report 2020–2021

Submitted by Erick Howenstine

I. Executive Summary

We operated remotely during this period (July 1 2020 through June 30 2021) due to Covid-19. New synchronous online skills, along with declining enrollments have led us to reimagine our curriculum, programs, and outreach efforts. That discussion continues today. Our efforts highlight teaching and service over academic publications, and considerable research effort is extended to support student learning and institutional growth. **To summarize activities, we will refer to NEIU's six strategic goals.**

1. Student Success is our primary goal, delivered through two B.A. programs, a graduate degree, three minors, and two GIS Certificate programs. Our faculty advised the Green Fee Committee, the Green Conservation Group, and helped G&ES students create a new club. During FY21, 11 MA students started, continued, or completed capstone experiences, with 9 total credit hours completed in the research paper capstone and 16 total credit hours of thesis work. The advising of each of these capstone experiences consists of two or three faculty members. Nine undergraduate ES students completed a required internship in AY2021. For most the internship becomes a first job in their chosen field. The Department has maintained an active presence on Facebook, Instagram; through google groups Graduates, Undergraduates, GIS students, and Alumni; and by maintaining current handbooks online for Undergraduates, Graduates, GIS students, and Alumni.

A group of G&ES students started the first GIS student organization, the GIS and Geography Organization, at NEIU in Fall 2020 with regular meetings to discuss advances and applications in GIS and Geography. They also successfully organized a series of virtual events, including GIS day events and a talk given by Margaret Eaglin, MPH, MUPP, DrPHc, the Senior Epidemiologist with the Chicago Department of Public Health's Communicable Disease Program.

Reflecting our high-quality GIS and political geography training, two M.A. students were hired as GIS analysts by the Cook County Redistricting Committee.

2. Academic Excellence and Innovation in the Department in the study year includes major retooling to meet the needs of hybrid and remote learning, which began in Spring of 2020. All faculty became proficient in remote teaching and we created new online versions of two important applied courses - GES 380 Field Methods in G&ES and GES 383 Internship in G&ES that emphasizes professional development skills. In the field methods course we introduced open source Structure from Motion technology software (Regard3D) allowing students to create 3D models of a landform or object using cell phone and laptop. We have also updated our general education course GES 150 Introduction to Environmental Studies, and meet as a faculty regularly to share online/remote pedagogical strategies.

Both Geography and Environmental Studies are highly interdisciplinary fields and faculty have leveraged this to increase and improve our interdisciplinary offerings. Working with Earth Science toward a Certificate in Climate Change, we have refocused one course toward *local* climate change policy and planning. In keeping with University goals to integrate culturally relevant pedagogy throughout the curriculum, faculty members frequently attended CTL trainings, and incorporated these skills into courses, for example, to better align with Universal Design for Learning and implement equity-minded teaching practices. Three of five faculty members completed the nationally recognized online teaching course Quality Matters in the academic year.

Despite the disruptions from COVID-19 faculty maintained service-learning opportunities, for example, in our Introduction to GIS course where groups develop a deliverable to help support the objectives of a community organization or partner. Another example is in our ELE-X Conservation Psychology course, cross-listed with Psychology, where students created a virtual Arbor Day trivia game, which was shared **with the campus community in April 2021 for Arbor Day. We also maintained NEIU's [Tree Campus, Higher Education](#) designation thanks to a G&ES faculty member's leadership.**

3. By way of **Urban Leadership**, we frequently take students into Greater Chicago. In AY2021 we offered the following courses: Global Chicago, Forest Resources Management, Urban Planning, Urban Information Systems, Field Methods, GIS Internship, and Internship in G&ES. The internship courses provide students valuable experiences of working with local community organizations. In the introductory GIS course students undertake a capstone group project assisting local administrative and non-profit agencies.

Faculty research focuses on a wide range of contemporary urban issues in Chicago and worldwide including light pollution, urban heat island, and urban morphology. A **graduate student completed a thesis entitled “Analyzing Segregation in the Periphery of Latin American Cities Using Remote Sensing.” Other theses underway focused on** administrative redistricting, stormwater management, urban agriculture, air pollution, urban shrinkage, and Great Lakes coastal erosion.

4. Exemplary Faculty and Staff: Our small faculty (not counting the chair, 4 tenure track and 3 part time Instructors) were extraordinarily productive in service and teaching. We formalized a process of vetting potential adjuncts prior to hire with an on-campus presentation and interview. In this way, we began building a database of professionals to call on without reservation. The Department Chair serves the Department of Economics as well. Two GES faculty members are Coordinators of the Graduate Program and GIS Certificates, respectively. Our small faculty is dedicated to the institution, serving during this period on committees including CASAAC, the Green Fee Committee, and UPBC, University Personnel Committee, and as advisors to registered student organizations including the Green Conservation Group and the GIS and Geography Organization. We maintain currency with formal program assessment.

The breadth of teaching is notable. Of 38 course sections taught in the academic year, 31 were *unique* courses -- our tenure track faculty averaged almost 7 *different* classes in AY2021. Much of their research effort is in supporting student work through in-class research projects, M.A. research papers, and theses. One student received a Graduate **Dean's Research and Creative Activities Assistantship to work with one of our faculty** members to map weather systems that affect high-impact waves on the Great Lakes. One member received a Committee on Organized Research grant, and many attended and presented at online/remote conferences, including the flagship Annual Meeting of the American Association of Geographers in Spring 2021 and regional meetings, such as the Upper Midwest Stream Restoration Symposium.

The Department also supported NEIU more broadly with GIS analyses and maps.

The Department's Office Manager serves two other Departments as well and altogether eight degree or certificate programs. The Graduate Teaching Assistant and two student tutors were very active during this period.

5. Enhanced University Operations: Two Department faculty members served on the University Planning and Budget Council, one on the University Personnel **Committee and one on the College's Academic Affairs Committee. One served on the** NEIU Faculty and Student Research Symposium committees and an ad hoc committee on Graduate-level writing. Another advises the Green Conservation Group, a student organization with a history of volunteering and hosting environmental programming for the campus community. The Green Fee met remotely and funded a controlled burn of the Swamp White Oak Savanna, and converted turfgrass to native vegetation adjacent to Parking Lot J. GIS students and faculty continue to support campus-wide service and research needs. For example, one GIS student created a [web-based interactive map](#) for a faculty member in the College of Education in Fall 2020.

For the fifth consecutive year, Northeastern Illinois University has received a Tree Campus Higher Education recognition from the Arbor Day Foundation, for promoting healthy trees and engaging the University community in conservation efforts. The effort is led by G&ES and involves other departments. Two G&ES faculty members lead the NEIU Tree Campus Advisory Committee, which includes members from other departments, students, and external collaborators. This committee is also working toward Level 1 Arboretum Status for NEIU.

6. Fiscal Strength: In AY2021 the Department launched its first Giving Tuesday fundraising event, its second fundraiser ever after last year's successful effort to purchase a drone. For Giving Tuesday Fall 2020 Alumni and Friends funded an inaugural scholarship and received \$1,400 in donations. This covered tuition for a student taking on a summer internship with the North River Commission and the Illinois Solar For All program.

II. Program Plan

A. Long term goals

While average class size remained at 14 throughout this period the number of sections fell from 17 to 14 Fall to Spring. A continuing decline has stimulated a review of all programs, reconsideration of delivery modes, new promotional efforts, more collaboration with other departments, and plans to reach out directly to community colleges and high schools.

B. Projected needs

1. Faculty: At this time there are no full time faculty needs though we will need Adjuncts to fill gaps. To address a retirement in the coming year a new full time hire will be important for the long-term sustainability of the programs.

2. Equipment: Recently promised upgrades of the failing computers in the labs and classroom podium will be essential to program delivery -- particularly the GIS Certificates. Upgrade of GIS software, now 5 versions behind, is also expected. We intend to convert our classroom BBH 202 for HyFlex capability, such that in-class and remote students may meet together productively. We are currently studying the hardware and software requirements for that effort.

In addition to classroom instructional technology we have been improving our physical geography, field methods, and water resources class equipment. We will need continued support in this area to remain competitive against the technologies used in comparable geography and environmental studies programs elsewhere. Finally, because of the switch to remote learning, we will need more mobile/remote technology to support students who lack access to remote technologies, including cameras and laptop loans.

3. Other Resources:

We anticipate needing support to expand our marketing and advertising efforts in the coming year. Our goals are to widen and strengthen Department recruitment efforts to multiple venues and modalities. Relevant support may come from Marketing, Recruitment, or Enrollment Services.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

- Gallemore, G., Delabre, I., Jespersen, K., and **Liu, T.** 2021. To See and Be Seen: Navigating digital anti-deforestation technologies in global value chains. Revision submitted to *Global Networks*.
- Li, J., Sun, R., **Liu, T.**, Xie, W., and Chen, L. 2021. Prediction models of urban heat island based on landscape patterns and anthropogenic heat dynamics. *Landscape Ecology* 36(6).
- Warmouth, J.M., Skibins, J.C., **Storie, M.**, and Schuler, G. 2020. Melting the ice: Arctic tourists' epiphanies and connections to wildlife. *Journal of Ecotourism* 20 (1).

2. Conference Presentations, Group Shows

- Gallemore, G., Delabre, I., Jespersen, K., and **Liu, T.** 2020. To See and Be Seen: The Political Economy of New Technologies For Monitoring Deforestation-Linked Value Chains. Presented at the Ethics of Business, Trade & Global Governance: An Online Conference, December 4, 2020
- **Peimer, A.W.** 2021. (2021, April 7). *Critical Q method: River recreation hazard governance and power relations in Chicago, Illinois* [Paper presentation]. Annual Meeting of the American Association of Geographers, online.
- **Peimer, A.W.**, and Rhoads, B.L. (2021, February 19). *Stream naturalization revisited: A hydro-social concept for a human-dominated world* [Paper presentation]. The Eleventh Annual Dimensions of Political Ecology Conference, online and hosted by the University of Kentucky.
- **Storie, M.** and Hicks, J. (2021, February 19). *Finding the green lining amidst a global pandemic* [Paper presentation]. Wild Things, online and hosted Chicago Wilderness.

3. Service

- Dr. Ting Liu serves as the NEIU Academic Supervisor for the SAY THEIR NAMES project's web development team to build a database of Black victims killed unjustly by law enforcement since 1919. In collaboration with NON:op, Spring 2021
- Dr. Robyn Flakne served as Chair of the Trees and Green Infrastructure working group of the Chicago Region Trees Initiative based at the Morton Arboretum.
- Dr. Robyn Flakne is a member of the Executive Board for the North Branch Watershed Working Group organized by the Lake County Stormwater Management Commission.

- Dr. Alex Peimer has continuously served as a member of the Technical and Marketing Committees for the Partnership of River Restoration and Science in the Upper Midwest.
- Dr. Melinda Storie sits on the editorial board of the Human Ecology Review.
- Dr. Dennis Grammenos served on the Fulbright National Screening Committee.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications.
 - Joel Porterfield (M.A. in G&ES): "Demographic Indicators of Continued Transit Use in Chicago During the Spring Pandemic Shutdown" -West Lakes Division AAG Nov 2020 annual conference poster session - 2nd place in the graduate poster competition
2. Acceptance to graduate or professional school; other honors/scholarships/awards.
 - **The Cook County Board of Commissioners' Redistricting Committee hired M.A. students Daryl Dukes and Phoebe Lind as GIS analysts.**
 - Joel Porterfield, M.A. student in Geography and Environmental Studies, was selected as the sole recipient of the 2021 Illinois GIS Association (ILGISA) scholarship fund.

C. Alumni News

- **Barthel, Derek (G&ES M.A. '16)**
Currently Senior Data Acquisition Lead at the geospatial HERE Technologies, Associate board member at the Delta Institute, a Midwestern environmental nonprofit, and co-chair of the Internationalism program of the Chicago Democratic Socialists of America.
- **Donakowski, Andy (G&ES M.A. '15) started working as Mapping Coordinator** with the Illinois Housing Development Authority, where he makes maps and connects the planning team with important information to help spread affordable housing opportunities across the state.
- Escobar, Miriam (B.A. Geography, B.A. Economics, 2001) received a Master of Science in Public Health from University of South Florida, in occupational exposure science.
- **Gavin, Megan (B.A. Environmental Studies, '96) is working for the U.S. EPA** Region 5 as the Environmental Education Coordinator.
- Jarnagin, Briana (Geography '17)
Began MS in Higher Education Administration and Policy program at Northwestern University's School of Education and Social Policy, and interning as a graduate assistant for the program, and as Admissions Reader for the Kellogg School of Management.

- **Junagadhwal, Aqsa (Graduate GIS Certificate '18) started a position as Project Planner** at Friends of the Chicago River. She will primarily support the creation of a GIS based Strategic Watershed Land Use Plan with the help of the newly created Chicago River Watershed Council and provide mapping and analysis for Friends' other major projects like the Wildlife Corridor Connectivity Action Plan and the River Recovery and Conservation Plan.
- **Kocisky, Katherine (G&ES M.A. '16)** Towards conceptions of green gentrification as more-than-human. *Environment and Planning E: Nature and Space*, 1-20. <https://journals.sagepub.com/doi/10.1177/25148486211001754>
- **Labross, Jason (G&ES M.A. '17, B.A. Geography '12, GIS Certificate '12) took a position as GIS Specialist for the Rush University Alzheimer's Disease Center** June 2021.
- Lopez, Marco (Geography, GIS 2020) was hired as GIS Analyst for RJN Group, Wheaton, IL.
- **Matusek, Dayna (B.A. in Environmental Studies '20) is working as a Recruiting Coordinator of Operations** for Imperfect Foods, a company that is hungry for change and that is doing their part in eliminating food waste and building a better food system for all.
- **Rex, Cameron (B.A. Geography, '04)** President of RMI Midwest, assessing railroad corridors across the United States. For RMI he developed analytical and illustrative uses of GIS for the valuation of corridors.
- **Senow, Robert (G&ES M.A. '18) accepted an IT Specialist-GIS position** with U.S. EPA Region 5. Senow assisted in research and created a variety of GIS-related maps for a wide array of clients.
- **Shefferson, Rich, PhD (B.A. Environmental Studies '98) is Associate Professor** in the College of Arts and Sciences at the University of Tokyo in the Organization for Programs on Environmental Science.

GLOBAL STUDIES

Annual Report 2020 – 2021

Submitted by Tracy Luedke

I. Executive Summary

In 2020-21, Global Studies continued to work on initiatives that emerged from our 2019 program review, including partnering more closely with other interdisciplinary programs and sharing courses across programs, expanding options for capstone experiences for majors, and continuing to build our online and hybrid course offerings. In Fall 2020, GS started sharing a WIP course with **Women's, Gender, and Sexuality Studies**. In that semester Laurie Fuller of WGS taught the existing GS WIP (GS 205) to a combination of GS and WGS students. In Spring 2021, Tracy Luedke designed a new and improved WIP that could better serve students from the two programs as well as students from other programs. That new course passed through governance in Spring 2021 and was scheduled to be taught in Fall 2021. GS 303/WGS 303: The Power of Writing: Interdisciplinarity as Critical Practice is designed to serve students from any program by working with students through multiple genres of writing and providing both training in the practicalities of and an appreciation for interdisciplinary approaches to communicating across multiple venues.

In Spring 2021, GS also designed and passed through governance an additional capstone option for majors. GS 397: Capstone Portfolio in Global Studies is a one-credit hour course in which students compile the written work they have accomplished across their Global Studies coursework and synthesize it through a carefully edited portfolio that includes an integrating essay. The course provides an opportunity for students to reflect on their work across the GS major and gather the strands together toward a comprehensive whole that highlights the synergies and dominant themes that have emerged from their body of work as Global Studies majors. GS majors may still choose to do GS 3999: Capstone Seminar in Global Studies, in which they write a substantial original research paper on a subject of their choosing. The GS 399/397 option provides more flexibility for students and allows for a course of study more tailored to their interests and goals.

The final curricular accomplishment from the past year is that we also significantly expanded the GS electives list, adding both more courses from programs that were already a part of the list and courses from new programs (including from both College of Education and College of Business).

During the past year, GS started actively collaborating with a group of interdisciplinary and small programs (AFAM, ANTH, GS, LLAS, WGS, UCS). We began meeting in December 2020 and continued to do so throughout Spring 2021. Together we identified

our shared strengths and ways to support one another, and we designed a set of common materials that can be posted on each of our websites in order to both highlight the importance and value of these programs and encourage and guide students to combine them into various major-minor combinations.

In November 2020, GS participated in its first Giving Tuesday fundraising day. We created a website and contacted alumni. The response was excellent and the event both allowed us to reconnect with students who have graduated and to establish a fund to use for GS initiatives, including student support.

Despite the challenges of the COVID pandemic and return-to-campus protocols, we have maintained the number of enrolled majors and were able to keep Global Studies majors on track in their classes and moving toward graduation. We registered our largest ever GS 399 capstone class of ten students in Fall 2020, and in the academic year 2020-2021, we graduated nine students. The GS 399 capstone projects demonstrate the rich array of meaningful and timely subject that students pursue as part of the major. **This year's** projects included: the relationship between social media and politics in activism and political participation; environmental racism and sustainable energy use in Chicago; the international response to the Rohingya genocide in Myanmar; gentrification and spatial injustice in Chicago; air pollution in global megacities; the pros and cons of waste-to-energy technologies; contemporary Russia-US relations and the implications for international relations; infant formula marketing and health outcomes in Africa; Korean beauty trends and pop culture in the US; and the role of social media in the Black Lives Matter movement. We are proud of the tremendous work our students achieve in their final projects as they reflect on what they learned over the course of the major and apply it to their areas of particular interest.

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

B. Projected needs

GS has limited needs at this point.

1. Faculty: In the future, we would like to pursue joint faculty hires that would serve GS as well as other programs.
2. Equipment: None needed.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Hegerty, S.W. “The Effect of Capital Flows on Asian/Euro Exchange Market Pressure” (2021) in *Foreign Direct Investment Outflow from Asian Countries to EU Member States*, Warsaw School of Economics (SGH) Press, P.K. Biswas and R. Dygas, eds., Ch.3.

2. Articles and Abstracts, Local Exhibitions or Performances:

M. Aftab, A. Ali, and S.W. Hegerty, “The Dynamic Relationship Between Exchange Market Pressure and Stock Prices: Evidence from Ten Asian Emerging Markets” (2021) *International Economics and International Policy* 18, 699–719. doi.org/10.1007/s10368-021-00501-w

Hegerty, S.W. “Housing Loans and Domestic Credit in the Baltic States and Poland: Structural Breaks and Macroeconomic Determinants” (2020) *Journal of Economics and Management* 42(4), 48-69. doi.org/10.22367/jem.2020.42.03.

Poll, Ryan. “Lynn Nottage’s Theater of Genocide: *Ruined*, Rape, and Afropessimism,” *Journal of Dramatic Theory and Criticism* 35.1 (Fall 2020): 81-105.

Poll, Ryan. “Amanda Gorman’s History Lesson: An Inaugural Poem in the Shadow of White Supremacy.” *PopMatters*, 22 January 2021.

Poll, Ryan. “Steve McQueen’s ‘Small Axe’ and Emerging Institutions of Black Power.” *PopMatters*, 11 January 2021.

Poll, Ryan. “Colonial Pandemics and Indigenous Futurism in Louise Erdrich and Gerald Vizenor.” *PopMatters*, 3 August 2020.

3. Conference Presentations, Group Shows

Hegerty, S.W. “**Bank Density, Population Density, and Economic Deprivation Across the United States**” SGH/NEIU 17th Mathematical and Statistical Modeling of Complex Systems Workshop, virtual, April 19, 2021

Luedke, Tracy. “**Health, Illness, and Healing in Africa.**” Presentation at Fulbright Sub-Saharan Africa Pre-Departure Orientation, July 20, 2021.

Mun, S. (2020, Oct. 29). *Two faces of the contactless society*. The 2020 Biannual Forum of Hansa Institute. Online.

POLL, RYAN. ““CITIZEN GARDENER’: EMILY DICKINSON, GARDENING, AND CITIZENSHIP,” MIDWESTERN MODERN LANGUAGE ASSOCIATION, MILWAUKEE, WI, NOVEMBER 2021.

Poll, Ryan. “**Searching Through Racialized Soil: The Gardens of Racial Justice in the Work of Alice Walker and Jamaica Kincaid,**” *The Association of Literature and the Environment Virtual Conference: “Emergence/y,” July 26-August 6, 2021.*

Poll, Ryan. “**AQUAMAN AND THE WAR AGAINST OCEANS: COMICS ALLEGORY IN THE ANTHROPOCENE,**” 2021 DEPAUL POP CULTURE CONFERENCE: A CELEBRATION OF SUPERHEROES,” CHICAGO, IL, MAY 2021.

Poll, Ryan. “**THE CURIOUS CASE OF BLACK MANTA: THE NEW 52 AQUAMAN AND WHITE SUPREMACY,**” 2020 Midwest Popular Culture Association Conference, Minneapolis, MI, October 2020.

4. Funded grants

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 the Outreach Core of ChicagoCHEC.

5. Service

Cloonan Cortez de Andersen, Denise

- Editorial Review Board Member, *Linguistics Journal*
- Invited Guest reviewer for *The Reading Teacher*, a journal of the International Literacy Association.
- Invited Manuscript Reviewer, *Semas: Revista de Lingüística Teórica y Aplicada*, Universidad Autónoma de Querétaro, México.

Hegerty, S.W.

- Associate Editor, *Economic Research Guardian*
- Member: Editorial Board, *Economic Change and Restructuring*
- Member: Editorial Board, *Journal of Economics and Management*
- Member: Editorial Board, *Bulletin of Applied Economics*

Mun, S.

- Petition writer for Hansa Institute et al. (2021, April 2). Statement against anti-Asian racism and violence. *Korean Times*. A5.
- Board Member, *Hansa Institute* (2017 - Present)

Schroeder, Chris

- co-coordinated a virtual One Book One Chicago event with the Chicago Public Library that included NEIU faculty
- editorial board member *Composition Studies*
member of the Joseph Jefferson Awards Committee

C. Alumni News

- Mia Blixt-Shehan (GS 2017) completed a Master of Library and Information Science at UIUC (2020) **and is a Children's Library Associate at Chicago Public Library**
- Anna Augustyn (GS 2017) completed an MA in Political Science at NEIU (2020) and is a Paralegal with the Virginia Employment Commission
- Angelika Corlew (GS 2018) is a Litigation and Regulatory Paralegal at StoneX Group Inc.
- Lissette Madrigal (GS 2019) is an optician at Pearle Vision
- Kayla Bible (GS 2019) is a flight attendant at Spirit Airlines and is working on her first book of historical fiction
- Yongming Deng (GS 2019) is an Awards Management Associate at the Northwestern University Office for Sponsored Research
- Xenia Figueroa (GS 2020) is Supervisor of Field Operations at C.H. Robinson
- Arely Anaya (GS 2020) is Bilingual Deputy Operations Manager at the Farmworker and Landscaper Advocacy Project (FLAP)
- David Warne (GS 2020) works in Detention and Demurrage at MSC Mediterranean Shipping
- Vanessa Vivas (GS 2020) is an Export Documentation Clerk at MSC Mediterranean Shipping
- Moira Simeti (GS 2021) is a Registered Representative at Blyth & Associates Financial Planning

HISTORY

Annual Report 2020 – 2021

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 2020-2021 with respect to enrollment.

The number of History and History-Secondary Ed majors held steady at 69 from Fall 2019 to Fall 2020, while the number of History/Secondary Ed students decreased from 16 to 11. (Note: History-Secondary Ed students complete the same program within the History Department that History majors do). The total for both categories dropped from 85 in Fall 2019 to 80 in Fall 2020, a drop of 5.9 percent. The Student Credit Hours generated by the History Department declined by 15.3 percent from Fall 2019 to Fall 2020, whereas CAS SCH as a whole declined by 7.4 percent.

Enrollment in the History **Master's** Program declined from 17 in History and 3 in Teacher Licensure Programs (TLP) in Fall 2019 to 15 in History and 1 in TLP.

The total number of History courses offered decreased from 24 in Fall 2019 to 21 in Fall 2020.

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 greater attention to career and internship possibilities for students and by promoting both undergraduate and graduate programs more widely. It participates actively in all opportunities the university provides to publicize the History major.

b. Academic Excellence and Innovation

History faculty adjusted to the disruption caused by COVID-19 professionally and successfully. **Due to training in online instruction by NEIU's CTL and Quality Matters**, in Summer 2020, remote instruction went more smoothly in Fall 2020 than it had when the COVID pandemic shutdown began in March 2020.

c. Urban Leadership

In December 2020, **the History Department participated in NEIU's Giving Tuesday** fundraising initiative for the second time. Department alumni and faculty contributed a total of \$1,740, which was up substantially from \$915 in 2019. This enabled the department to award a \$1,725 scholarship 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-19 pandemic continued to reduce live public appearances in 2020-21, however.

Mateo Farzaneh made five appearances in local and international media outlets, and did presentations about his book to a local civic organization. These appearances draw favorable attention to NEIU and demonstrate the interesting work its faculty produces.

d. Exemplary Faculty and Staff

As of June 30, 2021, 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. Instructor Dr. Leo Bacino retired as of June 1, 2020. Andrew Eisenberg declared his intention to retire in August 2022. The Department shares an Office Administrator, Ymelda Viramontes, with the Justice Studies Department.

History faculty continue to teach, research, and publish at a very high level.

Grants

The History Department participated in the successful CASA Title V grant application. Prof. Ashley Elrod has been working to develop a course on the history of science for this STEM cohort program. Josh Salzman received a prestigious NEH Summer Grant to support his work on the critical question of gun violence in Chicago.

Publications

History Department faculty continued to produce important scholarly work. Prof. Mateo Farzaneh published his second research monograph in February 2021. It has been nominated for two prizes from the Association for Iranian Studies.

Prof. Josh Salzman published an essay in an edited volume entitled *City of Lake and Prairie: Chicago's Environmental History* and a review essay in the journal *Enterprise and Society*.

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 two prize committees for the Rocky Mountain Council for Latin American Studies. She, Francesca Morgan, Michael Tuck and Mateo Farzaneh have also served as manuscript reviewers for multiple prominent journals and publications in their field.

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 others. 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 would 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 to 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. Space and Equipment

Some of the Department's offices in Lech Walesa Hall have suffered from leaking roofs for years, and others are infested with flies every autumn. We report these to Facilities Management, which for years has promised that roof repairs on LWH are planned. These leaks seriously compromise the ability of faculty to use their offices and make for an unpleasant workplace.

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. Travel funding

Our main requirement is travel money. It is 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 PhDs 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. Books, National/International Exhibitions or Performances

Mateo Farzaneh, *Iranian Women and Gender in the Iran-Iraq War*, (Syracuse: Syracuse University Press, February 2020).

2. Book Chapters, Regional Exhibitions or Performances

Joshua Salzmann. "Blood on the Tracks: Accidental Death and the Built Environment," in *City of Lake and Prairie: Chicago's Environmental History*, eds. William C. Barnett, Kathleen A. Brosnan, and Ann Durkin Keating (University of Pittsburgh Press, 2020).

_____. Developed with NEIU librarian Ed Remus the online "Chicago Research Guide," a digital resource based on the holdings in NEIU's Ronald Williams Library.

3. Articles and Abstracts, Local Exhibitions or Performances:

Christina Bueno. "The Allure of Antiquity: Archaeology and Museums in the Americas," *Latin American Research Review*, 56:1 (March 2021): 242-250. A review of eight books.

Joshua Salzmann, Review Essay: Martin V. Melosi, "Fresh Kills: A History of Consuming and Discarding in New York City," *Enterprise and Society: The International Journal of Business History* (January, 2021): 1-3.

4. Conference Presentations, Group Shows

Ashley Elrod, "Visual Judgment in the Early Modern Period." Symposium at the Annual Conference of the Renaissance Society of America, virtual conference platform, April 15, 2021.

_____. "Careers for Historians: Tracking the Tenure-Track." Symposium at Duke University's History Methods Lab, Duke University, April 19, 2021.

Christina Bueno. "The Case of the Cross of Palenque," Latin American Studies Association International Congress, Virtual Meeting, May 2021.

_____. "Born of the Conquest': Porfirian Depictions of the Spanish Invasion of Mexico," Southeastern Council on Latin American Studies, Virtual Meeting, April 2021.

_____. "Teaching Food History," Rocky Mountain Council for Latin American Studies, Virtual Meeting, March 2021.

_____. "The Smithsonian's Repatriation of a Mexican Artifact in the Early Twentieth Century," Rocky Mountain Council for Latin American Studies, Virtual Meeting, March 2021.

_____. "Hiding a History of Destruction: The Making of Archaeological Patrimony in Modern Mexico," American Historical Association, Virtual Meeting, January 2021.

_____. Invited lecture: “**La Conquista de México: 500 años de reinenciones,**” Centro de Estudios Americanos, Facultad de Artes Liberales, Universidad Adolfo Ibáñez, Santiago, Chile, Virtual Meeting, October 2020.

_____. Invited lecture, **Professor Joseph Lenti’s graduate history course, “Introduction to Historical Studies,” Eastern Washington University, Virtual Presentation,** October 2020.

_____. Commentator for a panel entitled, “Challenging Archaeology’s Claims to the Past in Mexico and Guatemala,” Latin American Studies Association International Congress, Virtual Meeting, May 2021.

Mateo Farzaneh, “**The Other Women: Iran’s Mighty and Marginalized,**” a paper presented at the Middle East Studies Association annual conference, Washington, D.C., October 2020.

_____. Gave presentations regarding his 2021 book at University of California, Irvine, May 2021; Rotary Club of Chicago-O’Hare, April 2021; Boston College, March 2021; Persia Educational Foundation, March 2021; Northeastern Illinois University, February 2021.

Joshua Salzmänn, Invited Lecture: “**Gun Violence in Chicago, 1960s-2017,**” Chicago Gun Violence Research Collaborative Graduate Fellows, DePaul University, Chicago, IL, October 2020.

Michael Tuck, “The Atlantic Slave Trade from the Gambia River to South Carolina: Tracing a Culture of Resistance across the Atlantic,” South Carolina Historical Association, February 27, 2021.

5. Funded grants

Joshua Salzmänn. Summer Research Stipend, National Endowment for the Humanities, August 2020, \$5,000.

6. Service

Christina Bueno served as chair of the Judy Ewell Award Committee of the Rocky Mountain Council for Latin American Studies 2020, and of the McGann Modern History Book Award Committee 2021, Rocky Mountain Council for Latin American Studies. She also served as a referee for two grant agencies: INAH: National Institute of Anthropology and History, Mexico; and the National Endowment for the Humanities; a referee for books from Oxford University Press and University of Arizona Press; and a referee of articles submitted to: *The American Historical Review*, Asociación Latinoamericana de Antropología, Mexico, and *Hispanic American Historical Review*

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.

Mateo Farzaneh served as a referee for two books, one for Syracuse University Press: Mahnia Nematollahi, “Do Not Say They Are Dead: The Political Use of Mystical and Religious Concepts in the Persian Poetry of the Iran-Iraq War (1980-88);” and the other for Cambridge University Press: Pardis Minucheher, “The Constitutional Quest in Iran: Democracy, Print Media and Modernity (1908-1909).”

_____. Media Appearances:

Roqe Media Podcast with Jian Ghomeshi, The Contemporary History of Iran-
Part 4: “How the Iran-Iraq war benefitted Khomeini?” (October 28, 2021).

BeFM Morning Wave NPR Busan, South Korea, Afghanistan Crisis (August 24, 2021).

