

College of Arts & Sciences

2018-2019 Annual Report Department Reports



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*Not Available

COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT

Executive Summary

The 2018-19 academic year was noteworthy for the College of Arts and Sciences in that it marked our 50th year as an academic unit at Northeastern Illinois University. The 2018-2019 CAS 50th anniversary celebration featured a plenary session at NEIU's Annual Faculty Research and Creative Activities Symposium, as well as a series of guest lectures in the College's anchor areas of Humanities, Fine Arts, Social/Behavioral Sciences, and STEM. The 2018-2019 academic year was bookended by a fall reception to launch the 50th anniversary celebration and a spring picnic to wrap up the year's commemorative activities. The 50th Anniversary Lecture Series opened with a talk on "The Linguistic Significance of Dr. Martin Luther King Jr.: Implications for Sociolinguistic Justice," by Walt Wolfram, William C. Friday Distinguished University Professor at North Carolina State University. Jason Lazarus, Assistant Professor of Art and Art History at the University of South Florida and co-founder of the Chicago Artist Writers, gave a talk entitled "Photographic Drift." This was followed by a lecture on "Wearable and Implantable Devices 'On The Go'" by Canan Dagdeviren, Assistant Professor of Media Arts and Sciences and LG Career Development Professor of Media Arts and Sciences at the Massachusetts Institute of Technology Media Lab. The last lecture in the series was on "The Politics of Millennials in the Age of Trump: Race, Rage and Vulnerability," presented by Cathy Cohen, the David and Mary Winton Green Professor at the University of Chicago.

Sustaining its 50-year tradition of delivering the General Education curriculum at NEIU, the College of Arts and Sciences continues to house the University's Distributive Learning Program, to offer its developmental education program, and to offer 27 majors and 50 minors across the Fine Arts, Humanities, Social/Behavioral Sciences, and STEM areas. The CAS also continues to serve graduate students in 16 disciplines and to offer three certificate programs. In the 2018-2019 academic year, the CAS conferred a total of 1022 degrees and continues to generate the most credit hours in the University by offering approximately 68% of the total credit hours generated this year.

The College of Arts and Sciences, with a faculty of world-class faculty and researchers, offers a vibrant and ever-evolving curriculum in the liberal arts and sciences. CAS faculty foster an exceptional teaching, learning and research environment, working closely with and mentoring students inside and outside of the classroom. The College

leadership of department chairs and coordinators work with more than 150 tenure-track faculty and over 200 instructors to deliver our 34 programs. The CAS focuses on providing an exemplary student experience and preparing students for successful professional, civically engaged, and personal lives. The CAS aims to deliver a curriculum that reflects the very best principles of the liberal arts and sciences tradition, and to equip students with the skills and knowledge to pursue careers and service to the community that responds to the needs and challenges of our diverse and rapidly changing world.

The College of Arts and Sciences welcomed eight new tenure-track faculty in the fall 2018 semester: Adrian Castrejón (Justice Studies), Ashley Elrod (History), Adam Goldstein (Communication, Media and Theatre), Ahmed E. Khaled (Computer Science), Juan R. Martinez (Sociology), Noe Mojica (Social Work), Judith S. Rocha (Social Work), and Sarah West (World Languages and Cultures).

The CAS also continues to actively engage in community partnerships with local organizations, schools, and universities that we hope positively impact our city, region and world, and improve the lives of our students and our surrounding communities. CAS graduates engage in the larger community, not only as life-long learners, but as life-long change-makers. This year, for example, the CAS spearheaded NEIU's partnership with Chicago's world-renowned Black Ensemble Theater in producing the "Jackie Taylor Anti-Racism Drama Series." The Series featured the production of three plays on NEIU's campuses that speak to issues of race, equity and inclusion and that engaged our campus community in discussions about what we can do to recognize and denounce racism.