WGN News Chicago, Afghanistan Under the Taliban (August 20, 2021).

The Center for War and Diplomacy at Lancaster University (Book Podcast) (August 2021).

BBC Persian, the Iranian Constitutional Revolution (March 22, 2021)
BBC Persian exclusive on Iranian Women and Gender in the Iran-Iraq War (September 22, 2020)

Francesca Morgan served as referee on an article manuscript for the *Journal of Social History*.

Joshua Salzman serves on the Steering Committee of the Chicago Gun Violence Research Collaborative.

Michael Tuck served as referee on an article manuscript for the journal *Slavery and Abolition*.

B. Student Achievements

Carrie Bugay, History M.A. student, took an internship with the Illinois Regional **Archives Depository, located in NEIU’s Ronald Williams Library.**

Delilah Gutierrez, one of our majors, was awarded the Illinois Latino Caucus Foundation's Michael W. Gonzalez Scholarship for 2020-2021 and the Hispanic Association of Colleges and Universities' Miller Lite Scholarship this year.

Jessica Makowski, one of our majors, received an AAPI focused access fellowship from the Chicago History Museum.

Joseph Wright '21 accepted a teaching position at St. Charles Borromeo School, Hampshire, IL.

JUSTICE STUDIES

Annual Report 2020– 2021

Submitted by Maria De La Torre

I. Executive Summary

The Justice Studies department mission centers on the study of structural and intersecting inequalities and the pursuit of social justice. We ask questions about injustice, and examine how institutions, including the criminal justice and legal systems, are involved in promoting justice and injustice. While we focus on issues in the Chicago area, we also consider the wider world. Our courses help students understand the root causes of economic and social injustice, oppression, inequalities, discrimination and other harms.

Maria De La Torre started her first year as chair of the department and worked alongside Ymelda Viramontes, Office Administrator for both Justice Studies and History. During this difficult year faculty and staff deserve a special mention for their adaptability to the unprecedented challenges posed by the global pandemic. Faculty shifted gears immediately to respond to students' needs with synchronous and asynchronous virtual instruction and Ms. Viramontes responded capably and efficiently to continue our administrative operations. During a time of uncertainty, they all rose to the challenge to support our students and each other.

Strategic Goal One: Student Success

Advance student success from recruitment through graduation by engaging all members of the Northeastern community.

The department faculty were particularly flexible in teaching and advising students during this pandemic year. In the summer of 2020, the Justice Studies chair and faculty organized **a weekly virtual hour open to any student to come and ask questions**, share concerns or any issue they would like to talk about. This was an effort to support students during this difficult time.

Many students majoring in Justice Studies were recognized in the Dean's List for their academic success.

Justice Studies Dean's List for Fall 2020:

Ryan Allen
Andreea Barbulescu
Allmedina Bardhi
Natalia Borowska
Nina Campos

Angela Castellanos
Catrina Davis
Gisel Diaz
Christina Garcia
Krystina Gomez
Eric Gonzalez
Christina Guerrero
Gabriel Gurrola
Greg Halik
Semaj Jackson
Samantha Jacobs
Debra Jennings
Chris LaBrasca
Carmen MacLean
Saul Manon-Arellano
Carrie McBriar
Mariah Mendez
Laura Moreno
Jose Munguia
Stacie Ovalle
Alex Padilla
Carlos Perez
Ahmad Rayyan
Stephanie Reid
David Rodriguez
Jocelyn Rodriguez
Mercedes Rodriguez
Krystine Romero
Ale Ruiz
Mayled Sosa
Blake Stewart
Cortnie Stiles
Michael Ventura
Sylwia Witek

Justice Studies Dean's List for Spring 2021:

Andrew Almada
Hernan Alvarez
Liliana Armas Serna
Muhammad Baloch
Andreea Barbulescu
Natalia Borowska
Stephanie Caldera
Nina Campos
Angela Castellanos
Catalina Catalan
Gisel Diaz

Krystina Gomez
 Gabriel Gurrola
 Greg Halik
 Joanna Herrera
 Alberto Higareda
 Valeria Jacome
 Karolina Kedzior
 Jack King
 Marycela Mata
 Mariah Mendez
 Gabriela Mims
 Carlos Perez
 Stephanie Reid
 David Rodriguez
 Mercedes Rodriguez
 Vanessa Rodriguez
 Antonio Ruiz Gonzalez
 Randi Smith
 Karina Solano Suarez
 Sarah Tres
 Jasmine Winfield
 Eric Zarco

In this academic year the number of Justice Studies Majors who successfully graduated is 50 students. See the distribution of the graduates by ethnicity and gender below.

Graduates in Justice Studies 2020-2021							
Ethnicity							
Hispanic of Any Race	African American /Black	Hawaiian Pacific	Caucasian /White	Multiracial /2 or More Races	Noncitizen	Unknown	Total
28	8	0	9	1	1	3	50

Graduates by gender:

Gender	
Female	Male
34	16

Strategic Goal Two: Academic Excellence and Innovation

Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.

The Justice Studies faculty is continuously engaging in professional development, and during this pandemic year, faculty eagerly took part in training that helped them to teach their courses in virtual synchronous and asynchronous formats and in courses that strengthened their pedagogical tools for this moment in history. The trainings offered included:

- **NEIU’s Center of Teaching and Learning:** Online Teaching Fundamentals and Tools
- Quality Matters Online Teaching Course: Designing Your Own Course

The faculty who participated in one or both of the above include:

Rachel Birmingham
Adrian Castrejon
Maurice McFarlin
Adam Messinger
Jenai Stanley

Previously, ten other faculty members had completed similar courses to prepare them for online teaching.

Strategic Goal Three: Urban Leadership

Build upon Northeastern’s tradition of community partnership and engagement by collaborating with educational, social service, governmental, philanthropic, and business organizations in Chicago and the region.

The department has been hosting a day of outreach and advising on campus since the fall of 2019. On November 6, 2020, we held **Justice Studies Day**, a virtual space where faculty offered information about the program major and minors, internships, graduate school and advising. During this special day, we also had Hannah Sievers, from the **Friends Committee on National Legislation** (FCNL) present to our students “**How to be an Effective Advocate.**” Indeed, FCNL has been collaborating with this offering during the pandemic.

Maria De La Torre and Alejandra Prieto-Mendoza co-wrote the proposal “**Relaunching and Expanding Mobility after COVID: Implementing Equity Initiatives and Empowerment Models that Foster Human Development in Underserved Communities**” submitted to the 100K in the Americas grant competition to fund students from NEIU to travel to **Colombia** and Colombian students to travel to NEIU.

Our JUST majors are required to complete an internship as part of their curriculum, however, the pandemic put restrictions on our partner organizations that prevented our students from doing internships with them. As the global pandemic resides we look forward to continuing to place our students with our community and governmental partners.

Strategic Goal Four: Exemplary Faculty and Staff

Invest in and support faculty and staff to foster a nationally recognized urban university and create a thriving work environment that makes Northeastern an employer of choice.

The Justice Studies faculty is committed to excellence in teaching, service, and research and creative activities at NEIU and beyond.

Dr. June Terpstra continued updating her popular courses along with her website for students (junetersptra.org) and she added a blog commenting on social issues ranging from the January 6th insurrection to the Rittenhouse case. Additionally, she continues to work with a group of Justice Studies alumnae on organizing social justice events and creating videos to assist with the recruitment of new Justice Studies students.

Under the direction of Professor **Benneth Lee**, his students in JUST 318-Gangs in Chicago presented their amazing research in the symposium The Historical Perspectives of Chicago Street Gangs.

Dr. Nancy Matthews continued to serve as President of the NEIU Chapter of University Professionals of Illinois 4100 and worked for policies protecting union **members' rights under the pandemic conditions, and** health and safety protections in the face of resistance by NEIU administration. Fought for and oversaw air filtration testing to ensure campus safety.

Maria De La Torre co-chaired with **Akua Cason** the Search for Vice President of Student Affairs during the fall of 2020. The new VP for Student Affairs is Dr. Terry Mena.

Strategic Goal Five: Enhanced University Operations

Improve operating efficiencies, physical and technological infrastructure and systems, and environmental sustainability in order to provide a supportive learning, teaching, and working environment.

The pandemic catapulted faculty and staff into online and virtual modes of teaching and supporting student learning and management processes. Thanks to key software technology, Ymelda Viramontes was able to answer office phone calls remotely and continue with the administrative operations of the department. Likewise, faculty pivoted to teaching remotely and online with the use of zoom licenses and google meets platforms.

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.

The Justice Studies Department supports the fiscal standing of the university through its curricular offerings, which generate tuition revenue to support our mission.

From fiscal year 2017 to 2021, the revenue generated by the department was **\$5,830,704** (calculated using in-state tuition for FY2017). Estimates of the revenue generated by credit hour are shown in the table below. These estimates used the cost of credit hour for in-state tuition for the following years:

2017-2018= \$396
 2018-2019= \$404
 2019-2020= \$412
 2020-2021= \$420

Revenue by credit hours, FY 2017 -FY2021

	2017-2018		2018-2019		2019-2020		2020-2021		Total	
	No. of Sections	Credit Hours	No. of Sections	Credit Hours						
Total	40 37 77	2568 2349 4917	40 34 74	2279 1926 4205	31 26 57	1617 1291 2908	23 21 44	1,416 1,278 2694	252	14,724
Revenue	\$1,947,132		\$1,698,820		\$1,198,096		\$1,131,480		\$5,830,704 *	

Source: NEIU [Institutional Research and Assessment](#)

* Calculated on tuition for FY 2017-18 = \$396

While the cost of the program for FY21 was **\$671,465**, an amount that encompasses mostly salaries and a modest \$3,368 for commodities, telecommunications and services, the cost of the program is low compared to the **\$1,131,480** that it generated in revenue.

II. Program Plan

The Justice Studies program goal is to fulfill its mission to:

study systemic explanations for the failure (or triumph) of justice in society and explore the potential for trans-formative justice. Through critical inquiry, social science investigation, and experiential learning, Justice Studies' students develop an understanding of social and economic justice issue and critical criminology, which studies the structural roots of crime and takes up the legal and social concerns of diverse, urban, low-income and disenfranchises communities whose members are often clients of the criminal justice system.

Simultaneously, Justice Studies seeks to increase the number of JUST majors and minors in both Criminology and Social Justice. Faculty have started working in outreach activities to advertise and attract students to the program, including:

- Actively participating in Open Houses for new students at the main campus and El Centro
- One-stop registration events at the main campus
- Offering more Engaged Learning Experience courses open to all students
- Updating **the department's website and social media outlets to announce courses and events**

And before the global pandemic, the chair participated in the College of Arts and Sciences recruitment visits to feeder community colleges in Chicagoland.

B. Projected needs

Faculty and Staff

In the last five years the Justice Studies department has lost four TP faculty, leaving another four members. One faculty is President of the union, another is the coordinator of the CAST program and another the department chair. The diminished number has put pressure on the ability to advise students appropriately and to offer courses in the diverse subspecialties of the field of Justice Studies and Criminal Justice. The program would benefit from hiring another tenure line faculty.

Outreach Support

Although faculty have started to engage in outreach activities to support its attractiveness to new students, they are not experts in recruitment and outreach and would greatly appreciate being trained in these activities and receiving support from experts in this area at the university. The program would also benefit from support with developing outreach materials including the production of advertisement videos. Finally, the program is ready to collaborate more closely with enrollment experts in connecting with local high schools and community colleges.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Castrejón, J.A. (2020). Borders, labor and trauma: The multidimensional struggle of family separation on male migrant workers. *Justice Policy Journal*, 18(1)

Messinger, A. M., Guadalupe-Diaz, X. L., & Kurdyla, V. (2021). Transgender polyvictimization in the US Transgender Survey. *Journal of interpersonal violence*, 08862605211039250. [https://journals.sagepub.com/doi/abs/10.1177/08862605211039250]

Messinger, A. M., Kurdyla, V., & Guadalupe-Diaz, X. L. (2021). Intimate partner violence help-seeking in the US Transgender Survey. *Journal of homosexuality*, 1-25. [https://www.tandfonline.com/doi/abs/10.1080/00918369.2021.1901506]

2. Conference Presentations, Group Shows

De La Torre, M. (2021, March 17-20). *Developing into Leadership Roles* [Conference presentation]. Midwest Sociological Society Annual Meeting, Virtual Conference.

De La Torre, M. (2020, November, 16). *Exit West: The Beautiful Crossing* [book panel discussion]. One Book one Chicago program, Chicago Public Library, Chicago, virtual event.

De La Torre, M. (2020, October). Presenter, *Collaborative Online International Learning (COIL) Workshop*, organized by Office of International Programs, NEIU. Offered globally in a virtual format, with participants from countries in Asia, Africa, Latin America, Europe, and the United States.

De La Torre, M. (2020, July). Presenter, *Collaborative Online International Learning (COIL) Workshop*, organized by Office of International Programs, NEIU. Offered virtually globally, with participants from countries in Asia, Africa, Latin America, Europe, and the United States.

Messinger, A. M. (2021, April). LGBTQ teen dating violence. *National Institutes of Health (NIH) Scientific Workshop on Violence & Related Health Outcomes in Sexual & Gender Minority Communities*, regular session paper, held online/virtually.

Messinger, A. M., Kurdyla, V., & Guadalupe-Diaz, X. L. (2021, May). Intimate partner violence help-seeking in the U.S. Transgender Survey. *National LGBTQ Health Conference*, poster session, held online/virtually.

Messinger, A. M. (2021, March). On transgender intimate partner violence (IPV) with Adam Messinger. *Ronald Williams Library NEUIdeas Podcast*, invited podcast interview. [<https://neiudc.neiu.edu/lib-ideas/10/>]

3. Service

Nancy Matthews served as President of the NEIU Chapter of University Professionals of Illinois 4100. **Negotiated on behalf of members for policies protecting members'** rights under the pandemic conditions, and health and safety protections in the face of resistance by NEIU administration. Fought for and oversaw air filtration testing to ensure campus safety. Dr. Matthews also served in the Society for the Study of Social Problems as appointed Chair of the Travel Grant Committee.

Maria De La Torre served as President of the Justice Studies Association, a national professional organization in the field of criminal and social justice. Set up a new website for the association and organized and held the Annual Meeting in May 2020 in a virtual format, due to the covid pandemic. She also served as Chair of the Social Action Committee, a standing committee of the Midwest Sociological Society. Worked to award the social action award to non-profit grassroots organizations in support of social justice.

LATINA/O/X AND LATIN AMERICAN STUDIES

Annual Report 2020– 2021

Submitted by Brandon Bisbey

I. Executive Summary

The Latina/o/x and Latin American Studies (LLAS) program is dedicated to promoting research, training and engagement in the complex histories, cultures and politics of Latinxs and Latin America. This academic year the Program completed its ninth 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 represents a combination of Ethnic Studies with roots in Latinx community activism and Area Studies based on critical Latin Americanism. It provides instruction and programming that is directly relevant **to NEIU’s mission as a federally designated Hispanic-Serving Institution and as a university that aims to promote equity and respect for cultural diversity in the world. The program’s introductory course, LLAS 101, fulfills the General Education Social Sciences requirement and is offered every semester with consistently high enrollments. LLAS 109, the program’s First-Year Experience course, also fulfills the Gen Ed Soc Sci requirement and offers freshmen the opportunity to explore Latinx history and culture at the beginning of their academic careers at NEIU. LLAS’s Writing Intensive Program course, LLAS 201, is offered every semester and continues to be the main WIP course taken by Spanish majors as well as LLAS majors and minors.**

While LLAS is a relatively small program, its graduation and enrollment numbers compare favorably with similar programs at other institutions and with the rest of NEIU. At UIUC, Latin American Studies (LAS) and Latinx Studies (LS) are offered in two separate BA programs. From FY 16-18 the BA in LAS at UIUC had an average graduation rate of 0, while the BA in LS had a rate of 3. During the same period the

LLAS program at NEIU (which has a much smaller enrollment than UIUC) had an average graduation rate of 4. This illustrates the popularity and relevance of the LLAS program to NEIU students. Over the last four semesters (SP 20-**FA 21**) **NEIU's ratio of courses offered to student credit hours completed** has been 1554/62759 (0.0247).

During the same time, the LLAS program's ratio of courses to credit hours has been 6/210 (0.0286). In other words, LLAS has outperformed the university as a whole in terms of number of courses offered versus credit hours logged, thus illustrating that this program, while small, is certainly productive in terms of enrollment.

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:

- Renamed program the Latina/o/x and Latin American Studies Program to reflect developing identities and increase inclusivity of non-binary identified individuals
- Revised degree requirements to reflect enrollment and personnel shifts
- Led student intern in the production of new promotional materials for the department, including a video to encourage donations to the LLAS Scholarship Fund
- Led fundraising initiatives that raised \$750 for scholarships
- Chaired a scholarship committee that awarded \$750 in scholarships to LLAS majors in Spring 2021
- Advised LLAS students academically and professionally
- Co-sponsored numerous activities in the University with other programs and departments, including the "*Voces: Poesía joven en NEIU*" poetry event hosted with the Department of World Languages and Cultures in June 2021.
- Proposed new courses to meet program needs: LLAS 381, 382, and 383 (1-, 2-, and 3-hour Independent Studies) and LLAS 383S (Special Topics in Latin American Literary and Cultural Studies)

II. Program Plan

A. Long term goals

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: Dr. Victor Ortiz, the only full-time tenure-line faculty member of the LLAS program, will be retiring at the end of AY 2021-22. Since LLAS is an interdisciplinary program whose faculty all have appointments in other programs, a tenure-line position is needed to preserve the integrity of the program and ensure that it will be able to offer relevant instruction and services to students.

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

Ortiz, Victor. "Barrios en el paraíso." *RevIISE* vol. 18, no. 15, 2021-22, pp. 139-62.

2. Conference Presentations, Group Shows

Bisbey, Brandon. "Drugs, Addiction and Queer Subjectivity in Mexican and US Countercultural Literature: William S. Burroughs's *Queer* and Luis Zapata's *El vampiro de la colonia Roma*." 136th Annual Modern Language Association Convention. Remote. January 7-10, 2021.

Bueno, Christina. "The Case of the Cross of Palenque," Latin American Studies Association International Congress, Virtual Meeting, May 2021.

---."Born of the Conquest': Porfirian Depictions of the Spanish Invasion of Mexico," Southeastern Council on Latin American Studies, Virtual Meeting, April 2021.

---."Teaching Food History," Rocky Mountain Council for Latin American Studies, Virtual Meeting, March 2021.

---."The Smithsonian's Repatriation of a Mexican Artifact in the Early Twentieth Century," Rocky Mountain Council for Latin American Studies, Virtual Meeting, March 2021.

---."Hiding a History of Destruction: The Making of Archaeological Patrimony in Modern Mexico," American Historical Association, Virtual Meeting, January 2021.

3. Funded grants

Ortiz, Victor. "Social Cohesiveness in a Chicago Suburb." National Science Foundation, 2018-2021, \$149,000.

4. Service

Bueno, Christina. McGann Modern History Book Award Committee 2021, Rocky Mountain Council for Latin American Studies.

---. Chair, Judith Ewell Award Committee 2020, Rocky Mountain Council for Latin American Studies.

Ortiz, Victor. Yorkville Education Foundation Board member (since September 2021)

---. Citizen Advisory Committee Board Member of School District 115 (since August 2021).

B. Alumni News

LLAS Alumna Liliana Macías, currently a doctoral student in history at UIC, an employee of the Chicago History Museum, and an adjunct instructor at NEIU, proposed a new course for the WGS and LLAS programs, to be taught at NEIU in the Fall of 2022: "Gender And Sexuality In Latin American And Latinx Resistance Movements."

LINGUISTICS

Annual Report 2020-2021

Submitted by Richard W. Hallett, Coordinator

I. Executive Summary

The 2020-2021 academic year was an historic one for the Linguistics Department. For example, it was the first time that the Department offered all Linguistics courses online for the fall, spring, and summer sessions. The Linguistics faculty and students quickly adapted to the challenges of the global pandemic by not only converting courses and office hours to online modalities, but also by reformatting Department and University forms into editable documents and altering public thesis defenses into events held via Zoom. Once again, the graduates of our programs shone: one minor in Linguistics was accepted into a Ph.D. program in audiology, three students who completed their MAs in Linguistics were accepted into Ph.D. programs in Linguistics (two with scholarships), one MA graduate was accepted into an MA program in Spanish, and another minor in Linguistics was accepted into another MA program in Linguistics. Despite the unconventional learning nature of the 2020-2021 academic year, the Linguistics Department still had phenomenal placement into graduate programs.

The Linguistics faculty kept active with their research during the academic year. Dr. Hallett, for example, published a single-authored chapter in an edited volume and a co-authored article in a refereed international journal. Dr. Bancu presented a poster at the virtual annual meeting of the Linguistic Society of America. The 2020-2021 academic year provided the Linguistics Department opportunities to reimagine the ways we teach our students, research various topics, and disseminate our findings.

Assessment

In the Spring 2021 semester, the tenured/tenure-track Linguistics faculty members met to revise the Department goals. The goals for the Linguistics Department, especially for the MA Program, are the following: 1) to introduce students to the nature and structure of language as a formal system, 2) to introduce students to language as part of human cognition and human interaction within and across cultures and societies, 3) to provide students with the principles and methods for conducting linguistics research as a scientific endeavor, 4) to foster an appreciation of the role of linguistics in societal and intercultural understanding, 5) to broaden **students' opportunities in seeing the** applications of linguistics in other fields of academic inquiry and future careers, and 6) to equip students with the necessary skills to pursue careers in academia, and in fields such as language teaching, curriculum development, speech pathology, forensic linguistics, computational linguistics, artificial intelligence, advertising, 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 2020-2021 academic year.

II. Program Plan

A. Long term goals

The long-term plans for the Department of Linguistics remain those listed in the last annual report. The Department continues to be committed to the creation of a Ph.D. Program, maintaining 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 further convinced that a doctoral program 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.

As a more short-term goal, the Department is committed to expanding its offerings in terms of international education. To that end, Linguistics plans to apply to host a Fulbright Scholar-in-Residence in the coming academic year to teach new courses in the research area of the languages and cultures of the Middle East and North Africa, the undergraduate version of which is a required course in the Jewish Studies minor at NEIU. The Department also plans to be involved in the proposal to offer a new certificate program through the U.S. Peace Corps by submitting undergraduate Linguistics courses that students could take to complete their Peace Corps Preparation Certification.

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). Ideally, this hire should also have some novel ideas about how to recruit both undergraduate and graduate students. 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 desperately needs to upgrade the university technology issued to its teaching professionals. In fact, during the early part of the pandemic, the Linguistics coordinator bought himself a new personal laptop to use for the purposes of conducting online classes and office hours as his university-issued laptop contains neither a microphone nor a camera. Despite his repeated requests for a replacement for this laptop, the University still has not issued him a new computer nor upgraded his laptop at all. Scanners and local printers in the Department have become outdated and have been removed by Facilities Management, but replacements have not been issued or installed.

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

3.1. Articles

Hallett, R.W., & Quiñones, F.M. (2021). The linguistic landscape of an urban Hispanic-Serving Institution in the United States. *Social Semiotics*.
DOI: 10.1080/10350330.2021.1916391

3.2. Book Contributions

Hallett, R.W. (2020). **Critical teaching reflection on the “N-word.”** Inspirational stories from English language classrooms, ed. by Flora D. Floris and Willy A. Renandya. Malang, Indonesia: Teaching of English as a Foreign Language in Indonesia (TEFLIN) Publication Division, Bintang Sejahtera Press, pp. 72-74.

4.6. Conference Posters

Bancu, A. (2021). Conjunctions as the locus of language contact, language change, and language maintenance: The case of Transylvanian Saxon. Ninety-fifth Annual Meeting of the Linguistic Society of America (LSA), January 7-10 [virtual].

6. Service

International Service

Richard W. Hallett reviewed a manuscript, “Metaphor and (im)politeness in political cartoons: A sociocognitive approach,” for the *Journal of Pragmatics* in February 2021.

B. Student Achievements

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

Camargo-Díaz, R. (2021). What role does formal US education play in perceptions of other non-standard Spanish variations? Annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 23).

Olariu, L. (2021). Konglish: A morphological study. Annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 22).

Olariu, L. (2021). Language dominance in trilingual speakers. Annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 22).

Richio, A. (2021). Gender representations in ESL textbooks. Annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 23).

Quiñones, F.M. (2021). Puerto Rican Sign Language: The unpopular opinion. Annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 22).

Quiñones, F.M. (2021). Puerto Rican Sign Language: A creole language or a dying dialect? Minority Languages Spoken or Signed and Inclusive Spaces International Conference. Paris, France (May 10-June 30, virtual).

Stenstrom, K. (2021). Language and race: A keyword study: An examination of American English texts including the terms *people of color* and *person of color*. Annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 22).

Stewart, K. (2021). The Windy City speaks through linguistic landscapes: An analysis of four Chicago neighborhoods. Annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 23).

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

Yadira Alonzo (Linguistics minor, 2019) was accepted to the Ph.D. program in Audiology at the University of Illinois – Urbana/Champaign.

Julio Alejandro (Alex) Lara was accepted to the Ph.D. program in Spanish at the University of Wisconsin – Madison, where he was also offered a teaching assistantship and a fellowship. Alex was also accepted to the doctoral program in Iberian and Latin American Languages and Cultures at the University of Texas – Austin.

Kia D. London (MA Linguistics, 2017) was accepted to the MA program in Spanish at Idaho State University. She will begin working on this degree in the summer of 2021.

Rebecca Peterson (Linguistics minor, 2019) was accepted to the MA program in Linguistics at the University of South Carolina.

Frances M. Quiñones (MA Linguistics, 2021) was accepted to the Ph.D. program in Linguistics at the University of Wisconsin – Milwaukee. **She was offered a Chancellor’s Graduate Student Award** as well as a graduate assistantship.

Amber Worrick (MA Linguistics, 2013), who teaches academic English at Tennessee State University, was accepted to the Ph.D. program in Linguistics with a concentration in Applied Linguistics at the University of Memphis. She began her doctoral work in January 2021.

C. Alumni News

Mastourah Alazmi (MA Linguistics) successfully defended her Ph.D. dissertation at Arizona State University in April 2021.

Assim Albader (MA Linguistics, 2015) successfully defended his MA thesis at the University of Manitoba in December 2020.

Jill Bruellman (MA Linguistics, 2006) is Chair and Associate Professor of English Language Instruction and TESOL at the College of Lake County. She serves as the International Faculty Coordinator and purposefully and strategically establishes international partners, secures funding for international education, and assists in the development of a global citizenship milestone. She gives workshops and lectures in Lake County and internationally. Her last workshop, “EFL/ESL Assessment in the New Normal” was given virtually to over one hundred in-service teachers in the Philippines and Indonesia. She is currently a Ph.D. candidate at Northern Illinois University in English with a concentration in Linguistics.

Nadia Felecan (MA Linguistics, 2004) is currently teaching French and English as a Second Language (ESL) in Evanston at Chute Middle School. She got into storytelling, and she performs on Zoom at shows like “Too Much Is True,” “Story Lab,” “Michigan Meet Up,” and “99-second Story Slam.” She is planning to put together and publish a collection of personal stories.

Jill Hallett (MA Linguistics, 2006) published an article, “Teachers’ development of a socially-stigmatized dialect,” in *Language and Education* in July 2020. She also co-authored an article, “Was it merely contentious or were there casualties? Metaphorical framing in local and international news reporting” with Marta Degani in *Colloquium: New Philologies* in 2020.

Christopher Leonard (MA Linguistics) is an assistant professor of English and the director of the Writing Center at Wilbur Wright College.

Andrzej Lewandowski (MA Linguistics, 2013) is the founding speech therapist of Dempster Therapeutic Services, LLC. He was named “one of 19 Best Speech Pathologists in Chicago” by independent researchers at [Expertise.com](https://www.expertise.com) in 2020 and 2021.

Jayson Huy Nguyen (MA Linguistics) recently received his welding license. He is now employed by S&C Electric Company.

Piotr Niebrzydowski (MA Linguistics, 2016) works as an English teacher in one of high schools in Elk, Poland. He is also an English instructor for the Polish Army, where he prepares soldiers for Military English Exams.

Frances M. Quiñones (MA Linguistics, 2021) presented a poster, “Puerto Rican Sign Language: The Declining Creole,” at the online *LingCologne 2021: Multilingualism Conference* in June 2021.

Krishanti Ramakrishnan (MA Linguistics, 2006) taught ELA in the English Department at the College of Lake County from 2008 till 2018. After living in Seattle for three years, she is now back in Illinois.

Amanda Richio (MA Linguistics, 2021) recently accepted a job offer from ProQuest. She will be a consultant to libraries and companies using ProQuest databases.

Jason Safranek (MA Linguistics, 2010) is teaching English as a Second Language (ESL) in Normal, Illinois after having taught ESL in Abu Dhabi for three years. He also recently received a second Masters in Literacy/Reading from Illinois State University.

Peter Sipes (MA Linguistics, 2015) published two Latin readers, *Sisyphus: Rex Improbis* and *Unguentum* in 2020. From 2016 until 2019 he served on the Natrona County (Wyoming) School District #1 World Language Curriculum Committee. In 2021 he co-wrote and published *Necronomicon: Liber Maledictus* with the students in his eighth grade Latin class at Casper Classical Academy.

MATHEMATICS

Annual Report 2020 – 2021

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 2020-2021 we graduated 32 majors (compared to 22 in 2019-2020) and 4 (10 in 2019-2020) with a Master degree. 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).

The retention rate (Fall 2020 to Fall 2021) for our department undergraduate programs is 87.4% and for graduate programs 81%.

The department continues successful offerings of 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 2020-2021 Professors Filus, Hibdon, Kahouadji, and Turian were engaged in organizing two virtual Workshops in 2020-2021. They were organized in collaboration with the ChicagoCHEC grant and Warsaw School of Economics (Poland), and supported by a grant from NAWA Polish National Agency for Academic Exchange. The Workshops focused on Modeling for Cancer Risk Assessment; Modeling in Health, Sciences, Business and Economics.

Many of our faculty were active in research. Also, many have been involved and played key roles in important for NEIU grants. More detailed information is listed in the section 5. Funded Grants.

Curriculum Development

Philip Wagala Gwanyama has developed and continues to update MyOpenMath [Homework system] materials for Math 173 – MyOpenMath, Math 203, Math 202, Math 187, and Math 165 for the Department. MyOpenMath is a flexible online Learning Management system LMS (Homework system) built around open-source free textbooks in mathematics which is publicly available and free— Some benefits include: cutting

educational expenses for students and improving financial savings in costs for textbooks and course resources for students. This approach to instruction supports the **Department's effort to be inclusive of diverse** and/or underrepresented populations.

Philip Wagala Gwanyama also continues to operate Free Problem-Solving Seminars for Graduate students in the M.S in Mathematics program preparing for their M.S. Qualifying Examinations.

EMERGE: Katy Bird and Sarah Cordell supported a new coordinator transitioning into the EMERGE Summer Program Coordination role during 2019 and 2020.

MSTQE Program: Sarah Cordell's contributions to the MSTQE Program included developing new online versions of the Math 380 and 381 courses, teaching the online Math 380 course, attending several MSTQE Faculty Design Team meetings throughout the semester, assisting with MSTQE programmatic changes, collaborating with Biology faculty to develop and integrate interdisciplinary curricular connections across the BIOS 310 and Math 380 courses, collaborating with Coordinator Billie Diaz to recruit Math 150 students for the MSTQE Program, and presenting two workshops to the MSTQE community: 1) MSTQE Meet-Up: Excellent and Equity in STEM Education and 2) Culturally Relevant Pedagogy in STEM.

Sarah Cordell developed online/hybrid courses for Math 150, Math 173C, Math 380, and Math 381, and will continue to strengthen these courses.

Sarah Cordell assisted with drafting a Diversity, Equity, and Inclusion statement for the department.

Matthew Graham assisted the MSTQE program in revising its program to better align with the new state requirements for elementary and middle level education licensure. Numerous courses were removed from the requirements to match the reduction in Illinois state requirements. Many of the remaining courses needed to be adjusted to continue to deliver a high level of mathematical and scientific content. Given the number of credits required, MSTQE is considering the possibility of becoming a major. This would align well with any future Track 1 Noyce Grants since it would allow us to fund middle level educators with Noyce Scholarships.

CASA: NEIU was awarded a five year Department of Education Track V: Creating Access to STEM for All (CASA) grant. The PI Matthew Graham led numerous CAS faculty to help design and support a CASA success cohort program aimed at helping all of our diverse freshman students persist in STEM fields. The program offers an accelerated path to and through Calculus I a STEM gateway course. CASA students take a general education course, taught from a STEM lens, each semester for their first two years: Philosophy Ethics, Financial Literacy, Public Speaking, and History of STEM.

CASA: Matthew Graham led the CASA PLT (professional learning team) comprised of 15 faculty members from Mathematics, Biology, History, Geography and Environmental Studies, Chemistry, Psychology, Computer Science, Economics, Philosophy, and

Communications, Media, and Theatre . A subgroup of the PLT has been working on structures for faculty to better evaluate their teaching practices from a culturally responsive teaching lens. This subgroup has merged two self assessments for the CASA PLT to help inform their teaching practices. They also began to work on a formative feedback system that would allow CASA instructors to get feedback from other CASA instructors a few times over a semester in order to elevate their teaching practices. One ultimate aim is to better support our BIPOC populations in STEM so that the diversity of the NEIU population is well represented by the NEIU STEM population, which is currently not the case. The math subgroup of the CASA PLT team is comprised of Joseph Hibdon, Nancy Wrinkle, Charles Ampong and Matthew Graham. The math group has developed a two semester pathway, for students placing as low as Math 091, to get to and through Calculus I. This pathway exceeds the recent Illinois state requirement for developmental math pathways by supplying a two semester pathway through Calculus I rather than just a two semester pathway through College Algebra for STEM students.

In Spring 2021 Joseph Hibdon worked with STEM faculty at NEIU and the Student Center for Science Engagement (SCSE) to implement a training program for Diversity, Equity, and Inclusion. The program was offered to faculty and staff in the College of Arts and Sciences. Approximately 24 faculty and staff took advantage of the professional training, including Katy Bird from the math department. The work was funded by a Title III grant.

In Fall of 2020 Joseph Hibdon worked with math faculty to develop a workshop to take place at the Institution for Computational and Experimental Research in Mathematics (ICERM) at Brown University. The program is called Data Science and Social Justice: Networks, Policy, and Education. The proposal was accepted in Spring 2021, and will be conducted during Summer 2022 and Summer 2023. Joseph Hibdon as one of the co-organizers has room and board for 4 weeks each summer to spend time at Brown and conduct the research.

At the beginning of Summer 2021 Joseph Hibdon was accepted to a workshop on Team Based Inquiry Learning (TBIL) at the University of South Alabama. The weeklong workshop was to train math faculty around the country to implement TBIL in their Calculus I, Calculus II, and Linear Algebra courses. Along with this the faculty are currently working to write online textbooks to support this work. In Spring 2022 Joseph Hibdon will teach Calculus I using TBIL and the online textbook. Assessment of the course will be conducted and in Summer 2022 modifications will be implemented. This work is being supported by a NSF IUSE grant at the University of South Alabama.

The College of Arts and Science nominated Joseph Hibdon, Brittany Pines, Marcelo Sztainberg, and Kenneth Voglesonger to represent NEIU as part of the STEM Excellencia workshop hosted by Arizona State University (ASU) in Spring 2020. After the workshop this group continued the work and supplied resources to help improve STEM at NEIU and improve our service as an HSI. As part of the work during 2020-2021 the group helped ASU apply and get an NSF award to help elevate HSIs to get the Seal of Excellencia.

To support NEIU Action Step 1.1 (Increase the enrollment of both undergraduate and **graduate students) of the University's Mission/Goals; the Mathematics Department is** currently waiting for a framework from the College of Graduate Studies and Research (CGSR) that provides guidelines for developing combined BA/MS programs for NEIU. This is a consequence of the facts that, the Department of Mathematics previously developed a combined BA/MS program in Mathematics secondary education concentration that was approved by CAS to support NEIU Action Step 1.1 (Increase the **enrollment of both undergraduate and graduate students) of the University's** Mission/Goals; but the College of Graduate Studies and Research (CGSR) stopped its implementation providing the following official response: " ...We [CGSR] currently do not have a framework at NEIU to evaluate proposals for dual degree programs. Although we recognize this is a direction the university may want to take, we first need to establish clear guidelines so that we set the appropriate standards for this kind of program..."

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.

It is hoped that the Free Problem Solving Seminars that Philip Wagala Gwanyama operates for Graduate students preparing for their M.S. Qualifying Examinations would be institutionalized in the near future. To support NEIU Action Step 1.1 (Increase the enrollment of **both undergraduate and graduate students) of the University's** Mission/Goals; the Mathematics Department is currently waiting for a framework from the College of Graduate Studies and Research (CGSR) that provides guidelines for developing combined BA/MS programs for NEIU. This is a consequence of the facts that, the Department of Mathematics previously developed a combined BA/MS program in Mathematics secondary education concentration that was approved by CAS to support NEIU Action Step 1.1 (Increase the enrollment of both undergraduate and **graduate students) of the University's Mission/Goals; but the College of Graduate** Studies and Research (CGSR) stopped its implementation providing the following official response: " ...We [CGSR] currently do not have a framework at NEIU to evaluate

proposals for dual degree programs. Although we recognize this is a direction the university may want to take, we first need to establish clear guidelines so that we set the appropriate standards for this kind of program..."

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

Upgrading offices

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

1. Book Chapters, Regional Exhibitions or Performances

Filus, J. and Filus, L., 2021, Chapter 3. General Forms of Bi-Variate Survival Functions with Reliability Applications, *The Handbook of Reliability, Maintenance, and System Safety through Mathematical Modeling*, A. Kumar and M. Ram (eds), ISBN 978-0-12-819582-6, Academic Press, 43-64.

<https://doi.org/10.1016/B978-0-12-819582-6.00003-4>

2. Articles and Abstracts, Local Exhibitions or Performances:

Birman, J., Morse, M., and Wrinkle, N., 2021, Distance and intersection number in the curve graph. *Geometriae Dedicata*, 215(1), 161-189. <https://doi.org/10.1007/s10711-021-00644-9>

Condo, S., and Turian, E. (2021). Tumor Dynamics under Immunotherapy: A Time Delay Modeling Approach. *Proceedings of International Conference on Life Sciences, Engineering and Technology*, 1, 22-35. ISBN: 978-1-952092-19-0.

Filus, L., 2020, Theoretical Aspects and Constructions of Bivariate Probability Distributions, Most General Case, *Book of Abstracts, VII Workshop on Computational Data Analysis and Numerical Methods (VII WCDANM)* Polytechnic Institute of Tomar, Portugal, Sept. 10-12, 2020, p. 81

Filus, J. and Filus, L., 2020, Construction of k-Variate Survival Functions with Emphasis on the Case $k = 3$, *Applied Mathematics*, Vol.11, No 7, 678-697.

Gwanyama, P.W., (2021), Alternate Solution Method to Richards Growth Equation and Application. *International Journal of Engineering and Future Technology (IJEFT)*, 18(1) ,15-20.

Zhonggang “Zeke” Zeng, *Geometric Modeling and Regularization of Algebraic Problems*, Proceedings of ACM International Symposium on Symbolic and Algebraic Computation (ISSAC’20), (highly competitive, refereed) pp. 458-465, July, 2020

3. Conference Presentations, Group Shows

Filus, L., Theoretical Aspects and Constructions of Bivariate Probability Distributions, Most General Case” at Stochastic Modeling Session of the VII Workshop on Computational Data Analysis and Numerical Methods (VII WCDANM) that took place virtually at Polytechnic Institute of Tomar, Portugal, (virtual), Sept. 10-12, 2020
http://www.wcdanm.ipt.pt/download/book_of_abstracts_finalversion.pdf

Filus, L., Lessons Learned in Career Development, Panelist at Speed Mentoring Session with Senior Science Faculty and Administrators, Women in Science Conference, NEIU, (virtual) March 26, 2021

Jill Pipher, Catherine Roberts, Ron Buckmire, Joseph Hibdon, Bryna Kra, Kaso Okoudji, Francis Su, *AMS Update to the Community on Equity, Diversity, and Inclusion Efforts*, Joint Mathematics Meeting, (Virtual), January 8, 2021.

Turian, E. *Tumor Dynamics under Immunotherapy: A Time Delay Modeling Approach*. International Conference on Life Sciences, Engineering and Technology (ILSET2021), (Virtual), April 22-25, 2021.

Turian, E. and Filus, L. (2021). *Initiating a Translational Bio-Mathematics Research Seminar for College Students*. MathFest, Mathematical Association of America (MAA), (Virtual), August 4-7, 2021.

Zhonggang “Zeke” Zeng, *On the Sensitivity of Singular and Ill-conditioned Linear Systems*, Contributed lecture presentation, SIAM Conference on Applied Linear Algebra (LA21), May 18, 2021

Zhonggang “Zeke” Zeng, *Singular Algebraic Equations with Empirical Data*, Invited Curriculum talk, Chinese Academy of Science, Dec. 17, 2020

Zhonggang “Zeke” Zeng, *A Newton’s Iteration on Zeros of Higher Dimensions*, Invited minisymposium talk, American Mathematical Society Regional Meeting, Oct. 4, 2020

Zhonggang “Zeke” Zeng, *Geometric Modeling and Regularization of Algebraic Problems*, highly competitive refereed lecture, ACM International Symposium on Symbolic and Algebraic Computation (ISSAC’20), July 22, 2020

4. Funded grants

Breckie Church, **Emina Stojković**, and Joseph Hibdon; NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences, Year 8, NIGMS -NIH, \$1,281,120. 2T34GM105549 - 06

Breckie Church, **Emina Stojković**, and Joseph Hibdon; NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences - Supplement, NIGMS - NIH, \$50,000. 3T34GM105549-07S1

[NEIU Faculty] Huseyin Colak PI, Matthew Graham CoPI, Joel Olfelt CoPI: NSF Noyce Scholars University and Community College Collaboration for Mathematics and Biology Scholar Teacher Education Grant \$1,450,000 Year 5.

Billie Díaz, Syreeta Brown, Alberto Lopez, Nancy Wrinkle, Jorge Cantú; Noyce Capacity Building Grant: Chicago STEM Teaching Collaborative, National Science Foundation, \$121,000

[Math Faculty]Matthew Graham PI, Nancy Wrinkle, Charles Ampong, and Joseph Hibdon; CASA: Creating Access to STEM for All, US Department of Education, \$3,000,000 Year 1.

[NEIU Faculty] Nadja Insel, Marcelo Sztainberg, Francisco Iacobelli, Ting Liu, and Joseph Hibdon; Collaborative Research: HDR DSC: The Metropolitan Chicago Data Science Corps (MCDC): Learning from Data to Support Communities, NSF, \$157,403.

Christina Ciecierski and Lidia Filus (NEIU PI), Math Faculty: Beverly Gonzalez (Biostat Core), Joseph Hibdon (Planning and Evaluation Core), Nabil Kahouadji (Research Education Core); Chicago Cancer Equity Collaborative CHEC, NCI-NIH partnership of NEIU, University of Illinois in Chicago, and Robert H. Laurie Comprehensive Cancer Center of Northwestern University, U54CA202995, U54CA202997, and U54CA203000, year 7, renewed for 2020-2025, 17.7 mln

NEIU Faculty: Christina Ciecierski and Lidia Filus (co-PI) Marzenna Weresa (Warsaw School of Economics-PI), 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 extended till June, 2022

Sudha Srinivas, Kenneth Volgesonger, and Brittany Pines; Advancing Research and Career Opportunities in STEM, US Department of Education, \$5,000,000 (J. Hibdon helped write this and is using some of the money to build a math computation lab in BBH.)

5. Service

Sarah Cordell collaborated with the MSTOE Program in several capacities including developing and teaching new online courses, attending MSTOE Faculty Design Team meetings, assisting with MSTOE programmatic changes, collaborating with Biology faculty to develop and integrate interdisciplinary curricular connections across courses, collaborating with Coordinator Billie Diaz to recruit students, and presenting equity-focused STEM workshops.

Sarah Cordell serves on the Audrey Reynolds Teaching Award Committee and will give her Audrey Reynolds talk in Spring 2022 (talk was delayed due to the pandemic).

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*.
- 4.

Filus. Member of the Program Committee of *Organization Review (Przegląd Organizacji)* <http://www.przeglądorganizacji.pl/>,

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, J. - American Mathematical Society (AMS): Committee of Equity, Diversity, and Inclusion (CoEDI).

Hibdon, J. - Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): Chapter Committee.

Hibdon, J. - The Graduate School at Northwestern University Diversity and Inclusion Advisory Council Group.

Hibdon, J. - Minority Student Alumni Advising: College of the Holy Cross

Philip Wagala Gwanyama collaborates with the college of education (COE) and serves to evaluate transcripts of Graduate applications for students wishing to enter into the FOCUS-Mathematics program /and MAT running in the COE. 2020-2021.

Philip Wagala Gwanyama served as Coordinator of the M.S in Mathematics - Comprehensive Examination 2020-2021.

Philip Wagala Gwanyama served as a Reviewer and Reviewed for the Electronic Journal of Spreadsheets in Education (eJSiE)

Philip Wagala Gwanyama Operates Free Problem-Solving Seminars for Graduate students in the M.S in Mathematics program preparing for their M.S. Qualifying Examinations. 2020-2021.

Nabil Kahouadji serves on the NEIU Enrollment Forecasting Group since Summer

Nabil Kahouadji serves as a Research and Education Core Co-lead of the U54 Collaborative Grant Chicago CHEC.

B. Student Achievements

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

Redemalla, S., and Turian, E (mentor). *Tumor Response to Immunotherapy: A Mathematical Model Based on Darcy's Law*. 3rd Annual Conference on Quantitative Approaches in Biology, Northwestern University, IL, (Virtual), November 2020.

Samantha, C., Turian, E. (mentor). *Tumor-Immune Evolution Response: A Comparison of Time Delayed Growth Models*. The 17th Mathematical and Statistical Modeling of Complex Systems Workshop - Northeastern Illinois University, Chicago, April 2021.

Flores, K. and Turian, E (mentor). *A Mathematical Model of Tumor Evolution in Mice using Functionality that Employs Saturation Levels*. Modeling of Complex Systems Workshop - Northeastern Illinois University, Chicago, April 2021.

Redemalla, S., and Turian, E (mentor). *Tumor Response to Immunotherapy: A Mathematical Model Based on Darcy's Law*. Research and Creative Symposium (RCA), Northeastern Illinois University, IL, (Virtual), April 2021.

Redemalla, S., and Turian, E (mentor). *Tumor Evolution during Immunotherapy: A Study of Parameters that Influence the Dynamics of a Darcy's Law Model*. The 17th Mathematical and Statistical Modeling of Complex Systems Workshop - Northeastern Illinois University, Chicago, April 2021.

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

Lia Yusuf (Math '21) - Summer Research Assistant at Argonne National Laboratory
(March 2020)

C. Alumni News

Carlos Villeda (MS '18) - Applying to PhD programs in Astrophysics

Sumer Back (BS '20) - Actuary Analyst Assistant.

MATHEMATICS DEVELOPMENT

Annual Report 2020-2021

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, with the help of a Title V: Creating Access for All (CASA) grant we developed a stretch Calculus pathway to complete Calculus I, in two semesters, for any student placing into Math 091 (Intermediate Algebra) or higher. We will be piloting this pathway with our CASA cohort in Fall of 2021.

Prior to this reporting year, we had pathways in place that allowed all majors (except Business and STEM but including Psychology and Sociology) a two semester pathway to complete their first math requirement for their major regardless of math placement.

This means that we have math pathways that allow students placing into Math 091 or higher to complete their first math requirement for their major (regardless of major) in two semesters. For those students that place into Math 090 they have two semester math pathways for all but Business and STEM majors where they have a three semester pathway. Granted this most recent pathway needs to be piloted and refined before being scaled. However, we are already thinking through the difficulties that might be encountered when scaling this newest pathway (more details are within the report).

Math 111A/011A and Math 111B/011B: This stretch statistics course sequence:

- Had a 50% pathway success rate compared against 24% (for 090, 091, 092, CL pathway), 32% for 091, 092, CL pathway), 52% (for 092, CL pathway)
- allowed 84 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 67% compared to 52% 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 partnership with the LSC. These services were underutilized during Covid-19, however, we continue to offer exam retakes at the LSC when face to face instruction resumes. This partnership has allowed students in the stretch courses opportunities to retake exams (as long as they had 70% on all homework assignments for that section). These services partially address strategic goals 1.2, 1.3, 2.7, 5.3.

EMERGE Summer Program:

The EMERGE program continued to have substantially low recruitment numbers (since 2019). Despite these challenges, EMERGE collectively saved the 11 students that participated from taking 9 math courses.

Title V: CASA (Creating Access to STEM for all) grant award: In FY 2020 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: (1) a bold 2-3 semester sequence to get STEM students placing into Math 091 (or higher) to and through Calculus I; (2) a cohort experience where students take Philosophy Ethics, Financial Literacy, Public Speaking, and History courses all taught with a STEM lens; and (3) 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. One key aspect of the grant was partnership with the Pedroso Center to allow our faculty to expand their Culturally Responsive teaching practices and efficacy. Unfortunately, the Pedroso Center has experienced extreme difficulties and high turnover. Lack of support from the administration has been cited as one cause.

II. Program plan

- A. **Developmental Mathematics Long Term Goals:** The parenthetical numbers refer to the University's strategic goals. Recently achieved goals are indicated (with possible exceptions explicitly stated).
1. **(Achieved 2021 for all but STEM and Business majors placing into Math 090)** 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 completely 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. **(Completed in 2021)** 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 2022 Goals

We will continue to redesign the math development program. And with the help of the CASA grant that we were awarded, we will implement and refine the shorter STEM and Business pathway developed in FY 2021. We will continue using the Title III: EXITO--Exit on Time in. 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.
 - **(Completed 2021)** 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. In Summer of 2021, we plan to complete development of a stacked version of this course sequence which **would have students from both the first and second semesters in the same class together and have most of a mastery grading system put together.**
- **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 **(Completed in 2021)**. 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.
- **Develop Stretch Calculus: (Completed in 2021)** We have learned quite a bit in delivering the Corequisite College Algebra course and have constructed a 2-semester sequence starting from Math 091 and concluding with Math 187 (Calculus I). This development is an integral piece of the CASA grant that targets underrepresented students who want to pursue a STEM degree.
- **Scale Stretch Calculus:** Scale the stretch Calculus pathway to allow any student to participate. We need to learn some lessons with the pilot before scaling. However, we are in the process of developing benchmarks and required objectives to scale the first corequisite pair of this sequence. This is similar to the Math 092C/173C pathway and allows students placing into Math 091 to also participate.
- **All math development classes:**
 - **(Completed 2020)** We are using MyOpenMath 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.

o **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.

o **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.

o **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

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%
2021	73	110	123	13				84	52	9	8	15	487	-26.66%

- ### Enrollment Data

The enrollment data table shows the total enrollment data in developmental mathematics for the years indicated.

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

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%
2021	86%	79%	82%	100%				75%	83%	89%	88%	93%

- **Coarse Success Data**

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%	88%					
2016	61%	59%	57%			64%	92%					
2017	55%	55%	62%		71%	56%	80%					
2018	52%	56%	60%		38%	82%	73%					
2019	57%	59%	69%	63%	50%	69%	100%	60%	55%			67%
2020	64%	72%	61%	48%	50%			67%	86%	100%		59%
2021	75%	62%	69%	77%				69%	73%	78%	88%	67%

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

We continue to make 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 Psychology to find new and shorter pathways to their major math requirement which also satisfies NEIU's Quantitative Reasoning requirement. In 2021 we did the same for Sociology.

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 line in this table satisfies NEIU's Quantitative Reasoning requirement and the coloring gives an indication to the math requirement for their major.

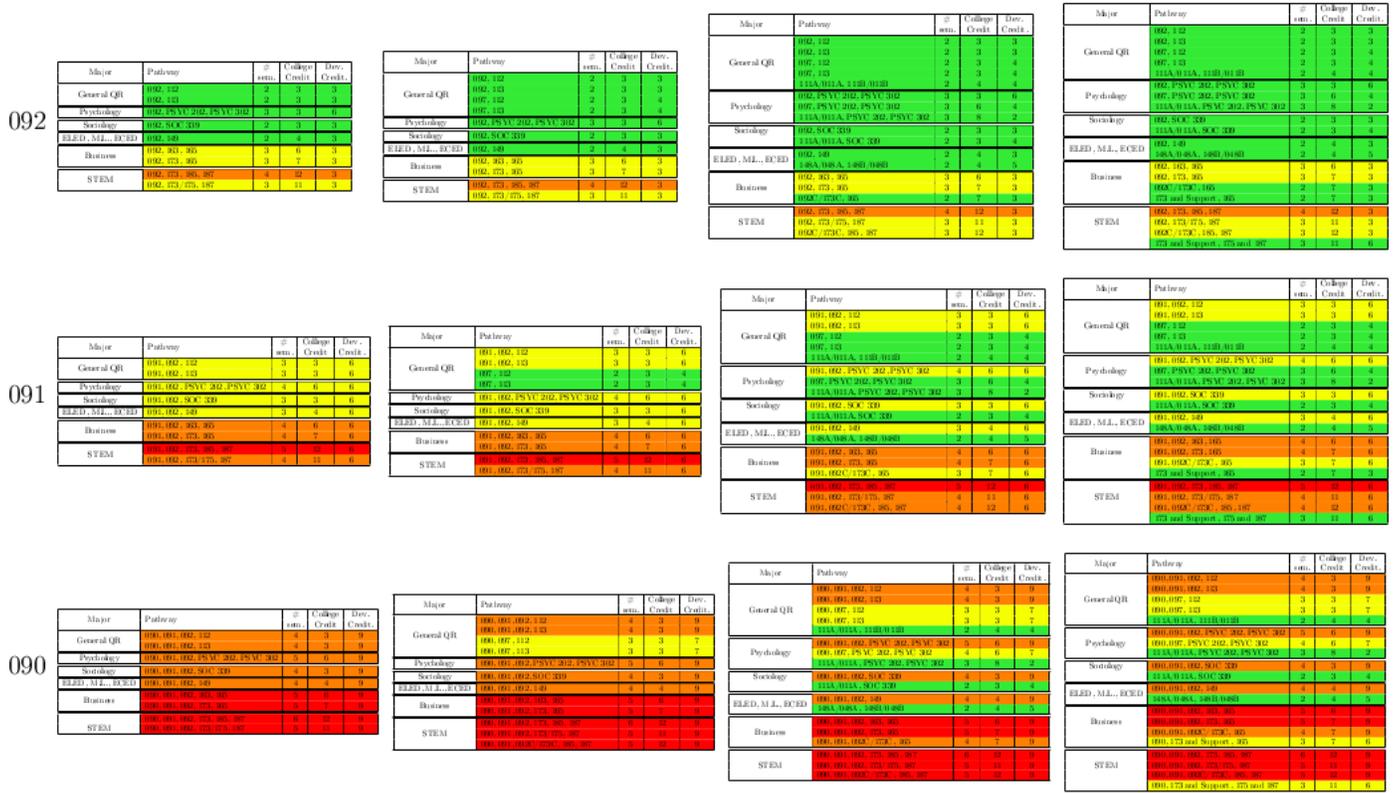
Math 090 Pathways (Fall 2018-Spring 2020)

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 third column from the left side of the diagram where (as of 2020) 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 and yellow was added in the third and fourth columns. The column on the right captures what has been developed and will be implemented in Fall of 2021 when we pilot the CASA pathway. With the addition of the CASA pathway we will have almost achieved our objective of creating two semester pathways for any student to complete their first math requirement for their major regardless of placement. The only exception will be students that place into Math 090 who have a three semester pathway to completing their first requirement for any major they choose. It remains to be seen if the extra supports built into the CASA pathway are necessary for the scaling of this pathway.

Math Pathway History by Major and Placement Level



Pre-2014 → 2014-2017 → Fall 2018-Spring 2020 → Fall 2021 +

sem. to First Math Requirement for Major: 1 2 3 4 ≥5

Calculus I corequisite: In 2021, using CASA grant funds, we designed a two semester pathway for students to get to and through Calculus I that place into Math 091 or higher. This will allow STEM and Business students placing into Math 091 or higher a two semester pathway to their first math requirement for their major and three semester pathway if they place into Math 090.

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%
2021	24%			50%	32%			50%	52%	67%

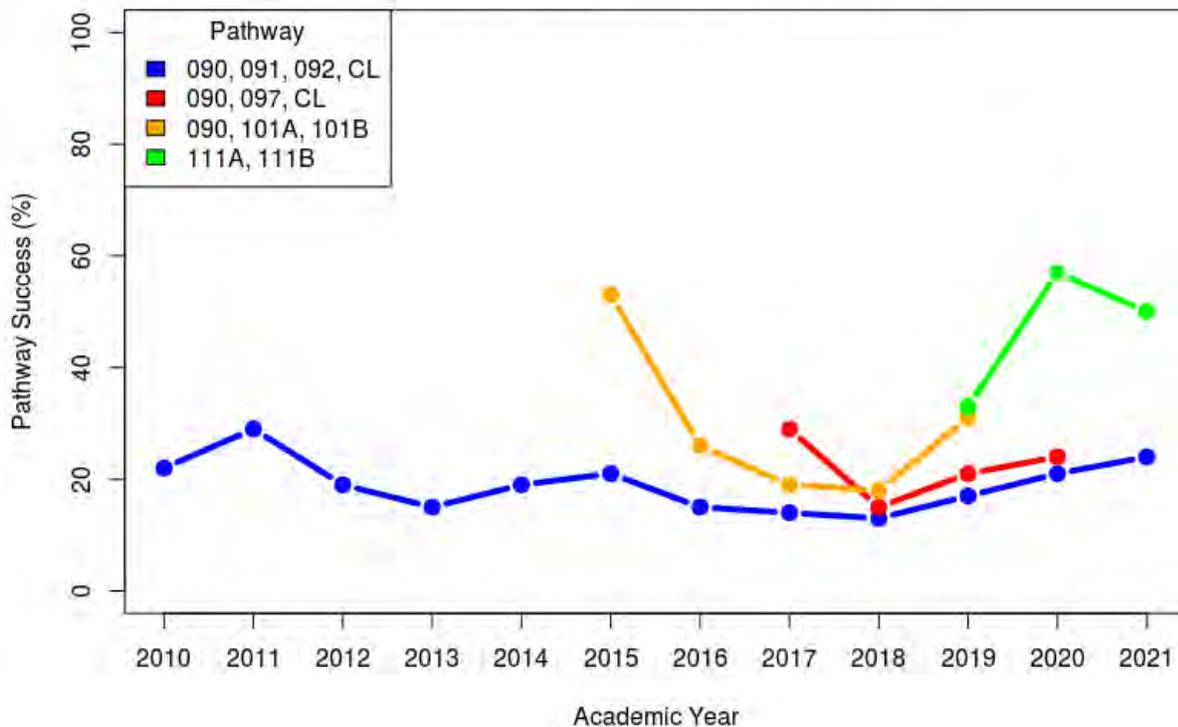
The Pathway Success Data table displays success data for the popular pathways above and there are three graphs by math placement that are discussed in more detail. CL stands for college level course that we assume has a 75% success rate.

Math 097, 101A, and 101B have been replaced by Math 111A/011B and 111B/011B. These courses provide(d) 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 student's math placement. One of our assessment goals is to verify that this approximation method represents the situation well.

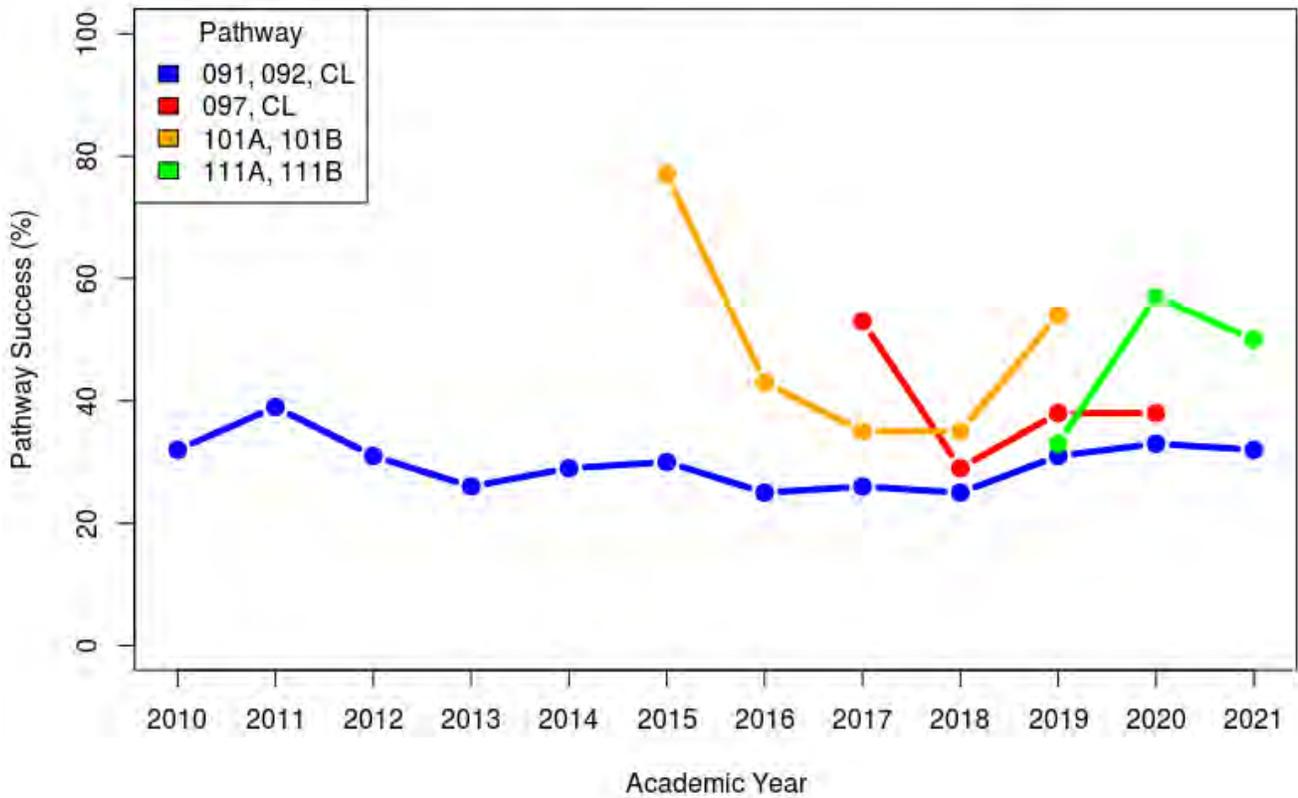
Below you will find graphical representations of these approximated data. These plots give an understanding of the relative success of the pathways by math placement (into 090, 091, 092).

Pathway Success for Math 090 Student



The Math 090 success graph depicts the pathway success rates of the various pathways over time. Since 2015, 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. We stopped offering Math 097 in 2021 since the 111AB pathway is shorter and more successful.

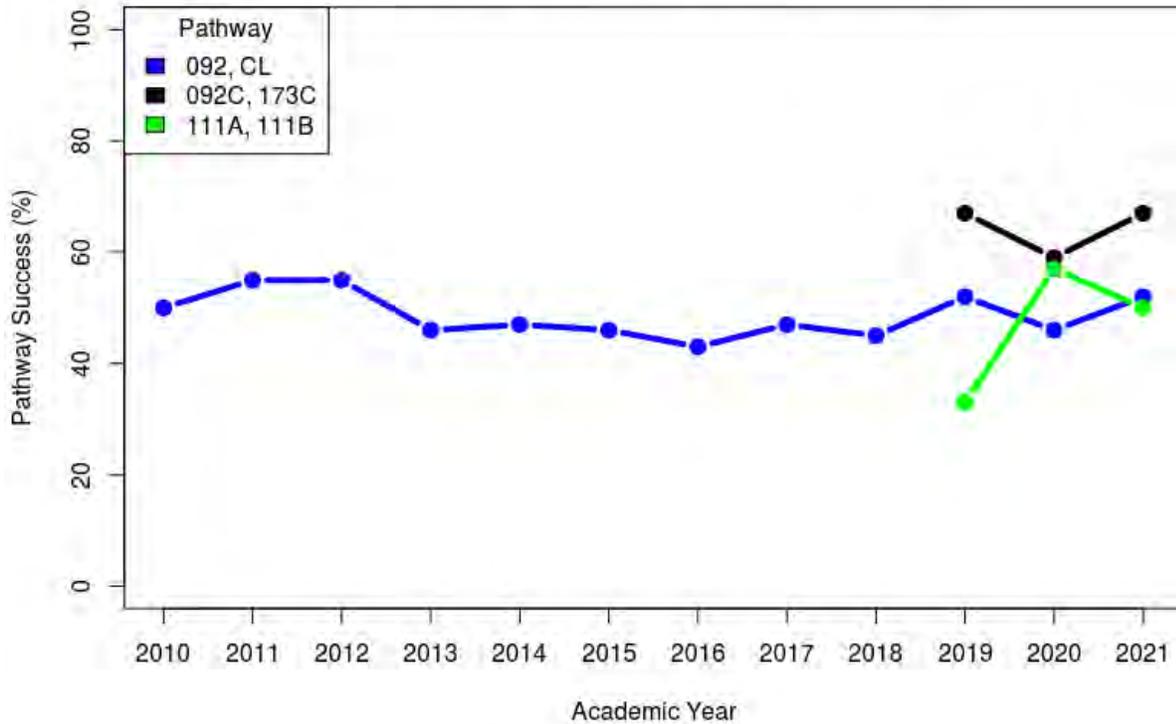
Pathway Success for Math 091 Student



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 the 111AB pathway we began 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 did point us 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 have developed this new shorter pathway and will be implementing it for the CASA cohort in Fall 2021.

- **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 called the "Summer Bridge Program". In 2021 the term "Summer Bridge" referred to all summer programs, which EMERGE was a part of.

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%
2020	22	Don't have advancement data since Math placement exams were not given.					
2021	11	45%	18%	18%	9%	0%	55%

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.

In summer 2019, the Emerge Summer Program enrollment dropped from 93 to 17 students from summer due to significant changes in the recruitment process in 2019. In all previous years of the program (2014-2018), recruitment was completed by the Mathematics 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. These low recruitment numbers persisted in 2020-2021 (pandemic years) as well. In 2020, we do not have data for student increase in levels since incoming freshman were not allowed to take the math placement exam even though transfer students were allowed to take them. This was a firm administrative decision by upper administration John Fraire, Provost Rome, and President Gibson. The enrollment remains significantly lower than pre-2019 years.

- **STP (Summer Transition Program)**

Summer Transition success data was given and is displayed in the table below.

STP Data

FY	# Students	# Dev. Math stud.	Percent Advancing	% Advancing 1 Level	% Advancing 2 Levels	% Advancing 3 Levels	% Advancing 4 Levels	% Not Advancing
2021	16	13	46%	31%	8%	8%	0%	54%

The percentages are calculated by the number of students progressing in levels divided by the number of developmental students. Some students have tested into College Level I or even College Level II and therefore did not need to retake the placement exam or need extra preparation for college level math, which explains the difference in number of students to the number of developmental math students (the latter number is used to calculate all percentages).

- **Curriculum Modification Updates/Accomplishments** Dr. Matthew Graham continues to coordinate all of the curriculum development for developmental math courses.

- **Title V: Creating Access to STEM for All (CASA)**
- **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 success rate of both of these pathways (and the traditional pathway).
- **Math 111A and Math 111B:** The success of this pathway is consistently better than the traditional pathway. The content needs to be updated and refreshed, however, we are happy with the curriculum which is based off 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. In Spring of 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 ran a section of 148A/048A in the spring of 2020. One reality that we will need to cope with is the fact that enrollment will continue to be small due to the difficulty in finding enough students (fast enough) who know they want to teach at the elementary or middle level.

In summer of 2021, Linda Zemtseff, Waleed Rehani, and Dr. Matthew Graham redeveloped this sequence to be a stacked sequence with students from both semesters in the same classroom and developed a mastery/proficiency based grading scheme that utilized all students in the classroom. Students would be able to display mastery by teaching mini-lessons to other students.

- **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 and PSYC 202** came to fruition after collaborating with the Psychology Department (in 2019) and the Sociology department (in 2020). Both Departments 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 as 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 July 1, 2020 – June 30, 2021

Submitted by Robert Heitzinger

I. Executive Summary

The Department of Music continues our high-profile activities 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 concerts, workshops, and master classes. Sadly, all of our premiere events, such as the Chicago Brass Festival and the Chicago Clarinet Ensemble were forced to cancel their schedule of activities. We eagerly anticipate their return **in FY '22**. We were able to host the Chicago Chamber Music Festival in August of 2020 using only a virtual environment, which was not very satisfying for either students or faculty, but was successful nonetheless. We had lower participation, but the quality of students attending was quite high.

In the time period from March through May of 2021, the Department was able to hold some of our usual end-of-semester events, following the guidelines developed in coordination with the COVID-19 Task Force. These events included student degree-required recitals, large ensemble concerts and dance concerts. They were live-streamed on our YouTube channel,

<https://www.youtube.com/c/NEIUDepartmentofMusicandDance>

We have steadily built a good library of faculty and student recitals, showcase concerts, large and small ensemble concerts and dance concerts.

The Department also adopted several online platforms to facilitate our coursework and to accommodate the needs of students. For example, to facilitate some degree of collaboration, our faculty and students needed to quickly become proficient with digital audio workstation software such as Soundtrap and Ableton. These tools allowed them to record their parts of an ensemble, which were later knitted together to allow for a **“complete” performance. The faculty directors of our ensembles were responsible for** editing the raw audio and video into a final product. Some of our most successful programs were created by Prof. Steven Duncan and the NEIU Jazz Ensemble. They can be seen and heard using the YouTube link above. Some faculty chose to teach face-to-face during the entire pandemic and were able to do so because we were granted access to larger rooms, so social distancing for music was possible and rooms were changed every 30 minutes to allow for proper air exchange.

Another challenge we faced was how to accommodate the end-of-semester juries, where students play and sing prepared pieces and receive comments from the appropriate **faculty members. We couldn't hold juries face-**to-face so we subscribed to a platform called The Jury-System. This ingenious website allowed students to upload their jury information, including video links, so the faculty could watch them and give comments.

While this sounds like a no-brainer, it is actually quite complex, but The Jury-System allowed students to receive comments as soon as the faculty member submitted them, rather than waiting for a paper form. This received positive comments from all parties.

Our Dance Program was also very active during the past year. Following Task Force requirements, almost all of their classes were taught face-to-face. Our dancers were especially adamant about in-person classes and we were able to accommodate their wishes with no instances of COVID reported. Their concerts were very successful and can be viewed on our YouTube channel.

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. It enables students to explore their passion for music without having to solely focus on the performance or education aspects of the discipline. Our Bachelor of Music in Music Education degree has held steady in the face of declining enrollments and another area that has had consistent enrollment is our Teacher Licensure Program. Our Master of Arts in Applied Music Pedagogy and Bachelor of Music in Performance degrees continue to remain in-demand.

Recruitment continues to be a primary goal. The Department worked to maintain its local, state, and national recruitment efforts with representation at NEIU Open Houses (pre-pandemic), as well as online outreach efforts. Many of our recruiting events were cancelled without an online platform and we will revisit them in 2021-2022. Our recruiting efforts rely on our ability to bring high school students to our campus so they can see our top-notch facilities and work with our highly talented faculty. However, the pandemic has made this impossible and our enrollment has certainly suffered as a result. We adopted an online platform called acceptd.com to facilitate our recruiting; this website gives us more visibility in the Music world and allows students to upload their application and audition materials so the faculty can view them and get earlier access to these applicants.

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. It is also a potential recruiting activity.

For the sixth year, even during the pandemic, the Department worked with the NEIU Community Music Program. The program, partnered with the office of Community Adult Programs in Education (CAPE), continues 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 Fall of 2020, student ensembles continued 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. In Spring of 2021, we were able to do some live performances but mostly opted to offer a number of live streamed concerts.

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. Add high-quality live streaming equipment to the Recital Hall so our performances can be viewed by a wider range of audiences.
3. Increase the equipment budget to maintain instruments as required by our accrediting body, NASM
4. 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:

Amano-Katsma, Hideko

Member. The Dianthus Ensemble. (December, 2020) Participated and submitted a video in a virtual holiday concert of the Dianthus Ensemble in New York, NY.

Farrell, Jamie

Dancer, soloist, and on-site director for “Dancing in the ‘Chorus””. (July 2020) Ravinia Festival Virtual Performances on Ravinia TV Episode 13 with Concert Dance Inc. Pre-production Direction by Venetia Stifler. “Chorus” Aquatic Sculpture (August 2020) at Ravinia Music Festival Tyler Gate, Highland Park, IL.

Russell, William

Clinician. (2020-2021). Masterclasses presented as a member of Boston Brass for multiple institutions: Arizona State University, Arkansas State University, Missouri Southern State University, New Mexico State University, North Dakota State University, Oklahoma City University, Southeast Missouri State University, Texas A&M-Corpus Christi, Troy University, UCLA, University of Alabama, University of Kentucky, University of Texas, UNLV, USC, West Chester University.

Tang, Susan

Founding member. (Sept. 2020) Keys to Inclusion. A multi-institutional initiative established during the pandemic between 5 universities (NEIU, San Diego State University, Loyola University – New Orleans, Denison University, University of Maryland – Baltimore County) with a mission to expand the piano canon by studying and learning about the piano music of Black American composers.

Performer. (Dec. 2020) A Canadian Christmas premiere by Suresh Singaratnam. Holiday music video featuring over 100 Canadian musicians broadcasted on YouTube and Canadian Broadcast television.

Guest artist. (Jan. 2021) Masterclass for piano students at Oklahoma City University.

Guest artist. (Feb. 2021) Masterclass for piano students at Denison University, OH, sponsored by the Keys to Inclusion initiative.

Guest artist. (March 2021) Masterclass for piano students at San Diego State University, sponsored the Keys to Inclusion initiative.

Guest performer. (May 2021) Invitation to record video performance for the Live Music by Living Composers 2020 series sponsored by the Leschetizky Association in NYC. <https://youtu.be/kn7FMBXwG6A?t=630>

Guest artist. (May 2021) Masterclass for piano students at Loyola University, New Orleans, sponsored by the Keys to Inclusion initiative.

2. Regional Performances:**Castañeda, J. Ricardo**

Principal Oboist. Rockford Symphony Orchestra Summer Pops. Sinnissippi Park, Rockford, IL. September 2020.

The Chicago Ensemble, Virtual Concert. February 2021.

Principal Oboist. Chicago Sinfonietta. Chicago, IL. Wentz Auditorium, Naperville, IL Martin Luther King Concert Recording. March 2021.

Principal Oboist. Chicago Sinfonietta. Chicago, IL. Wentz Auditorium, Naperville, IL
Virtual Subscription Concert Recording. May 2021.

Program Director/Oboe Instructor. Birch Creek Music Performance Center. Egg Harbor,
WI. Online Symphony Session. June-July 2020.

Duncan, Steven

Trombonist. Lead trombone with the Chicago Jazz Orchestra in Navy
Pier performance. 2020.

Clinician. Online clinician for the Pennsylvania Music Educators Association. 2021

Clinician. Clinician for the York High School solo/ensemble festival. 2021

Trombonist. Featured as a member of the Alliance Brass Quintet at the 2020 Wildflower
Music Festival in White Mills, PA. 2021.

Trombonist. Featured as a member of the Humboldt Park Orchestra at salsa clubs
throughout the Chicago area. 2021.

Farrell, Jamie

Dancer, soloist, and videographer. On camera shorts and virtual dance film offerings
with Concert Dance Inc. Directed by Venetia Stifler. Ruth Page Center for the Arts and
other locations, Chicago, IL. July-November 2020.

Interviewer. Ruth Page Center for the Arts presents The Center Spotlight with Venetia
Stifler. Virtual, Chicago, IL. September 2020.

Laughlin, Tina

Percussionist. (December 2020). Rona Quartet. **“Home for the Holidays”**. Concert
recorded and streamed on Facebook Live. Online event.

Percussionist. (February 2021). Rona Quartet. **“About Love”**. Concert recorded and
streamed on Facebook Live. Online event.

Percussionist. (March 2021). **Chicago Sinfonietta**. **“MLK Tribute Concert: The Arc”**.
Concert recorded live and streamed. Online event.

Percussionist. (April 2021). Rona Quartet. **“Hello Spring”**. Concert recorded and
streamed on Facebook Live. Online event.

**Percussionist. (May 2021). Chicago Sinfonietta. “Fusion: Stronger, Together” with
Victor Wooten, bass. Concert recorded live and streamed. Online event.**

Petersen, Katherine

Guest Lecturer. (March 2021) “Introduction to Russian Art Song.” Graduate Song Literature Course at University of Illinois at Urbana-Champaign. Champaign, IL.

Soloist, Franca. (February 2021) *Light in the Piazza*. Transgressive Theater Opera. Chicago, IL.

Soloist. (December 2020) *Kochen, Singen, und Essen*. Folks Operetta. Oak Park, IL.

Russell, William

Faculty (July 2020). Brass Band of Battle Creek-Youth Brass Band Camp (virtual). Battle Creek, MI.

Organizer (July 2020). Boston Brass Summer Winds Seminar presented by Yamaha (Virtual).

Tubist (October 2020). Boston Brass presents “Arts Across America: Community Together”. Manistee, MI.

Tubist (April 2020). The Brass Band of Battle Creek presents “Joyous Noise: A Concert for These Times”. Battle Creek, MI.

Tubist (May 2021). The Brass Band of Battle Creek presents “A Salute to Our Frontline Heroes”. Battle Creek, MI.

Tubist (June 2021). Boston Brass in concert at the Missouri Bandmasters Association Conference. Osage Beach, MO.

Tang, Susan

Guest artist. (Nov. 2020) Masterclass/lecture for piano students at Millikin University, Decatur, IL

Adjudicator. (Dec. 2020) Michigan State, Music Teacher National Association divisional state competition for senior division.

Torosian, Brian

Solo classical guitar. (February, 2020). Recital for the Kansas City Guitar Society, Kansas City, MO.

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

Amano-Katsma, Hideko

Chicago Flute Club. (January 2021) “How to prepare for international competitions” in the Pipeline, the newsletter of the Chicago Flute Club.

Duncan, Steven

Curator. (June-November, 2020). Organized and produced a full-length remote online student concert featuring the music of Benny Carter presented chronologically from 1933-1996, and using rare source materials from the Harold Washington Library's Balaban & Katz sheet music collection. Northeastern Illinois University, Chicago, IL.

Curator. (May 2021). Organized and produced a full-length remote online student concert featuring all newly-composed student works and arrangements. Northeastern Illinois University, Chicago, IL.

Farrell, Jamie

Director and producer. Fall Student Dance Concert. Northeastern Illinois University. November 2020.

Director and producer. Spring Student Dance Concert Northeastern Illinois University. April 2021.

Kowalkowski, Jeffrey

Creator and Band leader of ZESPOL. (Summer 2021) at the Thirsty Ears Festival. Chicago, IL.

Band leader. ZESPOL. (June 2020) Concert at the Tinley Park Train Station, Tinley Park, IL.

Director. New Music at the Green Mill Series (October 2020). "Dada and Beyond", Chicago, IL.

Co-producer. Documentary film about Blues piano legend and NEIU alum Erwin Helfer. (July 2020). Chicago, IL.

Russell, William

Clinician (August 2020). DePaul Tuba Intensive (virtual). Chicago, IL.

Suarez-Ruiz, Irma

Presenter, Guest Artist, Artistic Director, Choreographer, Producer. (2020-2021). "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 (2020). Flamenco in Chicago Series. Evening performance. Chicago, IL.

Presenter, Artistic Director, Choreographer, Performer. (2020). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. Virtual.

Artistic Director, Choreographer, Instructor, Presenter. (2020-2021). Virtual Social Media Projects & Tutorials. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor. (2020-2021). Virtual Choreography “**Duquelando**”. Northeastern Illinois University, Chicago, IL.

Artistic Director, Choreographer, Instructor. (2021). American Spanish Dance & Music Festival. Outdoor Performance & Feria. Northeastern Illinois University, Chicago, IL. and Skokie, IL.

Story. (2020), Projects with Home Depot. Chicago, IL.

Story. (2020), Learning Spanish Dance from Home NEIU Students. Chicago, IL.

Story. (2021), Chicago Dance History Project. Chicago, IL.

Story. (2021), Chicago Theatre Week Chicago, IL.

Article. (2021), Dance Magazine, Chicago, IL.

Story. (2021), American Spanish Dance & Music Festival, Univision, Chicago, IL.

Tang, Susan

Adjudicator. (Sept. 2020) Luminarts Cultural Foundation, competition judge.

Adjudicator. (March 2021) Luminarts Cultural Foundation, competition judge.

Torosian, Brian

Interviewee. (January, 2021). Classical Guitar Insider podcast, Episode 139. Online.

Solo classical guitar recital. (November, 2020). Second Sunday Concert Series, McHenry County College. McHenry, IL.

Solo classical guitar faculty recital. (November, 2020). Northeastern Illinois University, Chicago, IL.

4. Conference Presentations, Group Shows

Amano-Katsma, Hideko

Organizer and presenter. (June-July, 2020) Midwest Young Artist Conservatory. “**Flute Chat**” and virtual panel discussion on “**How to Safely Try Flutes During the Pandemic**”. Invited sales representatives from flute makers of Burkart Flutes, Powell Flutes, and Yamaha.

Organizer and presenter. (August, 2020). National Flute Association Led a virtual panel discussion as a host at the “**2020 Summer Series of Studio Teachers Meet-Up**”. The title of the discussion was “**Building a Successful Private Studio**”. The panelists were Patricia George, Susan Levitin, Cate Hummel, and Danielle Breisach.

Organizer and presenter. (September, 2020) Chicago Flute Club. Created and organized virtual platforms as a coordinator of the Young Artist and Student Forum. Hosted a **virtual forum titled “Recording at Home”, featuring Alina Freiman Steel, a recording engineer.**

Organizer and presenter. (October, 2020). Chicago Flute Club. Hosted and led a virtual **panel discussion through the YA/Student Forum titled “How to Prepare for International Competitions”.** The panelists were Gaspar Hoyos, Aleksandr Haskin, Yukie Ota, and Elisabet Franch.

Organizer and presenter. (January, 2021). Chicago Flute Club. Organized and presented two Winter Student recitals.

Organizer and presenter. (June, 2021). Chicago Flute Club. Organized and presented two Spring Student recitals.

Petersen, Katherine

Presenter. (November 2020) “Condemned Cosmopolitanism.” Central Region NATS Conference. Digital Conference.

Russell, William

Clinician (January 2021). Tuba masterclass for the Florida Music Educators Association Conference (online).

Presenter (April 2021). Boston Brass presents a Virtual Concert for the Georgia Music Educators Association Conference (online).

Presenter (May 2021). Boston Brass presents a Virtual Concert for the Iowa Bandmasters Association Conference (online).

6. Service to Academic Organizations:

Amano-Katsma, Hideko

Midwest Young Artist Conservatory. (June-July, 2020) Organized and led a virtual 5 **weeks summer practice session called “Together We Flute”.**

Midwest Young Artist Conservatory. (July, 2020) Presented a virtual masterclass for MYAC flute students.

Chicago Musical Pathways Initiative. (July-August, 2020) Adjudicated two entrance auditions to select new members of CMPI for the 2020-2021 season.

DePaul University. (July, 2020) Recorded a video project of flute choir music with former colleagues, Mary Stolper and Jennifer Clippert, along with our alums.

University of Illinois. (July, 2020) Organized a virtual masterclass presented by Jonathan Keeble of University of Illinois.

Society of American Musicians. (August, 2020),
Chose flute repertoire for all divisions of the SAM Competition 2021.

Harper College. (December, 2020) Organized and presented a virtual holiday concert of the Harper College Flute Ensemble.

Eastern Illinois University. (January, 2021) Presented a Technique Class to the flute studio of Dr. Rebecca Johnson.

Eastern Illinois University. (March, 2021) Organized a Warm up/Technique Class to the flute studio of Carthage College by Dr. Rebecca Johnson.

Chicago Flute Club. (2020-2021) served as a director, a forum coordinator, a student competition committee, and a volunteer chair.

Society of American Musician. (2020-2021) served as a member of the board of directors.

Castaneda, J. Ricardo

Illinois Philharmonic Orchestra - Equity, Diversity and Inclusion Committee.
August 27, 2020 – Present.

Chicago Public Schools Online Oboe Masterclass. Chicago, IL. May 15, 2021.

Farrell, Jamie

Facilitator. (2020) Northeastern Illinois University Dance Program. Northeastern Illinois University. Chicago, IL.

Heitzinger, Robert

Chair. (July, 2020). Department of Music and Dance Program. Worked closely with the COVID-19 Task Force to create almost 30 proposals to guide the safety and health of Music Department students, faculty and staff. Using guidelines from the CDC, IDPH and studies done by Colorado State and the University of Colorado-Boulder, proposals were created that allowed for cleaning, sterilization of instruments, air exchange, distancing and masking protocols. Aerosolization was also considered, especially for singers and certain wind instruments, so that proper distancing could be maintained. Northeastern Illinois University. Chicago, IL.

Master class clinician. (May 2021). Chicago Public Schools, Chicago, IL. (Virtual).

Kowalkowski, Jeffrey

Judge. (March, 2021). Illinois Arts Council Composition Fellowship. Chicago area judge.

Judge. CAMTA (Chicago Area Music Teachers Association) (Spring 2021). Works by composers age 9-18.

Petersen, Katherine

Board Member. (2020/21). Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Director of Auditions, (November 2020). Youth Audition, Online Auditions, Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Director of Auditions, (March 2021). Classical Auditions, Online Auditions, Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Director of Auditions, (April 2021). Music Theater Audition, Online Auditions, Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Director of Auditions, (May 2021). Youth Audition, Online Auditions, Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Russell, William

Council member (2021). International Artist Advisory Council at the College of Music, Mahidol University. Bangkok, Thailand.

Suarez-Ruiz, Irma

Artistic Director, Instructor and Faculty. (2020-2021). Ensemble Español Community Workshop Classes, Evening community dance classes and student performances. Virtual, Northeastern Illinois University, Chicago, IL.

Tang, Susan

Artistic Director. (Aug. 2020) Chicago Chamber Music Festival, 7th year - virtual. Bringing together faculty and student from all over the USA to study and perform chamber music together in residence at Northeastern Illinois University. Chicago, IL.

Torosian, Brian

President. (July, 2020-June, 2021). Chicago Classical Guitar Society, various volunteer services and duties. Chicago, IL.

Master clinician. (July, 2020). Free online summer guitar master classes. Northeastern Illinois University. Chicago, IL.

Master clinician. (March, 2021). Free online summer guitar master classes. Northeastern Illinois University. Chicago, IL.

Member. Elyse J. Mach Concerto Competition Scholarship Committee. (October, 2020-May, 2021). Sets ground rules for the annual competition. Northeastern Illinois University, Chicago, IL.

Adjudicator. (May, 2021). Music Institute of Chicago, Competition judge. Chicago, IL.

B. Student Achievements:

Amano-Katsma, Hideko

Makridakis, Antonia. (October, 2020). Winner, Composition contest for Jewel Box series. Northeastern Illinois University, Chicago, IL.

Heitzinger, Robert

Delgado, Leticia. (August 2020). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Finnegan, Laura. (August 2020). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Finnegan, Laura. (January, 2021). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Gallagher, Samantha. (July 2020) Winner, Brommel-Ratner Award in Music. Northeastern Illinois University. Chicago, IL.

Glaza, Anne. (July 2020) Winner, McGowan Award in Music. Northeastern Illinois University. Chicago. IL.

Hatcher, Christopher. (January, 2021). Winner, Opera Piccola Award in Music. Northeastern Illinois University. Chicago, IL.

Rose, Darrin. (August 2020). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Rose, Darrin. (January, 2021). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Thomas, Erika. (August 2020). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Thomas, Erika. (March, 2021) Winner, Elyse J. Mach Concerto Competition. Northeastern Illinois University, Chicago, IL.

Thomas, Erika. (January, 2021). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Wilhelm, Megan. (August 2020). Winner, McGowan Music Scholarship. Northeastern Illinois University. Chicago, IL.

Petersen, Katherine

Guerra, Chloe (March 2021). Winner, BIPOC Composers Award. Chicago Chapter NATS Classical Auditions.

Budreck, Melanie (March 2021). Honorable Mention, BIPOC Composers Award. Chicago Chapter NATS Classical Auditions.

Guerra, Chloe (March 2021). Honorable Mention, Women Composers Award. Chicago Chapter NATS Classical Auditions.

Budreck, Melanie (March 2021). Honorable Mention, Women Composers Award. Chicago Chapter NATS Classical Auditions.

Suarez-Ruiz, Irma

Director. (2020-2021) *Virtual Student Dance Concert*. Performances by students of the Spanish Dance and Contemporary classes via YouTube. Northeastern Illinois University, Chicago, IL.

Torosian, Brian

Altenberg, Henry. (November, 2020). Guitar Senior Recital, Northeastern Illinois University. Chicago, IL.

Arcos, Robert. (April, 2021). Guitar Senior Recital, Northeastern Illinois University. Chicago, IL.

Cornolo, James. (April, 2021). Guitar Recital, Master of Arts in Applied Music Pedagogy degree. Northeastern Illinois University. Chicago, IL.

Rincon, Camilo. (April, 2021). Guitarist, NEIU Scholarship Awards Banquet. Northeastern Illinois University. Chicago, IL.

C. Alumni News

Farrell, Jamie

Ilic, Amanda (**Dance Minor '11**): Employed full-time as a 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.

Kelly, Nina (**Dance Minor '13**): Independent model, actress, dancer and hair stylist for commercial industries. Chicago, IL.

Kropke, Jennifer (**Dance Minor '15**): Opened virtual dance center called Twinkle Toes Today.

Loren, Cena (**Dance Minor '11**): Lead Director with We Like Clean. Chicago, IL.

Martinez, Angel (**Dance Minor '16**): Director of Kachimbo Dance Company. Chicago, IL.

Neims, Jaymi (**Dance Minor '16**): Employed full-time for a behavioral health organization. Completed Personal Training Certification, and is employed at PowHerhouse Fitness Studio training instructors, creating new dance-fitness classes, and leading fitness classes.

Engelhardt-Orgel, Kate (**Dance Minor '16**): **Company dancer** Noumenon Dance Ensemble. Chicago, IL.

Perez, Leonard (**Dance Minor '14**): Employed full-time as a dancer with Collage Dance Collective. Memphis, TN.

Saucedo, **Amanda (Dance Minor '17)**: Employed as a dancer and resident teaching artist with Ensemble Español. Chicago, IL.

Saucedo, **Monica (Dance Minor '12)**: Employed as a dancer with Ensemble Español. Chicago, IL.

Schiller, **Stephanie (Dance Minor '17)**: Employed as a dance instructor with Reverie Dance Academy. Buffalo Grove, IL.

Stange-Aravena, **Leticia (Dance Minor '13)**: **Owner and founder of Embodied Alchemy.** Chicago, IL.

Swiderek, **Megan (Dance Minor '17)**: Employed as a dance instructor with Our Savior Lutheran Preschool and Kindergarten. Chicago, IL.

Ventura, **Abigail (Dance Minor '14)**: Employed as a dancer with Ensemble Espanol. Chicago, IL.

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.

Petersen, Katherine

Jargstorf, Beth (B.M Performance, 2020). Acceptance to University of Arizona M.A. in Performance Program.

Ferrari, Isabella (M.A. Pedagogy, 2020). Faculty, Trans Voice Instructor. The Voice Lab. Chicago, IL.

Torosian, Brian

Albert, Bryan (B.M. Guitar Performance, 2015). Master clinician. Virtual workshop, Old Town School of Folk Music, Chicago, IL.

Fujiwara, Nanae (B.M. Guitar Performance, 2013). Clinician. Video lessons for the Guitar Foundation of America. Virtual.

PHILOSOPHY

Annual Report 2020 – 2021

Submitted by John Casey

I. Executive Summary

The Philosophy department is happy to share the accomplishments of its students and faculty over the 2020-2021 academic year. The Virus presented many challenges, but we rose to them. 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;
- Students presented their work at the Research Symposium.

Program

- We hosted the 7th Annual Sarah Hoagland TriVia lecture on Zoom;
- We added a new course in collaboration with the CASA Grant.

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 just 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 completed their work on their book, *Straw Man Arguments* (due out in February 2022 with Bloomsbury). Dr. Casey also continued to explore the concept of adversarial argumentation in published work and conference presentations. He and colleague Katharina Stevens (University of Lethbridge) edited 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 sixth 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 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/Creative Activities

1. Books

John Casey

Straw Man Arguments. (with Scott Aikin) was completed in fall of 2020.

2. Conference Presentations

John Casey

“The Problem of Agreement” (with Scott Aikin). University of Lethbridge (via Zoom).
May 7, 2021

“Fallacies of Meta-Argumentation” (with Scott Aikin). University of Lisbon (via Zoom).
January 29, 2021

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.**

3. 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

Undergraduate Research Symposium Presenters:

Jack Timperley

Armina Sharif

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 Naveiras, 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 Marshall 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 2020– 2021

Submitted by Gregory W. Anderson

I. Executive Summary

The Physics Department continues to offer 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), and Peer Led Team Learning. These techniques are proven by the Physics Education Research (PER) community to improve content retention as well as conceptual understanding of physics. These pedagogical practices have been used in our General Education, Service, as well as in courses offered for physics majors.

Previously, the Physics Department revised our major requirements to give students more choice. We also restructured the physics minor to make it more appealing to STEM majors, and we created individual, informational fliers which target each of the STEM disciplines explaining the benefit of a physics minor. Building on this work, we adapted existing courses, and created new courses to give STEM students more interdisciplinary experiences. Paulo Acioli modernized PHYS-390 which was rebranded as Computing for Scientists, and Orin Harris redesigned PHYS-330 as an inclusive course in experimental methods. Greg Anderson developed a new interdisciplinary course on the science of sustainable energy which serves both physics and environmental science students. This course was successfully piloted in the fall of 2020. The Physics Department continues to be the largest supporter of the interdisciplinary Environmental Science Program. Most of the laboratory handouts for ENVI-101 have been written by Greg Anderson. 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, this course was offered for the first time in the spring of 2020 and it received a large enrollment and strongly positive reviews.

The physics program made a substantial effort into adapt our laboratories for remote instruction during the pandemic. Our lab manager, John Papiewski, made a large number of high quality laboratory videos that allowed students to complete labs remotely. Scott Mayle and Orin Harris developed several remote laboratories which made use of Arduinos, open-source single-board microcontrollers, which were sent home with students so they could continue to engage in hands-on experiments even though we were in remote instruction.

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, and he manages a growing collection of environmental monitors on the BBH roof-top research deck.

II. Program Plan

A. Long term goals

The department's mission statement, goals and learning outcomes are closely aligned with those of the university. As a result of the previous program reviews, 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, and is encouraging the growth of a community of practice around this popular development tool. This move will allow a larger number of faculty to participate in curricular Development and it will stimulate innovation. Developing our own laboratory manuals and other curricular materials, helps reduce the educational cost for our students.

B. Projected needs

1. Physics has only three tenure line faculty, and we are the largest supporter of the interdisciplinary environmental science program. We need a new physics hire to replace our esteemed colleague who joined the administration so that we can grow in a sustainable manner. Ideally the hire faculty will enhance our efforts to recruiting more students from underrepresented groups, and help create and interdisciplinary Data Science Program at NEIU.

2. The physics and environmental science programs have begun a research collaboration with EPA Region 5 on Air Pollution. Our current environmental monitoring program includes five particulate matter sensors, a weather station, and a Geiger counter. All of these sensors are networked and they provide a wealth of open data to NEIU and the broader community. We hope to obtain funding to deploy additional air monitoring equipment that extends our studies to include other criteria pollutants.

3. We need to remodel 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

1. Articles and Abstracts, Local Exhibitions or Performances:

Vincent Vangelista, Karl Amjad-Ali, Minhyeok Kwon, and Paulo H. Acioli, “Effects of randomization of characteristic times on spiral wave generation in a simple cellular automaton model of excitable media” *AIP Advances* 10, 085116 (2020); <https://doi.org/10.1063/5.0008717> (Aug. 2020)

Flores, L. J., et al. “Physics Reach of a Low Threshold Scintillating Argon Bubble Chamber in Coherent Elastic Neutrino-Nucleus Scattering Reactor Experiments.” *Physical Review D*, vol. 103, no. 9, 2021, <https://doi.org/10.1103/physrevd.103.1091301>.

2. Conference Presentations, Group Shows

Paulo H. Acioli, 'Using Particle Diffusion to Study the Spread of Viral Infection', Abstract published in the 2021 American Physical Society (APS) March Meeting, March 15-19, 2021, Nashville, TN.

Paulo H. Acioli, 'Flipped Virtual Lectures on a Urban Campus', oral presentation in the 2021 American Association of Physics Teachers (AAPT) Virtual Winter Meeting, Jan. 9-12, 2021.

Harris, O. "Bubble chambers for the direct detection of dark matter", UIC physics colloquium, Mar 10, 2021 (<https://phys.uic.edu/events/colloquium-orinharris/>)

Harris, O. "PICO: Current Status and Future Plans", APS April Conference, April 17, 2021 (<https://meetings.aps.org/Meeting/APR21/Session/D19.9>)

3. Service

- a. Paulo H. Acioli – Member to the Physics Major Panel of the Illinois Articulation Initiative (IAI)
- b. Paulo H. Acioli - Reviewer to NSF Graduate Research Fellowship Program – Dec. 2021

- c. Paulo H. Acioli – Referee to The Physics Teacher Journal of the American Association of Physics Teachers – Aug. 2020
- d. Paulo H. Acioli – Referee to Journals of the Royal Society of Chemistry
 - 1. RSC Advances – Aug. 2020, Sep. 2020, Mar. 2021, Apr. 2021, June 2021
 - 2. New Journal of Chemistry – Mar. 2021
 - 3. Physical Chemistry Chemical Physics (PCCP) – Apr. 2021
- e. Paulo H. Acioli – Referee to journals of the American Physical Society
 - 1. Physics Review A – July 2020.
 - 2. Physical Review Letters - Mar. 2021
- f. Paulo H. Acioli – Referee to the Journals of the American Chemical Society
 - 1. Journal of Physical Chemistry - Aug. 2020
- g. Paulo H. Acioli – Referee to the Journal of Molecular Modeling (Springer) – July, 2020, Aug. 2020, June 2021
- h. Paulo H. Acioli – Referee to the Electronic Structure of IOP (Institute of Physics) – Feb. 2021
- i. Paulo H. Acioli – Referee to Chemical Physics Letters (Elsevier) – Feb. 2021
- j. Paulo H. Acioli – Referee to ChemistryOpen (Wiley) – Apr. 2021

B. Student Achievements

1. Jason Izui, Phillip Nofz(in memorian), and Paulo H. Acioli, 'Predators and Prey Interactions: Modeling Two Species Behaviors in the Presence of Food Oases and Deserts', Poster presented at the 2020 SACNAS – The National Diversity in STEM Virtual Conference, October 19 – 24, 2020.
2. Lucy Volkova completed Honors thesis titled "ACOUSTIC PARAMETERS AS DISCRIMINATORS OF WALL EVENTS IN PICO DARK MATTER SEARCH DATA"
3. 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.**
4. 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.
5. 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

POLITICAL SCIENCE

Annual Report 2020 - 2021

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 2020 to Fall 2021 undergraduate student retention rate was 75.4%. The retention rate is a little down from 83 percent during Fall 2019 to Fall 2020, with approximately the same number of first majors in Fall 2019 (60) compared to Fall 2020 (61).

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 and have declared that other 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 Fall 2021 show that we have 81 active undergraduates, which is up from 74 in Fall 2020.

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. 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 2159 students in Fall 2019 (excluding CS) to 1904 student in 2020, or a 11.8 percent decline, while we remained stable during this same period.

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 Pi Sigma Alpha, the Political Science Honors Society 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. Lastly, we have started to promote our minors in Political Science and Public Administration to non-majors who take our general education classes. We hope that as students are taking more Political Science or Public Administration classes they might be interested in considering a double major or attending our MA program.

Our graduate program has declined from its peak enrollment in 2011 (52 students). In the Fall of 2020 we had 20 graduate students, which is exactly the same number as in Fall 2019. The number of active graduate students on Tableau is 29, including 8 students who have not taken classes over the past two semesters. 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 2020 to Fall 2021 graduate student retention rate was 80 percent.

During Spring 2021 we inducted a new class of 11 students (a record) into Pi Sigma Alpha, the national Political Science Honor Society. Due to the pandemic, we were honored our inductees, as well as the 10 inductees from 2020, in a Zoom ceremony.

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 (8)
PSCI 251 WIP Comparative Political Systems (1)
PSCI 275 Introduction to World Politics (2)
PSCI 291 Concepts of Political Science (1)

Writing Intensive Program Courses

PSCI 251 WIP Comparative Political Systems (Dr. de Bruyn)
PSCI 392 WIP Contemporary Political Philosophy (Dr. Mihic)

>>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 WIP courses, and two engaged learning experience boundary crossing courses.

Academic Excellence and Innovation and Assessment

We conducted an undergraduate assessment of our department Goal 3: Ability to understand the values underlying political choices. Instead of collecting student papers and finding evidence from writing samples, we conducted a survey of our undergraduate and graduate students. In the survey we asked questions about student ideology, party identification, use of news media, and how student rank a series of essential democratic values. We found that our undergraduate and graduate students are generally politically active, receive most of their political news from blogs and social media, and greatly value civil society, a fair judiciary, and gender equality among the democratic values. These values are consistent with the ideological self-reporting of our students as progressive or very progressive.

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.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Sangmin Bae “[Latest Developments in the UNGA Death Penalty Moratorium Resolutions](#)” (with Daniel Pascoe), *Death Penalty* Research Unit Blog, University of Oxford (18 May 2021).

Sangmin Bae “Co-Sponsorship, *Note Verbale*, and Association Behaviour at the UNGA” (with Daniel Pascoe), *The International Journal of Human Rights* (2021). doi: [10.1080/13642987.2021.1910810](https://doi.org/10.1080/13642987.2021.1910810).

Ellen Cannon “[The “Mehtar Affair”: The “Sea Change “ in Islamism’s Terror Footprint to Holy Jihad in France](#)” ISGAP Occasional Paper No. 2, 2021.

2. Conference Presentations, Group Shows

William Adler, Ellen Cannon, Jeffrey Hill, and Sophia Mihic, **US Presidential Election Forum, October 28, 2020.**

William Adler, Jeffrey Hill, and Aleksandar Jankovski **Forum on The First 100 Days of the Biden Administration, April 15, 2021.**

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.

Martyn de Bruyn Presenter at Forum on The Biden Administration and US Global Strategy: Perspectives on Transatlantic Relations, January 21, 2021 (in collaboration with the University of Warsaw, Poland).

3. Service

Cannon, Ellen. Board of Directors of American Jewish Committee

Cannon, Ellen. Chair for the AEN (Academic Engagement Network) Midwest Faculty and Campuses

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.

C1. Alumni News Highlights

Benavides, Antonio (MA 2020) was accepted into Masters of Public Administration program at National Lewis University.

Borowska, Natalia (B.A. 2020) was accepted into the Masters of Public Affairs at University of Wisconsin Madison.

Brennan, Bernard (Political Science BA 2009; MA 2013) became an assistant professor of Political Science at Johnson & Wales University in Providence, Rhode Island.

Clare, Roderick (B.A. 2009) received a Ph.D. in Linguistics from Purdue University.

Ficca, Dillon (B.A. 2017) received his Master's in Public Administration from Clemson University. He is working in Washington DC working at the non profit Housing Up.

Harkins, Gina (BA 2009) has joined the Washington Post as [Editor of the Morning Mix](#).

Lane, Daniel (MA 2021) was accepted into the Ph.D. program in Political Science at the University of Wisconsin, Milwaukee.

Torres, Pedro (B.A. 2019) joined Hoffman Estates Police Department Investigative Unit.

C2. 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, Mykhail (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. 2009): 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 2020– 2021

Submitted by Amanda Dykema-Engblade (Psychology)
and Lisa Hollis-Sawyer (Gerontology)

I. Psychology Executive Summary

Throughout the 2020/2021 year, the Psychology Department, despite a pandemic, has demonstrated its continued commitment to our students, faculty, and community through active engagement within the department, college and university. 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 have demonstrated this commitment through our reported student successes and research collaboration opportunities. Our continued goal is to provide our students with the necessary tools to enhance their college experience and performance and to make them marketable for their careers while contributing to the larger community. 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

Northeastern Illinois University's Psychology Department has had a productive year during 2020-21. This year, the Psychology department had 354 majors, approximately 38 minors, and 12 graduate students enrolled. Additionally, the department remained involved with the McNair scholars program and working with psychology majors enrolled in the Honors program. The department supports Psi Chi, the International Honors Society in Psychology and The Psychology Club. The psychology major orientation was attended by over 50 students. Altogether, faculty and students have published 10 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 25 conference presentations (local, national, and international) and about 31 faculty, students and alumni were involved in the presentations. There were five faculty and 67 students involved in the 16th Annual Fall Psychology Student Symposium in December 2020. Four (4) faculty and 59 students were involved in presentations at the 28th Annual NEIU Student Research and Creative Activities Symposium in April 2020.

Academic Excellence and Innovation

Dr. Dykema-Engblade served as Midwestern Psychological Association (MPA) Applied Social Area Representative Program Committee Member (Fall 2020). This was the third year of a three-year term.

Dr. Dykema-Engblade was selected as a MPA fellow (Fall 2020).

The department hosted its annual new major/minor orientation (virtually). 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. Given that it was a virtual presentation we were able to invite representatives from various areas that serve students on campus (e.g., Student Pantry, Counseling Center, Pedroso Center).

In December, the Psychology Department hosted its 15th Annual Fall Psychology Student Symposium (over zoom). Lab and capstone students presented their research.

The Psychology program, as part of a STEM program initiative, sponsors the National Institutes of Health MARC (Maximizing Access to Research Careers) grant program. We are one of two universities in the Midwest and the only non-research intensive university to receive this grant. This program has completed a complete 5 year cycle and was renewed for another 5 years. We are in the 3rd year of the renewal. Of our 16 completed trainees, 100% have received their BA degrees and 80% are in PhD programs at Northwestern University, Michigan State University, University of Illinois Chicago, Georgia State University, Washington University and Pennsylvania State University. Currently, we have 7 scholars (5 in Biology and 2 in Psychology) in training to prepare for PhD programs in the biomedical sciences. In the past year, our trainees have done over 70 presentations at national and international conferences and attended highly competitive summer research internships at The University of Chicago, Northwestern Illinois University, University of Illinois (Chicago) Loyola University, Michigan State University, and University of North Carolina (Chapel Hill). Our students have received 9 awards from prestigious conferences.

The department continued the practice of inviting scholars to present their research. 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.

The department was able, with funding through the Brommel Hahs Lecture Series, to (virtually) host three research presentations: Spencer Kelly (Colgate), Karl Rosengen (Rochester University), and Renee Engeln (Northwestern University).

Continued involvement with the Student Symposium and the McNair Scholars program, **as well as with the Nontraditional Degree Programs, 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 and Cambodian Museum).** Continuing the implementation of 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.

Student Success

The department continues to expand and fine-tune our peer leader program. Additionally, new activities (specifically, POGIL) are being constructed for PSYC 202 and Psychology 200 and Psychology 202 are being assessed based on feedback of activities.

The department continues to expand our alumni activities, especially planning the expansion of contact between alumni and current students (i.e., Hindsight 2020 Event).

Exemplary Faculty and Staff

Continued involvement with university initiatives such as the Food Pantry, the Art in Response to Violence conference, Faculty Symposium, and the SCSE Symposium.

Engage faculty in professional development opportunities.

Apply for internal and external research grants to fund faculty and/or student research initiatives.

Prepare and address items from our Program Review.

Gerontology Executive Summary

The mission of the gerontology program at Northeastern Illinois University (NEIU) is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research, and community service. The immediate purpose of the program is to prepare gerontologists who will have the background necessary to be effective, ethical, and concerned professionals. During the Fall 2020-Spring 2021 academic year, five (5) new students were taking classes to begin the graduate gerontology certificate program. Eight students enquiring about the M.A. in Gerontology program were told that the M.A. program is currently in the process of expanding to a broader M.A. focused on lifespan development by Fall 2022. The retention rate was approximately 88% across courses from Fall 2020 to Spring 2021. Four (4) graduate students completed the introductory PSYC 401 course in Fall 2021 after two (2) dropped out due to COVID-related family care issues. Of these PSYC 401 students, all four (4) are admitted as certificate students. For the spring 2022 classes, in addition to these program enrollees, six (6) students are from other graduate programs pursuing an **“elective” track in gerontology (i.e., two (2) MSW students and four (4) graduate Counseling students)**. Beyond these current students, it is expected that there will be five (5) to seven (7) more students applying for entry into the gerontology certificate program for summer/fall entry. The total program enrollment is currently 23 students (i.e., fifteen (15) M.A. students and eight (8) certificate students). It is projected that there will be at least six (6) graduations of both M.A. and certificate this coming August/December 2022 academic year.

Over this time, Hollis-Sawyer was the second author/editor in one (1) published book, *Older Women who Work: Resilience, Choice, and Change*, and first sole author or co-author on three peer-reviewed book review publications. Hollis-Sawyer presented her **on-going research on positive aging and women’s issues in six (6) different**

presentations across two (2) national conferences (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, RN to BSN Director search), and continued her role as a research and career mentor for two early career professionals from two other educational institutions (Utah State University, University of Tennessee) who are interested in gerontology. Hollis-Sawyer completed five (5) Quality Matters training courses during the 2020 – 2021 time period. Lastly, Hollis-Sawyer was a recipient of the 2020 Faculty Excellence Award (Service Category: 2018-2019) in January 2021.

Hollis-Sawyer also continued her outreach efforts and met with different aging agencies (e.g., Center on Halsted, 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 gerontology 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, Apna Aghar).

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.

II. Program Plan

A. Long term goals

Hollis-Sawyer has been conducting an on-going assessment of what attracts prospective students to the NEIU gerontology program. A gerontology program contact source survey was given to prospective students in both Fall 2020 and Spring 2021. Prospective students responded overwhelmingly (i.e., average 86% response rate) that the Gerontology web page and other program-related Internet advertising (e.g., the recently-renewed NEIU M.A. in Gerontology 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 gerontology 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 gerontology 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 gerontology training, Hollis-Sawyer has proactively been networking with faculty/Chairs across campus to link other graduate programs to the recently-implemented 21-credit hour Gerontology 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 gerontology minor to be a fully-online undergraduate certificate to attract more majors.

Hollis-Sawyer has completed five (5) Quality Matters training courses during the 2020 – 2021 time period for the online 21-credit hour Gerontology Senior Advocacy Certificate and is working on two (2) QM course certifications for online graduate gerontology courses to better promote the certificate nationally for 2022. The long-term goal is to have the entire certificate achieve QM certification by 2025.

Hollis-Sawyer is also **researching grants to fund more “student-focused” program activities (e.g., support for graduate student’s gerontology 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.

Gerontology Student Success

Develop and implement improved recruitment and retention strategies for both the Gerontology Senior Advocate Certificate and M.A. in Gerontology students.

Engage in ongoing revision and updating of all graduate gerontology courses to reflect current training practices in the field.

Continue offering and refining online elective gerontology courses to best support the educational and flexible scheduling needs of the full-time career gerontology students.

Create stronger curricular training in both research methodology (e.g., doing a research proposal starting in PSYC 401) and applied field skills (e.g., training onsite through the PSYC 415/416 sequence for M.A. in Gerontology students) to enhance their career viability by the time of graduation.

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 newly-created dual-enrollment option in which students in other graduate programs on campus can also be simultaneously enrolled in the Gerontology Senior Advocacy Certificate program.

Focus on creating a possible curricular linkage between gerontology 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 gerontology program in the local Chicago area and neighboring suburbs.

Seek and apply for research grants to fund more “student-focused” program activities (e.g., support for graduate student’s gerontology conference attendance) for their on-going professional development and career networking.

Gerontology - Academic Excellence and Innovation

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 Gerontology 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.

Gerontology Exemplary Faculty and Staff

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.

II. Program Plan

A. Long term goals

1. Modify our existing MA program to be more robust, involve more faculty, and meet a need in the Chicago-land area.
2. Thoughtfully work toward giving students the tools, resources and language that they need to articulate the value of their degree/major and the transferable skills that they receive as part of their training, especially as it relates to entering the workforce with a BA.
3. Being more intentional in our alumni relationship building.

B. Projected needs

Psychology:

1. Faculty
Recruiting faculty members from Neuro, Cultural, Developmental, Community, and/or Health Psychology in order to meet the needs of our students and changes in the field.
2. Equipment
Explore the continued use and cost of Sona, the data management system for data collection.
3. Other Resources
Returning BBH 317 to the psychology department to be used as an observational lab and small classroom, which may require computer equipment and furniture.

Gerontology:

1. Faculty
As the gerontology program is looking to expand its course offerings (e.g., development of more hybrid and fully on-line course electives), 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 gerontology faculty would better train the students and would hopefully enhance the appeal of the gerontology program to the general community.
2. Equipment
Not applicable.
3. Other Resources
As student recruitment is always a priority for the gerontology program, any financial assistance in advertising the Gerontology Senior Advocacy Certificate is always appreciated. A small advertising budget (e.g., \$250) during the up-coming Spring/Summer 2022 for newspaper/periodical and journal (paper, on-line) advertising is requested from the administration.

Here are some additional program goals with associated projected needs to support *student success* in the gerontology program:

- Engage in ongoing revision and updating of all graduate gerontology courses to reflect current training practices in the field.
- Continue offering and refining online elective gerontology courses to best support the educational and flexible scheduling needs of the full-time career gerontology students.
- Work on improving course content and broader program training to improve **students' training and time-to-degree** goals (e.g., offering cross-linked MPH 470 Research Methods 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 Gerontology Senior Advocacy Certificate program.
- Focus on creating a possible curricular linkage between gerontology 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 gerontology program in the local Chicago area and neighboring suburbs.

Here are some additional program goals with associated projected needs to support *academic excellence and innovation* in the gerontology 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 Gerontology 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.

Here are some additional program goals with associated projected needs to support *exemplary faculty and staff* in the gerontology program:

- Engage in ongoing professional development of both teaching (e.g., QM online training 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 gerontology (e.g., healthcare).

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Cole, E., & Hollis-Sawyer, L. (Editors) (2020). *Older women who work: Resilience, choice, and change*. APA Books.

2. Articles and Abstracts, Local Exhibitions or Performances:

Gong, T., Young, A. G., & Shtulman, A. (2021). The Development of Cognitive Reflection in China. *Cognitive science*, 45(4), e12966.

Hollis-Sawyer, L. (2021). Book review: Exercise is medicine: How physical activity boosts health and slows aging. *Activities, Adaptation & Aging*.
<https://doi.org/10.1080/01924788-2021.1917262>

Hollis-Sawyer, L. (2021). Book review: Creative engagement: A handbook of activities for people with Dementia. *Activities, Adaptation & Aging*. <https://doi.org/10.1080/01924788.2021.1916319>

Hollis-Sawyer, L. (2021). Book review: Authentic health: The definitive guide to losing weight, feeling better, mastering stress, sleeping well every night, and enjoying a sense of purpose. *Activities, Adaptation & Aging*, online publication.
<https://doi.org/10.1080/01924788.2021.1915675>

Young, A. G., & Shtulman, A. (2020). Children's Cognitive Reflection Predicts Conceptual Understanding in Science and Mathematics. *Psychological Science*, 31(11), 1396–1408.

Song-Nichols, K. & Young, A.G. (2020). Gendered robots can change children's gender stereotypes. In S. Denison., M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (pp. 2480-2485). Cognitive Science Society.

Takahashi, M., & Kumagai, A. (2021). Koureisha iryou ni yoru seino tayousei to kenkou kakusa [Gender diversity and health disparity among older LGBTQ population]. *Journal of Japanese Psychogeriatrics*, 32(5), 545-550.

Kasuga, S., Sato, S., & Takahashi, M. (2021). Japanese people's conceptualization of wisdom: Qualitative analysis of interviews with middle-aged and older Japanese adults. *Osaka Human Sciences*, 7, 93-109.

Ping, R., Church, R.B., Decatur, M., Larson, S. W., Zinchenko, E. & Goldin-Meadow, S. (2021). Unpacking the gestures of chemistry learners: What the hands tell us about correct and incorrect conceptions of stereochemistry. *Discourse Processes*.
<http://dx.doi.org/10.1080/0163853X.2020.1839343>

3. Conference Presentations, Group Shows:

Beilstein, S. O., Beilstein, P., Yun, Y. E., Palaguachi, C., Montalvo, S., Lebrón Vázquez, A., & Church, R. (2021, April). ***Flexibility in children's fraction representations: A multimodal approach.*** Paper presented at the annual meeting of American Educational Research Association, Orlando.

Jaimes, G., Diaz, R., Portillo, M., & Rueckert, L. (2021). The evaluation of facial expressions and emotions. Presented at the annual meeting of the Association for Psychological Science, online.

Young, A.G., & Shtulman, A. (2021, April). Children's cognitive reflection predicts successful interpretations of covariation data. Paper presented at the Society for Research in Child Development Virtual Biennial Meeting.

Young, A.G., Bruckman, K., Chugtai, M., Giambalvo, D., Mahmud, U., & Church, R.B. (2021, April). Mathematics learning from instructional gestures: Do executive functions or cognitive reflection matter. Poster presented at the 2021 Society for Research in Child Development.

Bruckman, K., Giambalvo, D., Chugtai, M., Mahmud, U., Young, A.G., & Church, R.B. (2021, April). Do children from high and low resource schools respond differently to on-line math instruction? Poster presented at the 2021 Society for Research in Child Development Virtual Biennial Meeting.

Chugtai, M., Giambalvo, D., Bruckman, K., Mahmud, U., Church, R.B., & Young, A.G. (2021, April). Experience with multiple language directionalities supports **children's learning about the equal sign.** Poster presented at the 2021 Society for Research in Child Development Virtual Biennial Meeting.

Giambalvo, D., Chugtai, M., Bruckman, K., Mahmud, U., Church, R.B., & Young, A.G. (2021, April). Online Math Instruction Can Close the Gender Gap in Mathematical Equivalence Understanding. Poster presented at the 2021 Society for Research in Child Development Virtual Biennial Meeting.

Chugtai, M., Mahmud, U., Bruckman, K., Giambalvo, D., Church, R.B., & Young, A.G. (2020, October). The role of bilingualism and instructional gesture in math learning. Poster presented at the 2020 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) - The National Diversity in STEM Conference. *BEST POSTER AWARD.*

Bruckman, K., Giambalvo, D., Chugtai, M., Mahmud, U., Young, A.G., & Church, R.B. (2020, October). Mathematical equivalence learning: differences between high and low resource schools. Poster presented at the 2020 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) - The National Diversity in STEM Conference.

Giambalvo, D., Chugtai, M., Mahmud, U., Bruckman, K., Church, R.B., & Young, A.G. (2020, October). Gender differences in mathematical equivalence learning and reasoning. Poster presented at the 2020 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) - The National Diversity in STEM Conference.

Mahmud, U., Bruckman, K., Giambalvo, D., Chughtai, M., Church, R.B., & Young, A.G. (2020, October). Younger children know more about mathematical equivalence than older children. Poster presented at the 2020 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) - The National Diversity in STEM Conference.

Song-Nichols, K. & Young, A.G. (2020, July). Can Gendered Robots Change Children's Gender Stereotypes? Poster presented at presented at the 42nd Annual Conference of the Cognitive Science Society.

Hollis-Sawyer, Lisa (2020, November). From ad hoc to association to academy: Developmental milestones over 48 years for AGHE (Streaming Symposium). Chair presented at the Gerontological Society of America (GSA) Annual Convention, Philadelphia, PA.

Hollis-Sawyer, Lisa (2020, November). Creating an age-friendly workplace for older workers and employers. Poster presented at the Gerontological Society of America (GSA) Annual Convention, Philadelphia, PA.

Hollis-Sawyer, Lisa (2020, November). Examining the role of aging education: Educational themes across 2013-2019 GSA conference presentations. Poster presented at the Gerontological Society of America (GSA) Annual Convention, Philadelphia, PA.

Shortway, Kendahl, Sauer, Emily, Wilkinson, Lindsey, Cunningham, Karlene, Gholson, Georica, Gobin, Robyn, Hollis-Sawyer, Lisa, Parker, Leanne, Stewart, Jennifer, Toma, Donna, Vencill, Jennifer A. & White-Symeonides, Tiffani (2020). Not just what we ask, but how we ask it: Mindful and informed assessment of sexual trauma. Poster presented at the American Psychological Association (APA) Annual Convention, Washington, DC.

Hollis-Sawyer, Lisa (2020, August). Aging consumers, “age-friendly” product design, and the new longevity. Poster presented at the American Psychological Association (APA) Annual Convention, Washington, DC.

Hollis-Sawyer, Lisa (2020, August). The “high cost” of getting older: An aging population's susceptibility to deep poverty. Symposium Chair and Presenter of symposium presented at the American Psychological Association (APA) Annual Convention, Washington, DC.

Takahashi, M. (June, 2021). Common ground for Psychology and Religion. The 29th annual meeting of the Japanese Association for the Study of Religion and Society, Nagasaki, Japan.

Bruckman, K., Giambalvo, D., Chughtai, M., Mahmud, U., Young, A., & Church, R.B. (April, 2021). Do Children From High And Low Resource Schools Respond Differently to On-Line Math Instruction? Poster presented at Society for Research in Child Development.

Valdiviejas, H. C., Koumoutsakis, T., Mistak, A., & Church, R.B. (April, 2021). **The Role of Instruction with Gesture for English Language Learners' Math Learning**. Flash paper presented at Society for Research in Child Development.

Rehich, M., Ray, B. & Dykema-Engblade, A. (April, 2021). Perception of Classmates: Does Anxious Behavior Invite Negative Perceptions? . Poster presented at the Psi Chi program at the 93rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Ray, B. & Rehich, M., & Dykema-Engblade, A. (April, 2021). Office Email Communication: How Status, Tag Language, and Gender Influences Perception of Personality. Poster presented at the Psi Chi program at the 93rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Carmon, G. & Dykema-Engblade, A. (April , 2021). Perceptions of Physical Activity and Physical Engagement Among Latinx College Students. Poster presented at the Psi Chi program at the 93rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Monroe, R. (April, 2021). Employing critical race theory to explore the effects of **hegemony in U.S. curricula of undergraduate students' attitudes on privileges and oppression**. Poster presented at the Psi Chi program at the 93rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL (Faculty Sponsor).

4. Funded grants:

Erber—Co-PI on National Science Foundation grant, Building Capacity: Addressing Critical Transitions of First-Year STEM Students. Grant number 1832421.

Hollis-Sawyer was the recipient of the 2020-2022 NEA Grant on Arts Participation and Student Retention (sub-award). Received grant approval (November 2020). (funded \$22,360).

Ruth B. Church, Co-principal Investigator, *NIH MARC Training grant*, NU-STARs for Northeastern Illinois Student Training in Academic Research in the Sciences.

Ruth B. Church, Co-principal Investigator, *NSF Science of Learning: Collaborative Networks Grant*.

Ruth B. Church, Co-principal Investigator, *NSF Science of Learning and Augmented Intelligence*.

5. Service:

Lisa Hollis Sawyer:

2021- present Associate Editor, *Current Psychology*

2021- **present Journal Reviewer, International Research in Children's Literature Journal**

2016-2019 Executive Committee, American Psychological Association, Div 20,
Social Media Specialist
2018-present Chair, Academy for Gerontology 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
2021- present Associate Editor, Current Psychology
2007-present Editorial Board, Annual Editions: Aging
2005-present Reviewer, Gerontological Society of America Conference

Ruth B. Church:

Coordinator of University Assessment
Board Member, SCSE (Student Center for Scientific Engagement)
Board Member, NonTraditional Degree program

B. Student Achievements

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

Bruckman, K., Spence, J. & Ahsan, K. (2020). Faculty Sponsor: M.W. Erber.
Perceptions of Kindness: Exploring Gender Based Differences. Midwestern
Psychological Association Annual Convention. Chicago, IL.

Giambalvo, D., Chughtai, M., Bruckman, K., Mahmud, U., Church, R.B., & Young,
(April, 2021). Online Math Instruction Can Close the Gender Gap in Mathematical
Equivalence Understanding. Poster presented at Society for Research in Child
Development.

Bruckman, K., Giambalvo, D., Chughtai, M., Mahmud, U., Young, A., & Church, R.B.
(April, 2021). Do Children From High And Low Resource Schools Respond Differently
to On-Line Math Instruction? Poster presented at Society for Research in Child
Development.

Valdiviejas, H. C., Koumoutsakis, T., Mistak, A., & Church, R.B. (April, 2021). **The Role of Instruction with Gesture for English Language Learners' Math Learning**. Flash paper presented at Society for Research in Child Development.

2. Acceptance to graduate or professional school:

Karla Campos was accepted to the PhD program at Northwestern University with a full scholarship.

M.A. in Gerontology student Christina Ranvik received the 2021 Graduate Research Assistantship (Mentor: Dr. Hollis-Sawyer).

M.A. in Gerontology student Martha (Faye) Meaderds was invited to be a part of a fall discussion panel on aging community needs through AgeOptions.

Chris Palaguachi, PhD Educational Psychology, University of Illinois, Champaign, IL; Carnegie Mellon University.

Yadira Alonzo, Doctorate in Speech Communication, University of Illinois, Champaign, IL.

Murielle Standly, Northwestern University, Evanston, IL PhD Communication Sciences and Disorders. PhD Developmental Psychology, Loyola University, Chicago, IL.

Kimberly Bruckman, PhD Psychology University of Oklahoma, Norman, Oklahoma.

Vada Becker, University of Washington (BPSD, M3D and Biochemistry programs), University of Pittsburgh (MB+SB), University of Wisconsin-Madison (Direct Admission to CMB Program; also accepted to IPIB Program).

Luis Aldama, University of Chicago, Harvard, UIC College, Marquette University.

Sergio Escobar, Vanderbilt University, Johns Hopkins University - CMDDB Program University of Washington-Seattle - Microbiology.

C. Alumni News

Israel Gross, PhD. Assistant Professor of Psychiatry and Behavioral Neuroscience, University of Chicago.

Kathryn Rogalski, Ed.D. Vice President of Learning, Northeast Wisconsin Technical College, Green Bay, WI. Aspen Rising Presidents Fellow, 2021.

Valdiviejas, H., & Bosch, N. (2020). Using Association Rule Mining to Uncover Rarely Occurring Relationships in Two University Online STEM Courses: A Comparative Analysis. In *Proceedings of The 13th International Conference on Educational Data Mining (EDM 2020)* (pp. 686-690).

The following is a selection of known alumni accomplishments for 2020-21:

- Murielle Standley was awarded the Dr. Bernard J. Brommel Doctoral Scholarship.
- Azalia Jaimes accepted at Stanford University for PhD in developmental biology.
- Chad Dean was accepted at Depaul University for the MBA program.
- Meriel Rehich was recognized in the Center for Practical Wisdom, University of Chicago.
- **Samuel Klein published “Revising Mental Representations of Faces based on new Diagnostic Information” in the International Journal of Cognitive Science.**

SCHOOL for the ADVANCEMENT of ENGLISH LANGUAGE and LEARNING (SAELL)

Annual Report 2020– 2021

Submitted by Annie Gill-Bloyer

Prepared by Viki Hallock (Director - August 2020-May 12, 2021) and Annie Gill-Bloyer (Director as of May 15, 2021)

I. Executive Summary

A. Impacts of COVID-19

SAELL was significantly impacted by the COVID-19 pandemic. Due to U.S. embassy and consulate closures and significant restrictions on international student mobility, our in-person classes were canceled for both the Fall 2020, and Spring and Summer 2021 terms.

In light of this, we started a new online program and moved our courses to online-only format (SAELL Anywhere). We also decided to take the Fall 2020 and Spring 2021 terms to refocus SAELL efforts, update our Intensive English Program curriculum, and continue actively recruiting for future terms.

As many Intensive English Programs across the country have closed permanently during the pandemic, SAELL expects to come through as a stronger program, having widened our modalities and offerings.

B. SAELL Anywhere Part-time Online Program

In August 2020, we launched our first SAELL Anywhere workshop. SAELL Anywhere is a part-time, online-only program designed for students who cannot or will not travel to the United States for English study. We launched this program with two workshop options: (1) Listening & Speaking and (2) Reading & Writing. Each workshop meets twice a week for live, 1.5 hour Zoom sessions. This allowed us to continue our program

and bring in steady revenue, while also strengthening our partnerships. In addition, launching this online program allowed us to continue employing our existing SAELL teachers, as well as hire a new part-time teacher.

During the Fall 2020 and Spring 2021, we had three 8-week terms:

Fall 1 (August-October): 31 students

Fall 2 (October-December): 16 students

Spring: (March-April): 21 students

Most students were enrolled in our Listening & Speaking workshop, which allowed us to run this course at three different levels (CEFR A2, B1, and B2).

The vast majority of students came from Hansung University, one of NEIU's partner universities in Seoul, South Korea. This allowed us to significantly strengthen our partnership with Hansung University and open up future opportunities.

For the Summer 2021 SAELL Anywhere term that began the last week of June, eight students from Burundi were added to SAELL Anywhere workshops as part of a pilot program under a reduced tuition rate. Some of the students from that pilot continued taking SAELL Anywhere classes in Fall 2021 and applied to the in-person SAELL Intensive English Program for Spring 2022.

C. IEP Curriculum Revision

During this fiscal year, we reviewed and revised our existing Intensive English Program curriculum in order to strengthen and expand our program. One of the primary goals of the curriculum revision was to create more consistency across our syllabi and ensure that students can steadily progress from one level to the next.

D. Media Updates

We have placed increased focus on our social media platforms (Instagram, Facebook, LinkedIn, WhatsApp, and Telegram) to generate more visibility for SAELL. We anticipate that as our visibility increases, we will be able to reach more prospective students globally.

We have also redesigned our existing SAELL flyers in order to make them more visually appealing and accessible for our target audience.

We continue to utilize online international student recruiting partners Keystone, Educations.com, and FindAdmission.com, and continue to see a steady stream of applicants from these platforms.

II. Program Plan

A. Long term goals

1. Grow enrollment in our in-person, full-time Intensive English Program

As of June 30, 2021, we had received approximately 105 applications (including 14 deferrals) for our in-person Fall 2021 term of the Intensive English Program. This is the largest influx of applications we have received in recent years. It is likely due to a combination of increased recruitment efforts and an anticipation of returning to in-person international studies after the easing of COVID restrictions. US consulates and embassies reopened in May 2021, but processing F-1 student visas is low on their list of priorities, and it remains to be seen how future waves of COVID will impact their operations and therefore international student mobility.

Our efforts in this regard are also significantly impacted by the Office of International Programs, which manages the student visa paperwork for SAELL applicants. OIP has experienced significant staffing shortages and turnover during this fiscal year, giving us concern about their ability to process all of the paperwork required for our applicants.

2. Diversify offerings in SAELL Anywhere (part-time, online workshops)

In the next fiscal year (2021-22) we plan to develop a new online course designed to help students prepare for the IELTS test. IELTS is one of the most popular English proficiency exams in the world, and it is very popular in Europe, Central Asia, and the Middle East. We hope to pilot the course in Spring 2022 with a focus on recruiting students in Central Asia.

3. Explore becoming certified as a testing center

In an effort to raise the visibility of SAELL as well as generate additional revenue for the program, we plan to explore the possibility of applying to become a certified testing center for an English proficiency test such as TOEFL in the next fiscal year (2021-22).

B. Projected needs

1. Faculty:

The funding structure of SAELL requires that all employees of the program (0.5 FT Director and hourly PT Civil Service Special Group Teaching Consultants) be paid from **SAELL's revenue account. Currently, SAELL can't afford to pay for benefits for its Teaching Consultants, making it a challenge to retain high quality teachers.**

2. Equipment:

University-issued laptops for Teaching Consultants should be assigned. They have been denied these because they are PT Civil Service Special Group employees, and therefore must use their own machines.

3. Other Resources:

PT administrative and recruitment support would greatly benefit our efforts to recruit more students. Again, the current funding structure for SAELL makes it impossible to hire additional staff.

Also needed is more stability in staffing in the Office of International Programs, upon whom we are dependent for student visa paperwork processing.

4. Conditional Admission:

In the Spring 2020 term, NEIU decided to pause Conditional Admission for SAELL students. However, we frequently have students request Conditional Admission, citing that this would improve their visa acceptance rate. Since the Fall 2020 term, we have been actively working with the Office of International Programs and Enrollment to reinstate Conditional Admission as an option. As of June 30, 2021, we are all in agreement that Conditional Admission should be an option for students. However, this process is currently on hold while Enrollment sets up a new, sustainable system through their new CRM. Our hope is to have Conditional Admission ready to go for Spring 2022.

SOCIAL WORK

Annual Report 2020– 2021

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. It combines Liberal Arts contents with professional social work foundation contents to prepare graduates for direct service in the field of social work and related 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 requirement, the CSWE mandates social work foundation contents in the following curriculum areas:

- Human Behavior and the Social Environment
- Social Welfare policy and services
- Research
- Social Work Practice
- Field (Field Practicum hours of at least 400 hours for baccalaureate level and **900 hours for the master's level** (NEIU requires 512 hours for BSW)
- Social Work Electives (Values and knowledge and Skills)
- Populations at risk
- 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) program and two Master of Social Work (MSW) programs: MSW (full program) and MSW (advanced program).

Bachelor of Social Work (BSW) program

The Bachelor of Social Work program at Northeastern Illinois University (NEIU) received initial accreditation from the Council on Social Work Education (CSWE) in 1988. The program has received continuous and uninterrupted accreditation and reaffirmation since then from the Council on Social Work Education (CSWE). Our current reaffirmation is effective until 2023. The content areas in the BSW program include the fourteen (14) core courses and two electives that are required for the bachelor of social work degree. This is in

addition to the **university's** general education requirements (at least 33 credit hours in four areas: Behavioral/Social Sciences (9 hours), Natural Sciences (9 hours), Humanities (9 hours), and Fine Arts (6 hours). The BSW program also has a Liberal Arts requirement of at least a 12-credit hours in Cultural Anthropology (3 hours), General Psychology (3 hours), General Biology (3 hours), and Introduction to Sociology (3 hours). To complete the social work degree requirements for the undergraduate degree, the student must complete field education component (at least 512 hours in two semesters) under the supervision of qualified agency-based social workers, the field education team, and a full-time Field Director.

In the academic year 2020-2021, there were 115 BSW students in field placements in over 250 agencies across the city of Chicago and the nearby suburbs. This number will likely increase in the 2021-2022 academic year. We are continually developing new field sites to accommodate our students' **needs**. Because of our commitment to quality liberal arts education, students from the BSW program at NEIU are suited for entry-level positions in the social work field and for admission to graduate and professional schools. Our BSW program provides a diverse, flexible, and comprehensive curriculum that allows students to find their passion.

Program growth in terms of recruitment, retention, and on-time graduation is the highest priority for the undergraduate program at NEIU. This is in line with the NEIU Strategic Planning Goal #1 Student Success: Advancing student success from recruitment through graduation and increasing the enrollment, retention, and graduation rates for all students. Because of the hard work of our dedicated faculty, instructors, 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 rates for nearly ten (10) years. Table 1 below (from the Office of Institutional Research and Assessment) illustrates this modest enrollment and graduation growth between academic year 2017-2018 and academic year 2020-2021 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. We are encouraged that our 2021-2022 enrollment rates are pointing in the upward direction.

Table 1: BSW program enrollment and graduation data (AY 2017 to AY 2021)

Academic Year	Enrollment		Graduation
	Fall	Spring	Spring
2017-2018	377	393	150
2018-2019	333	325	136
2019-2020	285	283	132
2020-2021	240	286	102
2021-2022	253	-	-

Master of Social Work (MSW) program

The Master of Social Work (MSW) program at Northeastern Illinois University began in 2016 and was fully accredited and affirmed by the Council of Social Work Education (CSWE) in October 2018. This affirmation is effective until 2023. The program is urban-focused and consists of two concentrations: (1) Practice with Vulnerable Populations (micro concentration), and (2) Leadership and Change (macro concentrations). Between these two concentrations, the MSW program has three cohorts of students: (1) the advanced standing cohort (10-month program), (2) the foundation cohort (full 2-year program), and (3) a growing part-time cohort. Additionally, we recently developed and added a new School Social Work (SSW) specialization in the MSW program. Offering these MSW program options 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 6th year of serving students in the MSW program.

In the academic year 2020-2021, we placed 61 MSW students in their internships at 60 agencies across the city and nearby suburbs. The MSW program requires that students complete at least 900 hours of internship over two semesters under the supervision of qualified agency-based social workers, the field education team, and a full-time field director.

As with the undergraduate Social Work program, our highest priority in the graduate program is also program growth in terms of recruitment, retention, and on-time graduation. The Masters of Social (MSW) program at NEIU, though relatively new, has seen a steady growth in enrollment and graduation rates since its beginning. Table 2 below (from the Office of Institutional Research and Assessment) illustrates this steady and impressive enrollment and graduation growth. These data indicate that enrollment increased from 68 students in the fall of 2017 to 159 in the fall of 2021 (nearly a three-fold increase in four years). Table 2 also illustrates a similar modest increase in graduation rate. The graduation rate increased from 31 students the spring of 2018 to 61 in the spring of 2021 (a two-fold increase in four years). This graduation numbers will likely be higher in academic year 2021-2022.

Table 2: Master of Social Work program enrollment data (AY 2016 to AY 2021)

Academic Year	Enrollment		Graduation
	Fall	Spring	Spring
2017-2018	68	67	31
2018-2019	86	86	42
2019-2020	87	85	42
2020-2021	136	134	61
2021-2022	159	-	-

Faculty and Instructors 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. The Social Work faculty, in the true spirit of Northeastern, is very diverse in terms of gender and race/ethnicity. Table 3 below illustrates this faculty diversity in the 2020-2021 academic year.

Table 3. Faculty diversity by Gender and Ethnicity for Academic Year 2020-2021

Gender	Ethnicity				
	AA/Black	Asian	White	Latinx	
Female	3	1	1	2	7
Male	1	1	1	1	4
Total	4	2	2	3	11

In addition to the 11 tenured and tenure-track faculty, the two programs also employ between 25 and 30 regular instructors and adjuncts each semester. Again, our instructors are equally diverse in terms of gender and race/ethnicity.

Student Information

Diversity and inclusion is an important value at NEIU. The social work programs are proud to subscribe to this university value. Our student body is diverse in terms of race or ethnicity, age, and gender of students. Table 4 illustrates the social work student enrollment by race or ethnicity during the academic year 2020-2021 and table 5 illustrates this diversity in terms of gender and program enrollments. These two tables show the broad spectrum of students in the social work department and we are proud of it.

Table 4. Student diversity by Race/Ethnicity and Program for fall 2020

Race/Ethnicity	Program			Grand Total
	BSW	MSW	MSW (Advanced)	
African American/Black	31	18	10	59
Asian	7	0	1	8
Caucasian/White	48	24	6	78
Hawaiian Pacific	0	0	0	0
Hispanic of any race	116	34	32	182
Non-resident	7	1	1	9
Multiracial/2 or more races	3	0	0	3
Native American	0	0	1	1
Others/Unknown	28	4	4	36
Total	240	81	55	376

Table 5. Student diversity by Gender and Program for fall 2020

Gender	Program			Grand Total
	BSW	MSW	MSW (Adv)	
Female	199	66	46	311
Male	41	15	9	65
Total	340	81	55	376

Curriculum Information

The number of course sections we offer continues to increase each semester due to student demands. In the academic year 2020-2021 (fall/spring), we offered 165 course sections across the four NEIU campuses (MC, EL Centro, CCICS, and UCLC). Tenured and tenure-track faculty taught one-third of these course sections and instructors and adjuncts taught the remaining two-thirds. Table 6 below illustrates these teaching assignments for 2020-2021 academic year. This table also illustrates the severe shortage in tenure-track faculty for both programs and the heavy load our instructors and adjuncts are carrying for the social work programs.

Table 6. Course offering in AY 2020-2021 by faculty, Instructors, and adjuncts

Academic Year 2020-2021	Taught by TPs Faculty	Taught by Instructor	Taught by Adjuncts
# sections	# sections	# sections	# sections
165	54 (32.7%)	106 (64.2%)	5 (3%)

Program Visibility and Community Engagement

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 Satellite campuses at El Centro, the Jacob H. Carruthers Center for Inner City Studies (CCICS), and the University Center of Lake County (UCLC).

At El Centro campus, we currently offer a complete BSW program including field education and provide increased opportunities for our students to learn and work in the community. We are working on offering most of our advanced MSW curriculum at El Centro as well. At the Carruthers Center for Inner City Studies (CCICS) campus, we continue to build and increase the social work course offerings at this center. We consider this campus as a natural fit for our social work programs to serve the 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 a strong working relationship with the new CCICS Director, Andrea Evans. We offer both BSW and MSW courses at the center, and expect to offer full BSW and MSW programs at the CCICS in the coming years. At the University Center of Lake County (UCLC) campus, 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 social work faculty at UCLC comprise 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 satellite campuses.

In addition to the multi-campus course offerings, 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. These interdisciplinary connections among programs support the 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...”**

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 2020-2021, the entire university classes went remote or online because of the pandemic. We offered all our social work classes as remote classes or online classes. As we gradually return to campus, we plan to offer a good balance of face-to-face, remote, hybrid, and online classes to meet student demands and to align our program goals with the CSWE EPAS 2015 standards. 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.

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 social work faculty/instructors have completed all of the necessary DCFS trainings and licensure and can proctor both the Child Welfare License (CWEL) and the Child Endangerment Risk Assessment Protocol (CERAP) exams for students. This prepares our students for employment with DCFS immediately following graduation from the BSW program.

Department/Program Leadership

I am proud of the social work faculty, instructors, and staff for their continual dedication to our students, the university, the community, and the social work profession. Despite the severe shortage in our faculty and staff strength, these strong and vibrant individuals continue to display their shared vision for student success. I commend them.

The BSW program, with Dr. Jacqueline Anderson as the BSW Program Director, currently serves over 400 undergraduate students with a strong faculty of five tenured or tenure-track members (Anderson, Kim, Brake, Oyewuwo, and Cleggett), five full-time instructors (Auman, Waddell, Lopez, Reynolds, and Davidson) and 18 part-time instructors and adjuncts. The MSW program, with Dr. Casey Holtschneider as the interim MSW Program Director, currently serves more than 160 graduate students with a strong faculty of 5 tenure-track members (Holtschneider, Aguado, Ibrahima, Rocha, and Mojica) and four part-time instructors and adjuncts.

Program Activities & Accomplishments

Despite the COVID-19 pandemic and the entire university going remote, the social work department still recorded several department/faculty achievements to 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.

In the fall 2020, the Social Work Program held the Annual Field Directors Meeting (virtual due to COVID-19). This annual meeting included faculty, staff, administrators, field supervisors, and students. There were 120 BSW and MSW students, field 71 supervisors, and 15 faculty members and instructors in attendance. 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.

During the FY21, the department chair and the social work programs were not able to travel to many schools, community colleges, and community organizations for student recruitment due to the COVID-19 pandemic. However, the social work administrators, faculty and staff used every media outlets and listserv to reach these organizations for recruitment purposes. We attended virtual open houses, presentations, workshops and seminars to advertise our programs. Consequently, we increased enrollments in our two programs, or at least prevented them from decreasing.

During the FY21, our programs continued to see a modest increase in the graduation rates for both the advanced standing students and the full-program students. We hosted our first MSW "Stolling" Ceremony on Saturday, May 8, 2021. About 46 graduates and their families took part in the virtual ceremony.

During the FY21 (March 2021), the social work department co-sponsored a virtual social work month celebration with the student social work clubs. The theme for this **celebration was "Social Workers are Essential"**. The celebration lasted nine days and covered topics such as ethics, cultural competency/cultural humility, BLM activism, alternative response to social issues, self-care, and advocacy. There were 12 speakers including one alumni panel. These speakers included faculty, instructors, and field supervisors. . Again, attendance was much more than we expected in the middle of a pandemic and much bigger than the previous year.

During this reporting period, the social work department embarked on several new program initiatives to increase our course offerings to a larger audience and to meet the demands of students and professional community. The social work program launched our new School Social Work (SSW) specialization for the MSW program, and developed the associated courses for the specialization.

We re-established partnership with the Department of Child and Family Services (DCFS) and secured a stipend of \$10,000 per student per year for a maximum of two years (\$20,000 per student) for 18 social work students. The social work department also continued to implement the Memorandum of Understanding (MOU) we signed with the Alternative School Network (ASN) to admit a cohort of 10 or more of their staff into the MSW program and to guide them through the MSW program. This relationship is continuing.

During this reporting period, the social work program recruited, and continues to recruit, several new sites for both the MSW and BSW programs. We developed and signed agreements with more than 30 new field agencies bringing the total number of field agencies to 318 agencies between our two programs.

II. Program Plan

A. Long term goals

The long-term goals of the social work program at Northeastern Illinois University are to:

1. Maintain program growth in terms of recruitment, retention and on-time graduation for both the BSW and the MSW programs
2. Complete a successful reaffirmation in 2023 for both the BSW and 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).

B. Projected needs

1. Faculty

- **Two Tenure-track faculty lines for the BSW program for fall 2022 start date are needed to cover Practice and HBSE curriculum areas and to remain in compliance with student-faculty ratio with CSWE.**

- One Tenure-track faculty line for the MSW program for fall 2022 start date is needed to meet the minimum CSWE mandate (Five full-time faculty and a Director) to run an MSW program.

2. Equipment

- Compensation for assessment and technology support for reaffirmation efforts

3. Other Resources

- Instructional CUs for a BSW faculty member to oversee the accreditation reaffirmation process for the BSW program
- Additional office assistant (50% appointment) to help cover the two fast-growing programs and to continue to provide excellent services to over 450 students in the department

III. ACCOMPLISHMENTS

Our social work faculty and instructors are productive scholars with several noteworthy achievements in their areas of expertise (youth homelessness, aging, school social work, youth violence prevention, policy, cultural competence, vulnerable children and family, field education, etc.). Social Work faculty and instructors 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.

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Kim, J & Brake, A. (2021). Early incarceration, marriage and the risk of poverty in old age: Evidence from the Wisconsin Longitudinal Study. *Journal of Policy, Practice & Research*, 1-24.

Curtis, C., Jointer, T. Brake, A. & Bonton, A. (November 2021). Assessing cultural acceptance for advancing anti-racist policies & practices in schools. In Cox, T., Alvarez, M. & Fitzgerald, T. D. *The New School Social Worker: The Art of Being Indispensable*. Oxford University Press.

Brake, A. & Livingston, L. (August, 2021). Tackling oppression in schools: Orienting skills for school social workers. In Massat, C. R., Kelly, M. S., & Constable, R. T. (Eds.), *School Social Work: Practice, Policy, and Research*. (9th edition). Lyceum Books, Incorporated.

Jointer, T., Brake, A. & Curtis, C. (April, 2021). *Stay Asleep or Get Woke: Leading Anti-Racist Assessment & Action in Schools*. Webinar Presentation, School Social Work Association of America, London, KY.

Kim, J., & Brake, A. (2021). Early incarceration, marriage and the risk of poverty among white older adults: Evidence from the Wisconsin Longitudinal Study. *Journal of Policy Practice and Research*. (Forthcoming).

- Yu, H.M., Cho, Y.J., Kim, H.J., Kim, J.H., & Bae, J.H. (2021). A mixed-methods study of early childhood education and care in South Korea: Policies and practices during COVID-19. *Early Childhood Education Journal*. Advance online publication. <https://doi.org/10.1007/s10643-021-01239-5>
- Ibrahima, A. B., & Kelly, B. L. (2021). Indigenous methods and knowledge: Maternal health policy and practice in Ethiopia, Africa. *International Social Work*, 00208728211008961.
- Ibrahima, A. B. (2021). Exploring Maternal Health in Ethiopia Using Indigenous Approaches: Policy and Practice Implications. *Research on Social Work Practice*, 1049731520984829.

2. Conference Presentations, Group Shows

- Aguado, P. (2021). Rolling out a community prevention and testing intervention in Chicago. 2021 National Latinx Virtual Conference on HIV/HCV/SUD
- Aguado, P. (2021). HIV Care Retention and Transnationalism: Lessons from PROYECTO PROMOVER, 2021 Latino Health Equity Conference: *Me Cuido, Te Cuido (Virtual)*
- Kim, J. & Yu, H. Poverty, early childhood care and education arrangement, and socio-emotional development: Evidence from the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11. 2021 Annual Conference of the Society for Social Work and Research. Virtual Meeting.
- Ibrahima, A. B. (2021). Introduction to Contemporary Africa: Beyond Myths and Stereotypes. Fulbright U.S. Program Pre-Departure presentation – Sub Saharan Africa.
- Ibrahima, A. B. (2021). Moving into the Neighborhood: Understanding Africa Region by Region: Kenya, Sudan, and Ethiopia. Fulbright U.S. Program Pre-Departure presentation – Sub Saharan Africa.

3. Funded grants

- Brake, A., & Sichling, F. (Co-PIs). The Responsive Relationships in Schools Project. University of Missouri-St. Louis School of Social Work
- Aguado, P. (Co-PI). 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/yearly continuation grant application.
- Aguado, P. & Mojica, N. (Co-PIs). Exploring the social worker and field instructor experience during the COVID-19 pandemic.
- Ibrahima, A., & Udho, I. (Co-PIs). The Impact of COVID-19 on students in CPS with immigrant and refugee backgrounds from Africa. Northeastern Illinois University Committee on Organized Research (COR) grant (\$4000).
- Holtschneider, C. (September 2, 2020). **William J. and Dorothy K. O’Neill** Foundation, \$10,000. This grant is to fund a full range of support services for Chicago youth facing poverty and homelessness
- Holtschneider, C. (November 12, 2020). Polk Bros. Foundation, \$40,000. This grant is to fund a full range of support services for Chicago youth facing poverty and homelessness.

Holtschneider, C. (November 21, 2020). Julian Grace Foundation, \$25,000. This grant is to fund a full range of support services for Chicago youth facing poverty and homelessness.

Holtschneider, C. (November 22, 2020). Pelino Charitable Foundation, \$15,000. This grant is to fund a full range of support services for Chicago youth facing poverty and homelessness.

Holtschneider, C. (December 2, 2020). Morrison Family Foundation, \$15,000. This grant is to fund a full range of support services for Chicago youth facing poverty and homelessness

Holtschneider, C. (May 13, 2021). Landmarks Illinois, \$2500. This grant is for capital support to fund renovations of a new community center for Chicago youth facing poverty and homelessness located in the south side Greater Grand Crossing neighborhood

Holtschneider, C. (November 22, 2020). Northern Trust, \$30,000. This grant is to fund a full range of support services for Chicago youth facing poverty and homelessness.

Holtschneider, C. (May 26, 2021). Arie and Ida Crown Memorial, \$60,000. This grant is to fund a full range of support services for Chicago youth facing poverty and homelessness.

4. Service

Brake, A. (2021). Commissioner and Chair of Program Services and By Law Committees, Logan Square, Avondale, Hermosa Expanded Mental Health Commission of Illinois.

B. Student Achievements

Rosanelly Garcia (2021). Recognized as the 2021 Social Worker of the Year by the National Association of Social Workers, Illinois Chapter (NASW-IL), for her work in the past year working on the frontlines of the COVID-19 crisis

SOCIOLOGY

Annual Report 2020-2021

Submitted by Olivia Perlow

I. Executive Summary

While Sociology faculty and staff spent the previous academic year (2019-2020) rethinking almost every aspect of our lives, including the modalities of work and communication, how we teach, and how to best serve our students, we spent the 2020-2021 academic year further adapting to and developing creative solutions to the range of challenges associated with the pandemic. Dedicated Sociology (SOC) faculty and staff were able to reimagine 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”?** While we do not necessarily define these in the normative way, we must note that a significant number of **our majors made the Dean's list**, graduated with honors, and/or went on to graduate school. Yet, student success and academic excellence is also about the development of critical thinking/literacy, agency and praxis. 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”...

The overwhelming consensus from our student evaluations is that our exemplary faculty have made students better equipped to think sociologically; Helped them to develop their critical thinking skills and to analyze the relationships between and among various

social groups, organizations and/or institutions in the context of inequality, power and oppression; Introduced them to examples of positive social change, social activism, and/or social movements; and taught them how to apply sociological ideas or methods **to their own and others' lives.**

For our program, **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).** For example, Sociology has one of the highest number of Engaged Learning Experiences (ELEs) that demand high-impact practices across the entire university. Furthermore, the department has consistently used and infused pedagogical strategies that foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious, and other backgrounds. That is, SOC faculty are committed to BIPOC-centered social justice education through critical, culturally responsive, intersectional and inclusive curricula and pedagogies. In addition, our faculty played leadership roles in College- and University-wide Diversity, Equity and Inclusion (DEI) initiatives such as advocating for a DEI prompt to be added to CASAAC and FCAA. Other faculty continue to grow through professional development such as Brooke Johnson **attending** “Academics for Black Survival and Wellness” virtual conference and Olivia Perlow co-facilitating and Cristen Jenkins participating in **the CTL workshop, “Moving Toward Syllabi That Serve Our Students.”**

Moreover, 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 goal is **clearly demonstrated by our students' active involvement, on** and off campus through student club(s), service-learning activities, internships, community organizing and political activism. Our exemplary faculty (Strategic Goal 4) have continued to serve as role models in this area, turning theory into praxis in regards to the communities which we serve. For example, Josef Ben Levi continues to be actively engaged with the community in numerous capacities such as his work with *Chicago Cancer Health Equity Collaborative*, his work in *Mental Health First Aid*, as well as his groundbreaking work in the *William Leo Hansberry Society*, the *Kemetite Institute of Chicago* and the *Communiversities*. In addition, Brett Stockdill is an active participant in the *Edgewater Mutual Aid Network* as well as *Black and Pink*, a prison abolition organization advocating for LGBTQ and HIV+ prisoners.

Our exemplary faculty also continue to develop innovative curricular offerings. In the last year, we have developed six exciting new courses: SOC 300: Queering Sociology (Brett Stockdill); SOC 318: Sociology through Film (Olivia Perlow); SOC 311: Sociology of Sports (Mark Wodziak); SOC 370: Sociology of Food (Aneta Galary); SOC 371: Sociology through Service Learning (Olivia Perlow) and WGS 324: Black Girlhood Studies (Olivia Perlow). 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 leads the university in Engaged Learning Experiences (ELEs), through the **Department's diverse and interdisciplinary** course offerings. Olivia Perlow and Ashley Elrod (Assistant Professor in History) began an important interdisciplinary collaboration to develop an exciting new minor in Disability Studies (DS) that will be housed within Sociology.

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. For example, Brett Stockdill organized the 9th Annual Careers in Sociology Series, March 30, 2021.

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, Olivia Perlow (SOC, AFAM, WGS) completed her first out of her three-year term as Department Chair of Sociology, AFAM, LLAS and WGS. She also served as Faculty Advisor for University Without Walls at Stateville prison, as well as on the Black Student Success Committee. Brooke Johnson (SOC, WGS) served her second year of a three-year term as WGS Coordinator. She additionally **served on the Board for NEIU's Honor's** Program and served on College of Arts & Sciences Academic Affairs Committee (CASAAC). Andreas Savas Kourvetaris also 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. The Sociology faculty also served as organizers, presiders, presenters, and/or active participants for numerous campus-wide events.

Sociology faculty continue to stay abreast of the latest pedagogical developments as well as other developments within and beyond their field(s), thus continually taking advantage of professional development opportunities (particularly in light of the pandemic). For example, Sociology faculty disproportionately participated in online teaching and/or Quality Matters training and certifications: Erika Husby, Cristen Jenkins, Aneta Galary, Juan Martinez, Brooke Johnson, Brett Stockdill. In addition, Juan Martinez continued to serve and was elected as the chair of the College of Arts & Sciences Representative of the university-wide Faculty council on Technology (FCT), an important position which advises cabinet-**level administrators on NEIU's** academic technology needs. He also continued to serve as a reviewer for Peer Observation Online Instrument Team (POOIT).

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. Olivia Perlow received the Dr. Melvin Cleveland Terrell Award in Research and Literature from the Black Heritage Committee. 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.

Last but not least, in terms of Strategic Goal 5: Fiscal Health, NEIU Sociology, like all CAS programs, remained a revenue-producing unit. In addition, Olivia Perlow raised \$1950 for student scholarships during #GivingTuesday as well as another \$1198 for her facilitation of a professional development seminar on Anti-Racism for English teachers. To help ensure the fiscal health of our program through outreach efforts, under the leadership of Juan Martinez who was previously faculty at Harold Washington College, we co-organized our first NEIU Sociology (Virtual) Open House, focusing on CCC outreach.

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. Specific long-term plans include but are not limited to the following:

- Hosting a Sociology Open House every semester
- Attended **It's a Major Deal**
- Cleaning up alumni contact list/information
- Creating 300/400 level courses to attract students outside of SOC
- Adding to the list of possible internships, grad school and career options for students in capstones
- Creating/sustaining community-based partnerships (i.e. Chicago History Museum, Logan Square Neighborhood Association, North River Commission, Center for Neighborhood Technology, Communities United, Centro Autónomo)
- Creating scholarships
- Engaging in social-justice-oriented programming/events and collaborations
- Advancing technology in 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; 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

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.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Ben Levi, Josef (2020). The Shared Project: **"A Novel Approach to Engaging African American Men to Address Lung Cancer Disparities."** *American Journal of Men's Health*. September/October.

Ben Levi, Josef (2021). **"Performance of Prostate Health Index in Biopsy Naive Black Men."** *Journal of Urology*. Vol. 205, 718-724.

2. Conference Presentations, Group Shows

Juan Martinez and Ymelda Viramontes (2021). "To Welcome, or Not To Welcome, that is the Proposal: Welcoming Ordinances at the Municipal Level." Midwest Sociological Society. March 19, 2021.

- Ben Levi, Josef. June 12, 2021. NEIU Communiversity Invited Presentation. “Knowledge Acquisition, Curriculum, Common Core Standards and African Centered Curriculum Theory.”
- May 24-June 28, 2021. *UIC SHARED Cancer Research Committee Citizen Scientist Training*, Facilitator.
- May 22, 2021. *Kemet Institute of Chicago*, Facilitator. “A Conversation with Dr. Harold Pates.”
- April 24, 2021. NEIU Communiversity Invited Presentation. “C.L.R. James: A Pan-African Revolutionary Intellectual.”
- April 10, 2021. NEIU Communiversity Invited Presentation. “The Birth of Racism.”
- March 27, 2021. NEIU Communiversity Invited Presentation. “The Pathos of Distance and the Intersection of Race and Intelligence: The Philosophical Origins of an Idea.”
- March 13, 2021. NEIU Communiversity Invited Presentation. “Henry Sylvester Williams: The Father of Pan-Africanism.”
- February 17, 2021. The Young Health Professionals and Project Brotherhood: Everything is Public Health Lecture Series. **“Medical Mistrust in the Black Community.”**
- February 15, 2021. “W.E.B. DuBois and Excavating History.” **Howard University.**
- January 23, 2021. NEIU **Communiversity Invited Presentation.** “Decolonizing Methodologies: Research and Indigenous Peoples - A Review of Linda Tuhiwai Smith work.”
- December 12, 2020. NEIU **Communiversity Invited Presentation.** “The Origin of Christmas.”
- November 28, 2020. **NEIU Communiversity Invited Presentation.** “African and African American Authors on Kemet and Kush.”
- November 14, 2020. NEIU Communiversity Invited Presentation. “The American Negro Academy, 1897-1924.”
- November 6-8, 2020. Association for the Study of Classical African Civilizations (ASCAC) 34th Midwest Regional Conference. “The Misidentifications of Nubians in the Ahmose Inscription.”
- September 24, 2020. NEIU Communiversity **Invited Presentation.** “A history of the apocalyptic idea: Are we facing the end of the world?”

--September 10, 2020. *NEIU Communiversity Invited Presentation*. “Intellectual warfare; Islamization and the Black Community.”

--August 26, 2020. NEIU Communiversity Invited Presentation. “How did Caribbean people resist oppression?”

--August 12, 2020. NEIU Communiversity Invited Presentation. “The Great Alexandrian Library.”

--July 27, 2020. CCICS Urban Community Health Invited **Presentation.**” CPR, High Blood Pressure, Heart **Disease, and Diabetes.**”

--July 25, 2020. NEIU Communiversity Invited **Presentation.** “Remembering Dr. Conrad W. Worriill”

-- July 20, 2020. CCICS **Urban Community Health Presentation.** “Stop the Bleeding/Trauma **in Urban Communities.**”

Johnson, Brooke & Savas Kourvetaris, Andreas, March, 2021. Presented at MSS “The Flat Public University: Diversity and Democracy under Multicultural Neoliberalism.” Annual Meeting of the Midwest Sociological Society.

Martinez, Juan. March 2, 2021. **Panelist, “Academics and Activism: Challenges and Opportunities” Annual Meeting of the Midwest Sociological Society.**

Martinez, Juan and Ymelda Viramontes. 2021. Conference Presentation. “**To Welcome, or Not To Welcome, that is the Proposal: Welcoming Ordinances at the Municipal Level.**” **Midwest Sociological Society. March 19, 2021.**

3. Funded grants

Martinez, Juan “Exploring the Impact of Cultural Wealth and Scholarships on Community College Student Success in STEM.” *National Science Foundation Grant* (\$1,000,000), City Colleges of Chicago (Sub-Award to NEIU), August 2018-August 2023.

B. Student Achievements

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

Martinez, Juan and Ymelda Viramontes. 2021. Conference Presentation. “**To Welcome, or Not To Welcome, that is the Proposal: Welcoming Ordinances at the Municipal Level.**” **Midwest Sociological Society. March 19, 2021.**

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

The following Sociology students made the Dean's list during the reporting period:

Ali, Shane
Avilez, Edith
Bermeo, Alicia
De La Fuente, Celeste
Ejaz, Kinza
Estrada, Celina
Garcia, Paulina
Gonzalez, Mateo
Guel, Suzette
Hernandez, Emanuel
Khoshaba, Ninevehta
McBride, Jessica
Mien, Tina
Miller Bradley
Sudlow, Brittnay
Tello, Jennifer
Timmel, Zoë
Urbanowicz, Nicole
Wheeler, Jonathan
Ziemianin, Haley

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

AhIm, 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

AhIm, 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, Clinical Mental Health Counseling, Northeastern Illinois
University

Baber, Ashley (Sociology '11 [& Political Science major]). PhD Candidate, Department
of Sociology, Loyola University Chicago

Brieske, Karen. Standup comic with podcast.

Caban, Emilio (Sociology '09). Instructor, Sociology Department, Triton College

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 New Mexico

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**]). Attending 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 Received in Higher Education Leadership, College of Education, Northeastern Illinois University

Gardasevic, Milica. Landed job at Triton College; Entered UIUC program

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, 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

Knepler-Foss, Shaina (Sociology '14). **Earned MSW**, School of Social Work, Loyola University Chicago

Levine, Allison. Library Science M.A., U of Wisconsin

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**). Accepted to Ph.D. program in Sociology, Loyola University Chicago.

Mercer, Jessica (Sociology '11). **Medical**-Legal Advocate, Pillars Community Health.

Morales, Patricia (**Cum Laude, Sociology '17 [& WGS minor]**). Entered PhD program in Feminist Studies, University of California, Santa Barbara.

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 2020 - 2021

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 has continued to provide all students with access to opportunity, academic, professional, and personal supports, as well as funding faculty-led research for 12 years at NEIU.

During the reporting period, the SCSE operated remotely. While this shift in delivery mode was initially chaotic and uncertain, the faculty and staff in the SCSE quickly developed programming and methods to continue to provide services to students and faculty across all of the STEM disciplines. These changes included:

- Shifting all student tutors to remote operation and providing them with the necessary technology and internet access to do so
- Moving all of our professional development programming to a virtual delivery mode
- Providing one-on-one advising remotely, and smoothing the process for making appointments with advisors
- Operating the 2020 and 2021 Summer Research and Professional Training Program remotely
- Holding the first major virtual conference at NEIU in the fall of 2020, the 12th annual Student Center for Science Engagement Student Research Symposium, with over 43 student presenters, a keynote speaker, professional development sessions, and over 150 attendees.

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 the 2020 - 2021 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 12 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:

- NEIU Library Resources
- Personal Statements
- Student Center for Science Engagement Information Sessions
- How to Give Scientific Presentations
- Navigating Graduate School: The Good, The Bad, and The Ugly (Guest Speaker)
- Queer Womxn in STEM Seminar
- Mentors Matter: How to Find Good Mentors (Guest Speaker)
- Navigating USA Jobs and Federalizing Your Resume
- Student Center for Science Engagement Open House
- Remote Learning Roundtable Discussion
- Summer Research Information Session
- Summer Research Internships Workshop
- Black Heritage Month STEM Seminar (Guest Speaker)
- NEIU STEM Alumni Panel
- Attending Scientific Conferences
- Womxn in STEM Panel and Networking Session
- STEM Transfer Student Resources
- What to Do with Your STEM Degree Panel

In addition to the standard professional development sessions listed above, in the summer of 2020, the SCSE launched a series of Anti-Racism seminars, in conjunction with the Angelina Pedrosa Center for Diversity and Intercultural Affairs. This seminar series, part of our Summer Research and Professional Training Program, covered the following topics:

- Anti-Racism: An Introduction
- Identity and Positionality
- Implicit Bias and Internalized Racism

- Institutionalized and Systemic Racism
- Good Intentions
- Having Difficult Conversations

This series of workshops represent a strengthening collaboration between the SCSE and university offices and personnel focused on issues related to Equity, Diversity, and Inclusion, are directly related to the mission of the SCSE. This series of student-focused workshops was also the starting point for a series of faculty-focused workshops developed by the United States Department of Education Title III program at NEIU, in conjunction with staff from the SCSE. 29 faculty and staff attended this workshop series during the 2020 – 2021 academic year.

Individual holistic professional and academic advising, focusing on proactive **approaches, is the cornerstone of the SCSE’s success in recruitment and retention.** In 2020 - 2021 alone, two advisors in the SCSE held over 300 advising appointments with NEIU students and potential NEIU students. Topics for individual include graduate school applications, finding internships, navigating STEM degree programs at NEIU, transferring to STEM programs at NEIU, and especially during this reporting period, finding support and resources for student well-being and mental health. Students were especially impacted by the COVID19 pandemic, and the SCSE advisors provided a source of support and information throughout the reporting period.

The SCSE continued to provide tutoring services for students taking STEM courses above the level of general education courses. For the 2020 - 2021 reporting period, the SCSE had tutors for the following disciplines:

- Biology
- Chemistry
- Computer Science
- Earth Science
- Mathematics
- Physics
- Psychology

During this time period, tutors logged over 500 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.

The Annual SCSE Summer Research and Professional Training Program was held for the 12th consecutive year, and supported 18 faculty-led research projects. These projects included 23 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.

Prior to the reporting period, faculty submitted proposals with the intent to work face-to-face with their students in facilities both on and off campus. Due to the COVID19 pandemic, the staff at the SCSE worked diligently together with the faculty and students to ensure the program would continue in a virtual environment. Considering the uncertainty and difficulties presented at that time, it is a credit to the NEIU STEM community that this NEIU tradition continued.

The SCSE also hosted the 12th Annual Student Center for Science Engagement Research Symposium, which was held virtually in the fall of 2020. The SCSE and NEIU STEM Community was also able to continue this long-standing tradition, as the first major NEIU event to be held virtually during the pandemic. The all-day event was attended by over 150 people, and featured a total of 45 student presenters, 17 faculty and staff moderators, a Keynote presentation by Dr. Yin Hung of the Department of Pathology at the Massachusetts General Hospital, and an Alumni Panel and Networking Session.

With support from the College of Arts and Sciences and the Department of Education HSI-STEM Title III grant, the SCSE supported the attendance of 44 students, and 12 faculty/staff at the 2020 National Diversity in STEM Conference held by SACNAS on October 25 – 29, 2020. At the conference, 25 students presented their research. The conference had over 4,000 attendees and over 800 student presentations. NEIU secured one award at the national conference: Psychology major Princess Maleeha Chughtai (faculty mentors: Andrew Young and Breckie Church) earned an award for outstanding poster presentation.

In February of 2021, the SCSE sent a contingent of 24 students to the 2021 Spring **Symposium in STEM, titled “Building an Inclusive STEM Future”**, sponsored by the Illinois Louis Stokes Alliance for Minority Participation (ILSAMP). Nine Students presented their research, and seven students won awards for their work:

- Melissa Garcia Montes de Oca (current student, Chemistry) - 1st place in General Biology (faculty advisors: Cindy Voisine and Michael Stern)
- Yuriy Khlopas (current student, Biology) – Tie for 2nd place in General Biology (faculty advisor: Cindy Voisine)
- Bobbi Smigla (current student, Biology) and Nkosi Evans (current student, Biology) – Tie for 2nd Place in General Biology (faculty advisor: Joel Olfelt)
- Kimberly Nu-Tall (current student, Biology) – 3rd place in General Biology (faculty advisor: Cindy Voisine)
- Shagufta Khatoon (current student, Biology)- 1st place in Molecular Biology (faculty advisor: Cindy Voisine)
- Helena Puccini de Castro (current student, Biology & Chemistry) – 2nd place in Molecular Biology (faculty advisor: Cindy Voisine)
- Georgina Jaimes (current student, Psychology) – 1st place in Environmental Science (faculty advisor: Beth Reinke)

Despite the challenges presented by the COVID19 pandemic, 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 directly speaks to the excellence of dedication of the SCSE community at NEIU.

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.

3. 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

Alvarado, Rogelio and Cindy Voisine, “Analysis of Differential Gene Expression in *C. elegans* Expressing Tdp-43 Shows Evidence of Glutamate Excitotoxicity”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Bowers, Amanda, Sebin Puthenthara Suresh, Chris E. Gomez, Marcelo O. Sztainberg, and Rachel Trana, “Designing an Interactive Web Application for Detecting Cyberbullying in Images and Text”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Bruckman, Kim, Dominique Glambalvo, Maleeha Chughtai, Usaid Mahmud, Andrew Young and R. Brekinridge Church, “Do Children from High Versus Low Resourced Schools Respond Differently to On-Line Zoom Instruction on a Math Concept?”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Chavez, Oceana, Gloria Rios, Gregory W. Anderson, Elisabet M. Head, and Kenneth T. Nicholson, “Tracking Ozone Plumes from Chicago to Wisconsin”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Chughtai, Maleeha, Usaid Mahmud, Kimberly Bruckman, Dominique Giambalvo, **Andrew Young, and R. Breckinridge Church**, “The Role of Bilingualism and Zoom Instruction for Math Learning”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Degollado, Carlos, Hiram Lin, Isaac Espinoza, Marcelo Sztainberg, Ahmed Khaled, and **Xiwei Wang**, “Anonyrate Privacy-Preserving Recommender System”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Friedman, Eric S., Maddison A. Torrey, Gregory W. Anderson, Elisabet M. Head, and **Kenneth T. Nicholson**, “PM2.5 and Confirmed Positive Tests for Covid-19 in Illinois by County”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Garcia Montes de Oca, Melissa, Victoria Puccini de Castro, Sainabou Jallow, Te-Wen Lo, Jessica Palalay, Omar Payan Parra, Mariya Stefiniko, Cindy Voisine, and Michael Stern, “Identifying New FGFR Signaling Components”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Giambalvo, Dominique, Maleeha Chughtai, Kimberly Bruckman, Usaid Maymud, Ruth **B. Church, and Andrew Young**, “Is There a Difference Between Genders in Learning Mathematical Equivalence?”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Izui, Jason and Paulo Acioli, “Predator and Prey Interaction: Modeling Two Species Behaviors in the Presence of Food Oases and Deserts”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Jaimes, Georgina and Beth A. Reinke, “Assessing the Impact of Micro-Environment on the Color of Painted Turtles (*Chrysemys picta*)”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Khatoon, Shagufta and Cindy Voisine, “Cellular Stress Response Pathways That Influence Neuronal Proteinopathies in *C. elegans*”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Khlopas, Yuriy and Cindy Voisine, “Does TDP-43 Impact Neuronal Proteostasis?”, **2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science**, October 25 – 29, 2020, Virtual.

Littrell, Kelsey and Beth A. Reinke, “Signal Partitioning Allows Butterfly Wing Surfaces to Evolve Under Opposing Selective Pressure”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Mahmud, Usaid, Kimberly Bruckman, Dominique Giambalvo, Maleeha Chughtai, Ruth **Church, Andrew Young**, “Do Younger Children Know More About Mathematical Equivalence Than Older Children?”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Maki, Erik T. **and Beth A. Reinke**, “The Impact of Environment on Painted Turtle Shell Shape”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Nu-Tall, Kimberly and Cindy Voisine, “Analyzing The Tissue Expression Patterns Of Differentially Regulated Genes In *C. Elegans* Expressing TDP-43”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Oluyadi, Ezekial, Sergio Batres, and Stefan Tsonchev, “New Techniques for Improved Separation in HPLC”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Puccini de Castro, Helena, and Cindy Voisine, “Deep Sequence Analysis Of *C. elegans* Expressing TDP-43, An Amyotrophic Lateral Sclerosis Associated Disease Protein”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Vaklin, Joanna B, Ishita Verma, Marcelo O. Sztainberg, and Rachel Trana, “Lexical and Machine Learning Approaches for Slang Sentiment Classification”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

Williams, Geron and Joseph Hibdon Jr. “Mathematical Model of Myxobacteria Migration In Starving Conditions”, 2020 National Diversity in STEM Conference, Society for the Advancement of Chicanos and Native Americans in Science, October 25 – 29, 2020, Virtual.

2. Student Awards

Princess Maleeha Chughtai (B.A., Psychology): Outstanding Poster Presentation in Psychology, at the 2020 SACNAS National Diversity in STEM Conference.

Melissa Garcia Montes de Oca (B.S., Chemistry): 1st place in General Biology, 2021 Illinois Louis Stokes Alliance for Minority Participation in STEM Conference

Yuriy Khlopas (B.S, Biology): Tie for 2nd place in General Biology, 2021 Illinois Louis Stokes Alliance for Minority Participation in STEM Conference

Bobbi Smigla (B.S., Biology) and Nkosi Evans (B.S., Biology): Tie for 2nd Place in General Biology, 2021 Illinois Louis Stokes Alliance for Minority Participation in STEM Conference

Kimberly Nu-Tall (B.S., Biology): 3rd place in General Biology, 2021 Illinois Louis Stokes Alliance for Minority Participation in STEM Conference

Shagufta Khatoon (B.S., Biology): 1st place in Molecular Biology, 2021 Illinois Louis Stokes Alliance for Minority Participation in STEM Conference

Helena Puccini de Castro (B.S, Biology & B.S., Chemistry): 2nd place in Molecular Biology, 2021 Illinois Louis Stokes Alliance for Minority Participation in STEM Conference

Georgina Jaimes (B.A., Psychology): 1st place in Environmental Science, 2021 Illinois Louis Stokes Alliance for Minority Participation in STEM Conference

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Annual Report 2020 – 2021

Submitted by Ulugbek Nurmukhamedov

I. Executive Summary

This academic year was quite challenging for our TESOL program, just like other programs, due to COVID 19. The shift to the virtual world for instruction has been particularly difficult for the TESOL students, as the majority work full time, and take care of families while going to school. Additionally, our program review was due this year. However, the TESOL team stepped up and completed the year with great success. This executive summary comprises 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) One a general education course as part of the first-year experience, 2) the undergraduate Minor (whose six classes lead to the state ESL endorsement once the candidates participate in 100 clinical hours), 3) a six-class graduate Adult TESOL Certificate, and 4) the MA degree (12 courses). We continue to revise and update the curriculum to make sure it meets the needs and demands of the TESOL field.

During academic year 2020-**2021, NEIU's TESOL program continued to anchor itself as** one of the largest in Illinois (as shown by the TESOL 2020-2021 program review), particularly in attracting teachers interested in teaching abroad, in US K-12 and in 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 based on the 2020-2021 external scanning (a component of the external review). For the first time in the history of the program, we offered an MA cohort, recruited from our endorsement teachers. They graduated in Fall 2021.

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 2591 credit hours. This represents an increase from 2361 last year. Our undergraduate credit hours increased from 1,079 to 1149 while the graduate credit hours increased from 1,282 to 1,442. The headcount also increased somewhat across our programs. The overall increases in the TESOL program is impressive considering the fact that enrollment was down across the university. We owe this increase to the 2020-2021 focused recruitment efforts which focused on advertising the program in various school districts, community organizations and social media.

Continuing MA TESOL and BIL-ESL Endorsement program is responsible for 107/1899 students in FALL 2020 enrollment numbers, or 5.6% of total graduate enrollment.

NEIU TESOL continues to be one of the primary destinations for local, regional, and international employers in search of job candidates based on inquiries the program regularly receives. 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 strength so that our students continue to be successful while in our program and in the workforce. Noteworthy are teachers who received ESL endorsement and wanted to continue their education to get an MA in TESOL. This is an indication that they appreciated the training they received in the first six endorsement courses.

Last year, we promised ourselves to intentionally and intensively connect with our alumni. NEIU TESOL is satisfied with the outcome of these efforts, detailed below.

Alumni relations

With the help of the department graduate assistant, Sarah Dandelles, we were able to:

1. Updated Alumni Listserv

Send out a survey to our alumni and refresh our Mailing List. Sarah, under the supervision of the TESOL coordinator, Jeanine Ntahirageza, updated our alumni information. TESOL now has an updated mailing list of alumni from the last ten years.

2. Online Alumni Reunion

With the updated list, we were able to organize a very successful digital NEIU TESOL alumni reunion on Zoom in lieu of our usual in person reunion at the Illinois TESOL and Bilingual Education conference that takes place every year in February.

3. TESOL Advisory Council

We also now have a framework for an alumni advisory council that will include current students, alumni and retired faculty. This council will be implemented in the next two years to support the program field and need relevance.

4. Alumni Testimonials Web Page

TESOL now has alumni photos, stories, and testimonials about the TESOL program which will **be used to create a page on TESOL's webpages. As of this report, we are** waiting for implementation by the marketing team into the web template.

This year, the TESOL program was due for program review, since the last one was in 2012-2013. The process was demanding but rewarding. We owe the success of the review to the involvement of the whole department, i.e. students, alumni, faculty (tenure track and instructors) and staff. This is an indication of what the external reviewer was able to capture, strong collegiality and commitment to the program. The review process involved four major steps: external scanning, write up of the self-study report, external reviewer visit, which took place virtually, and final overview by the Provost, Associate Provost, Dean and Associate Deans of Arts and Sciences, and the department chair. The external scanning showed that the MA TESOL program is still one of the few programs in the midwest that specializes in TESOL training. Others have hybrid programs such as Education and TESOL, Linguistics and TESOL or World Languages and TESOL. In this annual report, we highlight two major points from the **program review report: What we've done since the last report and what we intend to do** before the next review.

Since the last review, we have:

- **collaborated with the Illinois State Board of Education (ISBE) and NEIU's** Bilingual and Bicultural program (BLBC) in Teacher Education to offer the six endorsement required courses;
- regularly collaborated with the Center for College Access and Success (CCAS); Namely Gina Gamboa, for recruitment and planning;
- **developed contract courses to offer tuition that's competitive among other** Chicago area endorsement programs;
- partnered with **Chicago Public Schools' Office of Language and Cultural Education (OLCE)**.

For more than 7 years, the Office of Language and Cultural Education in Chicago Public Schools (CPS) has contributed to CPS teacher tuition, by paying full or half tuition for its teachers. Similarly, the Illinois State Board of Education has also invested in tuition payment for Illinois teachers in our program and so did two districts in the Chicago area, Lyons (District 103) and East Maine (District 63). All in all, by Spring 2020, we had served 965 teachers in the Chicago area.

- As mentioned in previous annual reports, English language learners are the fastest growing group of students in grades K-12 in the United States today.
- Created a graduate certificate program that attracts career changers who want to teach academic or adult English in the US or abroad;
 - Most of these students have enrolled in the MA program after finishing the six required courses for the Certificate.
- Initiated an MA cohort structure so that the endorsement students can be encouraged to get the MA degree by taking six more classes.

We are highly satisfied with our achievement, as a 10-year old program, and so was our external reviewer based on the following quote from his final evaluation.

“Overall, I found my (virtual) visit to the NEIU TESOL program to be inspiring. I was highly impressed at the quality of the program, their faculty, and their current and former students. This program should be considered a strong asset for NEIU and I would rank it as one of the strongest such programs in our field nationally” (Randall Sadler, 2021, p. 3). The External Review Report can be accessed at this link: <https://tinyurl.com/externalreviewreport>

Based on the feedback we received, we are considering the following changes.

- Nurture, strengthen and increase partnerships with school districts in the Chicago area;
- Hire a tenure-track faculty member with K-12 specialization following Dr. **William Stone’s retirement (December 2021)**;
- Develop an online program to remain competitive in the region ([cf other programs](#))
 - an online Certificate Program to pilot our online program initiatives;
 - serve students who commute from different parts of the Chicagoland area;
 - an increased request for hybrid and fully online classes from international students (e.g., Colombia, El Salvador, Japan, China, South Korea, Kazakhstan, Uzbekistan, Nigeria)
- Develop a three-consecutive-one-credit course and/or a three-credit course that facilitates students to complete their Capstone Projects (graduation paper) in a timely manner.

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.

This year the TESOL program was highly active and productive in search of student and faculty opportunities. It increased efforts to promote program visibility and increase student resources through social media.

1. Social Media Engagement

Our TESOL program graduate assistant, Sarah Dandelles, under the supervision of the media coordinator, Dr. Ulugbek Nurmukhamedov, **managed the department’s Facebook** account, posting semi-monthly to weekly news items, reminders, and congratulatory announcements of faculty, alumni, and student achievements.

2. Open Houses

The program, with the help of the graduate assistant, hosted two virtual (in response to the social distance requirements due to coronavirus) open houses (Friday October 23, 2020 and March 25, 2021) to recruit new MA and Graduate Certificate candidates.

3. Program Branding

With Sarah's technology skills, we began the use of the #neiuTESOL hashtag, and created NEIU TESOL themed backdrops for the department's many online appearances.

4. Cohort recruitment and documentation

Sarah also assisted in communication with and solicitation of new MA TESOL cohorts from endorsement teacher cohorts as well as graduate certificate holders. Additionally, with Dr. Gina Wells, she developed a working FAQ document, and created a replicable google form system to assess need and interest from potential groups. She sent out a series of emails to a pool of endorsement candidates. The outcome of these efforts produced candidates for a new MA cohort which will start in spring 2022.

5. Video Content

Sarah interviewed Drs. Bofman and Stone with the purpose of creating advertising material that may increase program visibility. Additionally, she collected short responses to questions about the TESOL program from Drs. Nurmukhamedov and Lee. We expect the NEIU marketing department to make them available soon.

During this academic year, The NEIU TESOL program was greatly enriched by the virtual lecture by J.P.B. Gerald, MA TESOL, EdD candidate, and whiteness expert **entitled "Worth the Risk: Decent(e)ring Whiteness in ELT," March 8, 2021. About 50** TESOL alumni, students, and faculty attended the event. The revisions to the website descriptions of key elements of the TESOL program also contributed to the improvement of TESOL program web pages for clarity, accuracy, and timeliness.

Finally, TESOL sponsored the sixth *Annual Symposium on Genocide and Human Rights Research in Africa and the Diaspora* in February 2021. The keynote speaker was Mark Mathabane, author of the award-winning book, "*Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa.*" A number of TESOL students and alumni attended the two-day virtual conference and appreciated the insights they received from the various presentations. In fact, one student asked if the conference organizers could include a workshop on mental health for the following year.

Note from our graduate assistant about the importance of a graduate assistant in the TESOL program

"In all, this graduate assistantship was an opportunity of a lifetime; a cherished piece of my education as a TESOL student and of my life journey. I was given the mandate, through all of the projects listed above, to interact intimately with every level of program participation—from potential students, to future TESOL professionals, to those currently in the field, to every department member and beyond into the NEIU administration. I also experienced moments and extended dives into

enriching communication, program management, marketing, and recruitment strategy, and was given the opportunity to parlay skills from my former professional lives into that of a TESOL student and professional. I was included in decision making by a warm and generous team, and was encouraged at every turn. This was an indispensable and incredibly educational extension of my education at Northeastern.”

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: The 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 eight cohort courses. Additionally, we continue to build relationships with various schools in Chicago through the TESOL internship program.

TESOL also continues to build even stronger relationships with partner institutions as well as social media groups such as Mentor Hub, VIPKids, and English Language Teachers from Uzbekistan. We continue to offer adult ESL to parents, the kind of **English that helps them engage with their children’s schools. The program initiated four** years ago, at Peterson Elementary School, is still running, taught by our TESOL students or recent graduates. 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. We are intentional about opportunities for TESOL to remain anchored in the community through a variety of partnerships.

This year, the School for the Advancement of English Language and Learning (SAELL) programmatically moved into the TESOL program. This relationship allows a direct collaboration between SAELL director and instructors for placement of our graduate students into the ESL classes for practice. For example, Sarah Dandelles and Kathryn DeSando observed and student taught in SAELL 's online program, *SAELL Anywhere*, an opportunity that led them to being hired for Summer and Fall 2021. These students were able to be innovative and enrich *SAELL Anywhere* with a weekly Conversation Group program (i.e., students would meet online and practice speaking skills). Achievements for the School for the Advancement of the English Language Learning (SAELL)

In August 2020, the SAELL program successfully launched its SAELL Anywhere program. SAELL Anywhere is a part-time, online-only program designed for students who cannot or will not travel to the United States for English study. We launched this program with two workshop options: (1) Listening & Speaking and (2) Reading &

Writing. Each 8-week workshop meets twice a week for live, 1.5 hour Zoom sessions. Most students are enrolled in our Listening & Speaking course, which allows us to offer this course at three different levels (CEFR A2, B1, and B2). The vast majority of students come from Hansung University, one of NEIU's partner universities in Seoul, South Korea. This allows us to significantly strengthen our partnership with Hansung University in South Korea and open up future opportunities. In Summer 2021, eight students from Burundi joined SAELL Anywhere courses as part of a pilot program under a reduced tuition rate. Some of the students from that pilot continued taking SAELL Anywhere classes in Fall 2021 and applied to the in-person SAELL Intensive English Program for Spring 2022.

SAELL reopened its doors for full-time, in-person students in our Intensive English Program (IEP) in August 2021. Due to COVID and extremely limited international student mobility, the program served a small cohort of six students. Ten to fifteen students are expected for the Spring 2022 semester as we rebuild in-person enrollment. SAELL has been selected to receive three students through NEIU's Afghan Transition Program, so we will have the privilege of serving three Afghan refugees in our IEP beginning in Spring 2022.

SAELL Anywhere continues as a parallel program to the IEP, and in Spring 2022 we will launch a new 8-week online workshop focused on preparing students for the IELTS exam. This workshop is marketed specifically to students in Central Asia through our network of partners there. Annie Gill-Bloyer put together this promotional video to recruit international students:

<https://www.youtube.com/watch?v=hhWoFwv3wvM&t=2s>

As many Intensive English Programs across the country have closed permanently during the pandemic, SAELL expects to come through as a stronger program, having widened our modalities and offerings.

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 partnerships that TESOL established inside and outside the university continue to bring in funds through contract courses. In collaboration with BLBC and CCAS, we offered 8 cohort classes with an average of 15 students in each. All in all, our program had a highly successful year, thanks to the hard work of our TESOL team, students, faculty, and alumni.

II. Program Plan

A. Long term goals

Branding

TESOL plans to continue increasing visibility and recruitment efforts from our ESL/bilingual endorsement cohorts and through open houses 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.

Outreach

TESOL plans to use podcasts and video material that Sarah Dandelles created this year to increase outreach. We also plan to implement the alumni advisory board by organizing its first board meeting. We will also continue to bring together current students, alumni and retirees for events focused on Social justice in the TESOL field. In addition, it will continue to ensure a strong presence at the Illinois TESOL conference through student and faculty 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. Their understanding of what some of their students have been through will improve their skills as TESOL professionals.

B. Projected needs

1. Faculty

With the incoming retirement of William Stone in Fall 2021 and based on the recommendation from the program review, the department will soon be in need of a tenure-track faculty member.

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

Frankowski, A., Ntahirageza, J., & Eze, C. (2021). *Critical perspectives on African genocide: Memory, silence, and anti-black political violence*. Rowman & Littlefield.

2. Book Chapters, Regional Exhibitions or Performances

Ntahirageza, J. (2021). *Repenser pour mieux panser* (remembering for better Healing): **A survivor's account of the 1972 Burundi Genocide**. In A. Frankowski, J. Ntahirageza, & C. Eze (Eds.), *Critical perspectives on African genocide: Memory, silence, and Anti-Black political violence* (pp. 13-25). Rowman & Littlefield International.

3. Articles and Abstracts, Local Exhibitions or Performances

Lee, S., & Shin, S-Y. (2021). Towards improved assessment of L2 collocation knowledge. *Language Assessment Quarterly*, 18(4), 419-445.
<https://doi.org/10.1080/15434303.2021.1908295>

Lee, S., Lim, G. S., & Basse, R. (2021). The effect of additional time on the quality of argumentation in L2 writing assessment: A mixed-methods study. *Language Assessment Quarterly*, 18(3), 253-272.
<https://doi.org/10.1080/15434303.2021.1872080>

Lee, S. (2021). L1 transfer, proficiency, and the recognition of L2 verb-noun collocations: A perspective from three languages. *International Review of Applied Linguistics in Language Teaching (IRAL)*, 59(2), 181-208.
<https://doi.org/10.1515/iral-2018-0220>

Shin, S-Y., Lee, S., & Lidster, R. (2021). (Invited submission). Examining the effects of different English speech varieties on an L2 academic listening comprehension test at the item level. *Language Testing*, 38(4), 580-601.
<https://doi.org/10.1177/0265532220985432>

Ntahirageza, J. (2020, November 1). **For healing and learning's sake: modelling actionable empathy in higher education**. *Living City Magazine*.
<https://livingcitymagazine.com/content/healing-and-learning%E2%80%99s-sake>

Nurmukhamedov, U., & Sharakhimov, Sh. (2021). Corpus-based analysis of English podcasts. *RELC Journal*. Advance online publication.
<https://doi.org/10.1177/0033688220979315>

Nurmukhamedov, U. (2021). Review of the book Professional Development in Applied Linguistics. *Journal of English for Research Publication Purposes*, 2(2), 172-176.

Oetting, J., Rivilière, A., Berry, J., Gregory, K., Villa, T., & McDonald, J. (2021). Marking of tense and agreement in language samples by children with and without specific language impairment in African American English and southern white English: Evaluation of scoring approaches and cut scores across structures. *Journal of Speech, Language, and Hearing Research*, 64, 491-509.

Wells, G. (2020). Leaning into advocacy as a TESOL/Bilingual education professional. *Illinois Teachers of English to Speakers of Other Languages & Bilingual Education*, 48(2). https://www.itbe.org/v_newsletters/article_176631225.htm

4. Conference Presentations, Group Shows

Bofman, T. (2020, November 12). *Vocabulary instruction* [Webinar]. Mentor Hub group. <https://www.youtube.com/watch?v=spclzNDztl8>

Lee, S. (2021, February 27). *Additional time and the quality of argumentation in writing* [Paper presentation]. Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (ITBE), Chicago, IL.

Lee, S. (2020, December 2). *Classroom assessment for language teachers*. Mentor Hub. https://www.youtube.com/watch?v=UfSvr_ggl98&t=779s

Ntihirageza, J. (December 5, 2020). (Featured Speaker). *For Healing and Learning's Sake: Modeling Actionable Empathy in Online Teaching during the Pandemic* [Paper presentation]. VIPKid Journey Virtual Conference. <https://thevipkidjourney2020.splashthat.com>

Nurmukhamedov, U. (2020, September 8). *How to write a book review in TESL & Applied Linguistics*. Mentor Hub group. <https://www.youtube.com/watch?v=ukZHtGWI2Xc&t=1388s>

Nurmukhamedov, U. (2021, February 27). *Vocabulary learning through listening to podcasts* [Paper presentation]. Illinois Teaching English to Speakers of Other Languages – Bilingual Education (TESOL-BE), Chicago, Illinois.

Isamukhamedova, N., & Nurmukhamedov, U. (2021, March 5). ***Ingliz tilini o'rganish bo'yicha savollarga mutaxassislardan javob***. [Answers from specialists on the issues of English language learning] [Webinar]. Mentor Hub group. https://www.youtube.com/watch?v=X_n7Wvl5neE&t=2814s

Sadler, R., & Nurmukhamedov, U. (2021, March 27). *New ways in teaching with games* [Paper presentation]. TESOL International Conference.

Wells, G. (2020, October 17). [Featured Speaker]. *Advocacy and equity in unpredictable times* [Paper presentation]. ITBE Virtual Fall Workshop, Chicago, IL. https://itbe.org/workshop_schedule.php

5. Service

Jeanine Ntihirageza

Member, Fulbright National Screening Committee

Member, National Endowment for the Humanities Screening Committee

Theodora Bofman

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
- Innovation in Language Learning and Teaching

Gina Wells

Represented the Illinois TESOL/Bilingual Education (ITBE) professional organization at the TESOL Advocacy and Policy (Virtual) Summit (2020)

Represented ITBE at the TESOL International Advocacy and Policy Summit (June, 2021). As the Advocacy Chair, I contacted the US Senators and Representatives from the state of Illinois to advocate for policies that support ELs, Immigrants, and professionals in the field of English Language Teaching (ELT)

Illinois TESOL and Bilingual Education (ITBE), Board Member and Advocacy Chair

B. Student Achievements

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

Maja Carbonara (2021). Review of the book *Stand Out 5. Illinois Teachers of English to Speakers of Other Languages & Bilingual Education Newsletter*, 48(2).

https://www.itbe.org/v_newsletters/article_177451187.htm

Randolph, P. (2020). Enhancing mindful observations and developing writing skills with free verse. *Illinois Teachers of English to Speakers of Other Languages & Bilingual Education Newsletter*, 48(2).

https://www.itbe.org/v_newsletters/article_176634891.htm

Wykretowicz, A. (2020). Embracing technology in your classroom. *Illinois Teachers of English to Speakers of Other Languages & Bilingual Education Newsletter*, 48(2). https://www.itbe.org/v_newsletters/article_177131023.htm

Wykretowicz, A. (2021). The importance of needs assessment in planning ESL class activities. *Illinois Teachers of English to Speakers of Other Languages & Bilingual Education Newsletter*, 49(1).

https://www.itbe.org/v_newsletters/article_192215391.htm

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

Two of our students received graduate students scholarships awarded by Illinois TESOL and Bilingual Education (February 2021).

Kulsoom Chaudhry, MA TESOL student, was awarded the ITBE Graduate Student Scholarship (February 27, 2021)

Miroslav Markovic, TESOL Undergraduate Minor/Endorsement student, was awarded the ITBE Undergraduate Student Scholarship! ITBE! (February 27, 2021)

Elizabeth Hanks got accepted into a doctoral program at Northern Arizona University. She plans to pursue her PhD degree in Applied Linguistics.

C. Alumni News

August Garnsey (TESOL 2019) featured Guest Speaker in an interview with host Sandra Story, Regional English Language Officer in Washington D.C. on the U.S. State Department's American English at State page as part of their "Faces and Places Across the United States" series for English language learners. (Tuesday February 16, 2020)

WOMEN'S, GENDER & SEXUALITY STUDIES

Annual Report 2020 – 2021

Submitted by Brooke Johnson

I. Executive Summary

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 Chicagoland.

Brooke Johnson (SOC, WGS) continued her third 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.

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 2020-2021 many WGS students were **on the Dean's List**:

Dean's List Fall 2020

Martha Aguirre (Psychology Major, WGS Minor)
Andreea Barbulescu (Justice Studies Major, WGS Minor)
Alicia Bermeo (Sociology Major, WGS Minor)
Adee Bitton (Psychology Major, WGS Minor)
Julian Flores (Psychology Major, WGS Minor)
Cecilian Griggs (Geography & Environmental Studies Major, WGS Minor)
Ninevehtha Khoshaba (Sociology Major, WGS Minor)
Clara Martinez (WGS Major)
Rebekah Monroe (Psychology Major, WGS Minor)
Genevieve Nutley (WGS Major)
Nicole Pacelli (Communication, Media & Theater Major, WGS Minor)
Margarita Santillan (Psychology Major, LGBTQ Studies Minor)
Jennifer Wilson (WGS Major)

Dean's List Spring 2021

Martha Aguirre (Psychology Major, WGS Minor)
Andreea Barbulescu (Justice Studies Major, WGS Minor)
Samantha Bermudez (WGS Major, Sociology Minor)
Adee Bitton (Psychology Major, WGS Minor)
Isabelle Bucio (Political Science Major, WGS Minor)
Brianna Carducci (Psychology Major, WGS Minor)
Cecilian Griggs (Geography & Environmental Studies Major, WGS Minor)
Ninevehtha Khoshaba (Sociology Major, WGS Minor)
Clara Martinez (WGS Major)
Genevieve Nutley (WGS Major)
Nicole Pacelli (Communication, Media & Theater Major, WGS Minor)
Fae Rose (Communication, Media & Theater Major, LGBTQ Studies Minor)
Sarah Tres (Justice Studies Major, WGS Minor)
Jaclyn Van Camp (WGS Major)
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 1, 2021:

Andrea Barbulescu (Justice Studies Major /WGS Minor), "Gender Roles in Television."

Adee Bitton (Psychology Major /WGS & Sociology Minors), "Ban Conversion Therapy."

Preksha Desai (WGS & Philosophy Majors/Theatre Minor) "In-Acting Consent."

Ellyn Diko (Social Work Major/WGS minor), "Sexuality Education for All."
Nic Lawson (Sociology & Human Resource Development Majors/WGS Minor), "Is it Worth It? Let Me Work It."
Willow Javery (WGS & BAIS Majors), "Rojava and Women's Liberation."
Genevieve Nutely (WGS Major), "The Art of Radically Taking Space."
Rebecca Perez (WGS & Biology Majors), "Street Harassment."
Gina Marie Robinson (Justice Studies Major/WGS Minor), "Who's Behind the Camera?"
Geo Said (Psychology Major /WGS Minor), "Gender Transition in the Workplace"
Jaclyn Van Camp (WGS Major), "The Maternal Mortality Crisis in the U.S."
Jennifer Wilson (WGS Major/Mass Media Minor), "Publicly Fat: Narratives of Fatphobia, Diet Culture, and Intersectional Feminism."

Four WGS students completed internships focused on the intersections of gender and/or sexualities.

Martinez, Clara. (2021). Internship. Chicago History Museum, Chicago, IL.
Van Camp, Jaclyn. (2021). Internship. Burr Ridge Birth Center, Burr Ridge, IL.
Nutley, Genevieve. (2021). Access Living. Chicago, IL.
Wilson Jennifer. (2021). Fat Studies, Dr. Sarah West.

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 the transfer student retention rate in every year. The WGS retention rate is higher than the CAS average except for in AY 2018-2019 (see Table 1a).

The WGS annual number of conferred degrees between 2016 and 2021 ranges from 9-13. Table 1b below outlines the numbers of majors and minors graduating, with comparison years.

Table 1a: Fall-to-Fall Retention Rates*

Fall-to-Fall Retention Rates	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
WGS	71.4%	91.7%	80.0%	100%	83.3%
CAS	80.0%	82.9%	82.0%	85.9%	81.0%
First-time Freshman	46.4%	49.2%	58.8%	66.9%	60.8%
Transfer Students	67.9%	72.2%	72.1%	75.2%	73.0%

*Source: NEIU Institutional Research and Assessment

Table 1b: WGS Degrees by Academic Year*

Reported for Annual Report	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
WGS Major Grads	2	3	3	4	2	3
WGS Minor Grads	7	9	8	4	5	6
LGBTQ Minor Grads	1	1	1	2	2	1
TOTAL	9	13	12	10	9	10

*Source: NEIU Institutional Research and Assessment

The NEIU enrollment [declined 28.3% between F16 and F21](#). WGS majors, WGS minors and LGBTQ minors have remained steady (See Table 1c) during this same time period illustrating the Impressive retention rates of the WGS program compared to the University.

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.**

Table 1c: 2016-2021 WGS Student Enrollment

Reported for Annual Report	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
WGS Majors	16	11	12	8	10
WGS Minors	21	21	22	22	20
LGBTQ Minors	4	4	6	7	6
TOTAL	41	36	40	37	36

*Source: NEIU Institutional Research and Assessment

To increase enrollment and retention, the WGS Scholarship continued to fundraise and award scholarships in 2020-2021. 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 participated in NEIU’s #GivingTuesday event (12/01/2020) - thereby raising over \$600 for the WGS Scholarship.**

The 2020-2021 WGS Scholarship awardees were each awarded \$1000:

Nic Lawson (Sociology & Human Resource Development Majors/WGS Minor)

Theadora Green (Social Work major/LGBTQ Studies minor)

Despite the overall enrollment challenges NEIU experienced, WGS maintained strong enrollment in WGS courses (See Table 1d). In fact, WGS courses enrolled 177 students in Spring 2020 (followed by Spring 2021 with 165) - the highest semester enrollment since Fall 2017. In Fall 2020 and Spring 2021, WGS offered more independent studies than in

previous semesters. This artificially increases the section totals and decreases the average students per class. Due to falling enrollments across the University, WGS offered more independent studies to meet student needs and timely graduation requirements.

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	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
# WGS Sections	10	7	8	7	8	9	12	12
# Students Enrolled	222	157	139	123	114	177	131	165
# Avg Students per Class	22.0	22.42	17.37	17.57	14.25	19.67	10.92	13.75

*Source: NEIU Institutional Research and Assessment

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 continued to present unique challenges and opportunities to NEIU and the WGS program, particularly in terms of pedagogy and innovation. 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.

Fuller, L.S. (2020-2021). Facilitator. Center for Teaching and Learning Cafe Conversations on Whiteness in Academia.

Fuller, L.S. (2020-2021). Member. Center for Teaching and Learning Conversations in Classroom, Culture and Curriculum Team member.

Fuller, L.S. (2020-2021). Member and Training Subcommittee. Council on the Status of Latinx Diversifying Faculty Hires.

Fuller, L.S. Holland, N., & Pulido, I. (2021). Facilitator. Diversity, Equity, and Inclusion training Communication, Media, and Theatre (CMT)..

Johnson, B. (2021). NEIU Center for Teaching and Learning: Online Teaching Fundamentals and Tools.

Johnson, B. (2021). Quality Matters Online Teaching Course: Designing Your Own Course.

Johnson, B. (2020-2021). Attendee. Center for Teaching and Learning Cafe Conversations on Whiteness in Academia.

Johnson, B. (2021). Member. **Winter Session Advisory Board creating “Winter Session Guidance Document” and led virtual workshops with the committee.**

Johnson, B. (2021). Attendee. Academics for Black Survival and Wellness virtual conference.

Stockdill, B. (2021). Organized 9th Annual Careers in Sociology Series, March 30.

Stockdill, B. (2021). NEIU Open Educational Resource Workshop.

As in past years, WGS was very involved in the life of the University beyond WGS courses. Nancy A. Matthews served as the President of the NEIU Chapter of University Professionals of Illinois 4100 and negotiated on behalf of members for **policies protecting members’ rights under the pandemic conditions, and health and safety protections** in the face of resistance by NEIU administration. Nancy A. Matthews, in her role as UPI President also fought for and oversaw air filtration testing to ensure campus safety. Laurie S. Fuller was a member of the Climate Study Working Group and edited the final [Climate Study Report](#). An active group of WGS faculty (Laurie S. Fuller, Brooke Johnson, Erica Meiners) were part of a working group to defund the NEIU Police.

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 2020-2021 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 2020-2021 **such as the 16th Annual WGS Student Symposium “Where Do We Go From Here?”** Furthermore, WGS actively participated in planning and execution of 2021 *Herstory* Month events specifically:

Fuller, L.S. (2021, March 9) LGBTQ+ Faculty/Staff Panel.

Fuller, L.S. (2021, March 31) Documentary Screening: *Warrior Women*.

Johnson, B. & Fuller, L.S. (2021, March 23). Sex Work is Work Panel.

Johnson, B. & Fuller, L.S. (2021, April 1). WGS Student Symposium.

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) and Brett Stockdill (SOC, LLAS, WGS) served as an advisor for the UWW Stateville Prison program.

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. Additionally, Brett Stockdill is an active member of Edgewater Mutual Aid Network (Jail Support Committee, Food Distribution Committee and Community Gardening Committee). 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 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 54 cross listed courses as electives across 14 different programs/departments illustrating the rich interdisciplinary nature of the program.

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.

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 AY2021 WGS generated \$434,365 in tuition and fees. The program budget for the same year was**

\$1750 and salaries and benefits for TP and instructors totalled \$133,057. Thus, WGS generated a net total of \$301,308 (434,365 - 133,057) for the University in AY2021. WGS is a fiscally important program to the University's financial position.

Table 4a: *WGS Sections, Credit Hours and Revenue*

	2017-2018		2018-2019		2019-2020		2020-2021		Total	
	No. of Sections	Credit Hours								
Total	21	975	21	837	21	869	23	965	86	3,646
Revenue	\$438,867		\$376,750		\$391,154		\$434,365		1,641,136	

*Source: NEIU Institutional Research and Assessment

WGS is not only generating revenue, but is also working collaboratively to reduce program costs. In 2020-2021, WGS and Global Studies once again offered a shared WIP course - **meaning that WGS or GS majors can take either respective program's WIP** course to fulfill degree requirements. 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 at El Centro and Bryn Mawr Campus
- One-stop Registration events
- Linking with growing and large majors at NEIU such as Public Health, Social Work, Biology, and Psychology
- Recruitment visits to General Education courses by WGS faculty and students
- Update WGS website to speak to and attract students
- Maintain social media presence to increase interactions with current and prospective students

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

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Davis, A., Dent, G., Meiners, E., & Richie, B. (2021) *Feminism. Abolition. Now.* Chicago IL: Haymarket Press.

2. Book Chapters, Regional Exhibitions or Performances

Ben-Moshe, L., Erevelles, N., & Meiners, E. (2021). Abolishing innocence: Disrupting the racist/ ableist pathologies of childhood. In K.S. Montford and C. Taylor (Eds.), *Building abolition: Decarceration and social justice*. New York: Routledge.

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.

Bullock, E. & Meiners, E. By the numbers. (2021). In M. Winn, (Ed.), *Transforming Teacher Education Through Restorative Justice*. Cambridge, MA: Harvard Education Press.

Duane, A.M. & Meiners, E. (2021). Working analogies: Slavery now and then. In J. Pliley (Ed.), *Slaveries since emancipation*. New Haven: Yale University Press.

Fuentes, J. & Meiners, E. (2021). More than a pipeline: Growing movements to dismantle the carceral state. In B. Schubert (Ed.), *Queering the school to prison pipeline. Oxford Research Encyclopedia of Education*.

Kaba, M. & Meiners, E. (2021). Education in a carceral state. In M. Kaba, *We do this till we free us*. Chicago: Haymarket Press.

Landon, T. & Meiners, E. (2021). More than a pipeline: Growing movements to dismantle the carceral state. In P. Williamson, (Ed.), *School, not jail. What teachers and schools can do to interrupt the school to prison pipeline*. New York, Teachers College Press.

Meiners, E. (2020). Formerly Incarcerated people in college. In M. Miriam & M. Amey (Eds.), *The SAGE Encyclopedia of Higher Education*. New York: SAGE.

Meiners, E. (2021). **“Snaps! Collective (queer) abolition organizing created this moment.** In C. Kaepernick (Ed.), *Abolition: For the people*, Colin Kaepernick Publishing.

3. Articles and Abstracts, Local Exhibitions or Performances:

Baskin, L. & Meiners, E. (November 2021). Looking to get cops off your campus – start here. [Truthout](#).

Benavides, J.L., Yasuoka, M., Quinn, T., Meiners, E. (Illinois Death in Custody **Project**), (2022). **“shelter/ in / place.”** *Visual Arts Research (special issue on surveillance)*.

Brazzell, M. & Meiners, E. (2020). **Review essay of S. Dillon’s *Fugitive life: The queer politics of the prison state*** (Duke University, 2018). *QED: A Journal in LGBTQ Worldmaking*.

- Brazell, M. & Meiners, E. (Eds). (2021). Transnational Transformative Justice Roundtable. *Abolition: A Journal of Insurgent Politics*.
- Fuller, L. & Meiners, E. (2020). Sick & tired. (Forum Contributor). *GLQ (Gay and Lesbian Quarterly)*.
- Levine, J., & Meiners, E. (August 2020). [Our system is not doing the thing it says it intends to do: Deliver justice](#). Interviewed by L. Tennenbaum. *Jacobin*.
- Levine, J., & Meiners, E. (August 2020). [A better world is not a place but a practice](#). Interviewed by M. Buna. *Los Angeles Review of Books*.
- Levine, J., & Meiners, E. (December 2020) [How do we end sexual violence?](#) Interviewed L. Fuchs. *Dissent*.
- Maldonado, D., & Meiners, E. (2021). **“Due time: Meditations on abolition at the site of the university.”** *Social Text*.
- Meiners, E. (October 2020). [Abolition is not merely a demand but a long term struggle](#). *Truthout*.
- Meiners, E. (2021). [Building abolition in a pandemic: Feminism, Foucault and beyond](#). *Syndicate*.
- Messinger, A. M., Guadalupe-Diaz, X. L., & Kurdyla, V. (Aug. 2021). [Transgender polyvictimization in the US Transgender Survey](#). *Journal of interpersonal violence*, 08862605211039250.
- Messinger, A. M., Kurdyla, V., & Guadalupe-Diaz, X. L. (April 2021). [Intimate partner violence help-seeking in the US Transgender Survey](#). *Journal of homosexuality*, 1-25.
- Over, K.L. (2021). Nation, narration, and race: William Faulkner and the discursive limits of the southern condition. *Arizona Quarterly*, (77)1, 57-82.
- Sabati, S., Pour-Khorshid, F., Meiners, E., & Hernandez, C.A.Z. (2021). Dismantle, change, build: Lessons for growing abolition in teacher education. *Teachers College Review*.
- Stockdill, B. (2020, October 27). HIV/AIDS, COVID-19 and activism. Interviewed by E. Kauma. Underdog Podcast Network. Syracuse University, NY.
- Yasuoka, M., Quinn, T., & Meiners, E. (2020). Pushing the prison doors open: Snail mail and the resistance of the postal system. *Journal of Postal History*.

4. Conference Presentations, Group Shows

Bisbey, B. (2021, January 7-10). *Drugs, addiction and queer subjectivity in Mexican and US countercultural literature: William S. Burroughs' Queer and Luis Zapata's El vampiro de la colonia Roma.* 136th Annual Modern Language Association Convention. Remote.

Garcia, E. (2021, March 5). **Independence as “herida abierta.”** Society of Early Americanists Conference. Remote.

Johnson, B. & Savas Kourvetaris, A. (2021, March). The flat public university: Diversity and democracy under multicultural neoliberalism. Annual Meeting of the Midwest Sociological Society. Remote.

Messinger, A. M. (April 2021). LGBTQ teen dating violence. *National Institutes of Health (NIH) Scientific Workshop on Violence & Related Health Outcomes in Sexual & Gender Minority Communities*, regular session paper, held online/virtually.

Messinger, A. M., Kurdyla, V., & Guadalupe-Diaz, X. L. (May 2021). Intimate partner violence help-seeking in the U.S. Transgender Survey. *National LGBTQ Health Conference*, poster session, held online/virtually.

Messinger, A. M. (March 2021). On transgender intimate partner violence (IPV) with Adam Messinger. *Ronald Williams Library NEIU Ideas Podcast*, invited podcast interview. [<https://neiudc.neiu.edu/lib-ideas/10/>]

5. Funded grants

Meiners, E. (2021). Spencer Foundation (\$50,000)

Meiners, E. (2021-2023). Andrew Mellon Foundation (\$873,000). Prison + Neighborhood Arts/Education Project.

6. Service

Fuller, L.S. (2020-2021). Academic Program Committee. [WisCon Conference](#).

Garcia, E. (2021). Invited Reviewer for Program Review, Department of English, Bradley University.

B. Student Achievements

Steinmetz, Derek. **(WGS Major, LGBTQ Studies minor '20) Attending the** Master of Divinity program. Northwestern University, Chicago, IL.

Van Camp, Jaclyn. (2021). Accepted Master of Public Health, Maternal and Child Health Concentration. University Nebraska, Omaha.

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. Gender Studies, Arizona State University, May 2021.**

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.**

Gutierrez, Julia. **(WGS '11), Ph.D. candidate at Arizona State University.**

Harris, Lakeesha J. **(WGS '11), Reproductive Justice and Sexual Health Program Manager, Women with a Vision, New Orleans, LA.**

Hernandez, Aide. **(WGS '18). Diversifying Faculty Fellowship. PhD Sociology UIC**

Macias, Lilliana. **(WGS '16), M.A. Latino and Latin American Studies UIC, Chicago Learning Collaborative Coordinator at the Chicago History Museum.**

Macias, Lilliana. **(WGS '16), Ph.D. candidate History, [UIC and Pipeline to Inclusive Faculty Award](#) recipient.**

Martin, Marie. **(WGS '16), M.A. Sociology & Applied Social Relations, University of Maryland, Baltimore County, May 2021.**

Morales, Patricia. **(WGS '17). M.A. Latin American and Latino Studies, University of Illinois at Chicago.**

Morales, Patricia. **(WGS '17). PhD candidate Feminist Studies, University of California, Santa Barbara.**

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.**

Serna, Rolando. **(LGBTQ Studies '18), MA student Social Work, Governors State University.**

WORLD LANGUAGES AND CULTURES

Annual Report 2020 – 2021

Submitted by Denise Cloonan Cortez de Andersen

I. Executive Summary

This was a challenging year for everyone as we spent the entire year in our homes teaching and meeting remotely due to the COVID-19 Pandemic. Despite the obstacles that we faced, recruitment and retention of all of our students, particularly our majors and minors, continued on the forefront of our minds. 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 continued to grow their Latin American Literatures and Cultures graduate program 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 also incorporated another cohort of graduate students from District 219. Due to the pandemic, only two additional students joined our program, but, we are confident that we will onboard more students as we begin to return to normalcy. We have reflected on our course offerings and continue 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.**

The department raised \$663 to give to students for Giving Tuesday, November 2020, and we hope to continue to raise more money in the future for student scholarship awards. We were able to split this money equally among three Spanish majors and minors to help offset their tuition and fees: Marlon Ortega - \$221, Laura Román - \$221, and Kelvin D. Trejo - \$221

II. Program Plan

A. Long term goals

WLC continues **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 remains, but is being 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 continues to make progress toward offering 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 also began 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 designed three new graduate courses that have passed through governance and will be taught for the first time in Fall 2021 and Spring 2022. We hope to have revisions completed by 2023.

Due to the overwhelming success of the District 214 cohort, and the promise of the District 219 cohort, WLC plans to recruit annually for M.A. cohorts to increase our enrollment and serve the community.

Our first department alumni newsletter is ready for publication 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 is critical to the success of our program.

2. Equipment: WLC needs a new printer and scanner for LWH 2040.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Conference Presentations

Brandon Bisbey, "**Drugs, Addiction and Queer Subjectivity in Mexican and US** Countercultural Literature: William S. Burroughs's *Queer* and Luis Zapata's *El vampiro de la colonia Roma*." 136th Annual Modern Language Association Convention. Remote. January 7-10, 2021.

West, Sarah, "**In Chan Kaajalo'ob: Orality, Identity, and the Cultural Production of Mayan Latinxs.**" Southeastern Council of Latin American Studies. Virtual (COVID-19). March 27-30, 2021.

Sarah West, "**The Transness of Immigration I: Perspectives in/from Chicago's Spanish-Language Immigration Literature.**" Modern Languages Symposium. Hybrid (Glasgow). 17-19 June 2021.

2. Review Board Membership or Guest/Invited Reviews

Denise Cloonan Cortez de Andersen, Editorial Review Board Member, Linguistics Journal

Denise Cloonan Cortez de Andersen, Invited Guest reviewer for The Reading Teacher, a journal of the International Literacy Association.

Denise Cloonan Cortez de Andersen, Invited Manuscript Reviewer, Semas: Revista de Lingüística Teórica y Aplicada, Universidad Autónoma de Querétaro, México.

Sarah West, Invited Reviewer. Review of *Unforgetting* (Roberto Lovato, 2020). *Diálogo*, Volume 24, Number 1. University of Texas Press, 2021.

B. Awards

Jeanette Hernández, 2021 NEIU Staff Member of the Year Award, TRIO Student Support Services Program, May 6, 2021

C. Service

Denise Cloonan Cortez de Andersen, CASAAC, Co-Chair, Fall 2020.

Jeanette Hernández, Volunteer, **Justice Ministry, St. Pascal's Catholic Church.**

Jeanette Hernández, Moderator, RTW Is Wrong For Illinois, a labor-oriented Facebook page

Sarah West, "**A Hemispheric Perspective of US Policing Practices: Borders, (Im)migration and Criminalization.**" December 2nd, 2020. *FUND Students, Defund Police*. Pedrosa Center, Northeastern Illinois University, Virtual (COVID-19).

C. Student Achievements

1. Scholarships:

- a. Spanish Language: Calixto C. Masó
Adriana Montelongo (\$2900), Spring 2021
- b. Spanish Language Jewelle Berlinger
Rachel Mudloff (\$1300), Spring 2021
- c. Spanish Language: Arturo Nájera
Pedro Ocampo (\$700), Spring 2021
Kelvin Trejo Salgado (\$700), Summer 2021

2. Sigma Delta Pi (National Spanish Honor Society)

In Spring 2021, 9 Spanish majors were initiated (remotely) in the Mu Xi Chapter of Sigma Delta Pi:

Milenis Arias
Érika Patricia Geraldino Granados
Adriana Montelongo
Rachel Mudloff
Daniel Nickerson
Jazmín Ramírez
Elvia Rodríguez Manríquez
Érika Rodríguez
Kelvin David Trejo Salgado

3. Graduate Assistantships for MA in Latin American Literatures and Cultures:

Pedro Pablo Marín (RCA)
Cristina Zhunio (RCA)
Flor Dimas (Graduate Assistant)