The following are highlights of the accomplishments of CAS faculty, staff and students during the 2018-2019 academic year:

CAS faculty produced over 300 scholarly publications, presentations, creative works and/or performances in the 2018-2019 academic year. CAS graduate and undergraduate students also presented their research and/or creative activities at NEIU's 27th Annual Student Research and Creative Activities Symposium.

Social Work and Inner City Studies student Ashlei Ross was named NEIU's 2018 Lincoln Student Laureate.

In June 2018, NEIU's Board of Trustees awarded Tenure and Promotion to Associate Professor to seven CAS Faculty: Nathan Mathews (Art), Cindy Voisine (Biology), Adam Messinger (Justice Studies), Christopher Owen (Music), Milka Ramirez (Social Work), Melinda Storie (Geography and Environmental Studies), and Jing Su (Chemistry).

In May 2019, five retiring CAS faculty, were awarded Professor Emeritus status: Rodney Higginbotham (Communication, Media and Theatre), Mary Kimble (Biology), Dragan Milovanovic (Justice Studies) and Jade Stanley (Social Work). Former CAS Dean Wamucii Njogu (Sociology) was also named Dean Emerita.

While we had many events and accomplishments to celebrate this year, we also mourned the passing of Professor Emeritus Bernard J. Brommel. Dr. Brommel taught at Northeastern for 28 years in the Department of Speech and Performing Arts, and after his retirement, he continued to generously support the University. Just one example of his contributions to Northeastern is his establishment of the Bernard J. Brommel Distinguished Research Professor Award, which is annually awarded to the Northeastern faculty member who best demonstrates excellence in research and scholarship. CAS faculty member Ruth “Breckie” Church (Psychology) was awarded the 2019 Bernard J. Brommel Distinguished Research Professor Award.

We also recognize the ongoing generosity of CAS Professor Emerita Audrey Reynolds (Linguistics), who established the Audrey Reynolds Distinguished Teaching Award, which is awarded annually to the Northeastern faculty member who best demonstrates excellence in teaching. CAS faculty member Laurie Fuller (Women’s and Gender Studies) was the recipient of the 2018 Award.

Six CAS instructors received NEIU Instructor/Academic Support Professional/Academic Resource Professional Excellence Awards in 2019 for the 2017-2018 Academic Year:

Nikolas Hoel, History
Nancy McVittie, Communication, Media and Theatre
George Maxim, Communication, Media and Theatre
Marijo Readey, Biology
John Ross, Communication, Media and Theatre
Emma Turian, Mathematics

We also recognize the following CAS recipients of NEIU’s Faculty Excellence Award for 2019 for their achievements in the academic year 2017-2018:

Teaching/Performance of Primary Duties

Cristina Ciercierski, Economics
Matthew Graham, Mathematics
Alex Peimer, Geography and Environmental Studies
Cindy Voisine, Biology

Research/Creative Activities

Rachel Adler, Computer Science
Sangmin Bae, Political Science
Lisa Hollis-Sawyer, Psychology
Scott Hegerty, Economics
Adam Messinger, Justice Studies
Joshua Salzman, History
Aaron Schirmer, Biology

Service

Pam Geddes, Biology
Laura Sanders, Earth Science

The following CAS faculty members were awarded sabbatical or educational leaves for the Fall 2018 or Spring 2019 terms:

Sabbatical Leaves Awarded for 2018-2019

Brandon Bisbey, World Languages and Cultures
Lesa Davis, Anthropology
Brooke Johnson, Sociology
Adam Messinger, Justice Studies
Sue Mungre, Biology
Ana Nieves, Art
Joel Olfelt, Biology
Kristen Over, English
Shannon Saszik, Psychology
William Sieger, Art
Michael Tuck, History

Educational Leaves Awarded to Full-Time Instructors for 2018-2019

Evan Cantor, English
Nikolas Hoel, History
Kara Nuss, Biology
Patricio Rizzo-Vast, World Languages and Cultures

Educational Leaves Awarded to CAS Administrators/Department Chairs for 2018-2019

Lesa Davis, Chair, Anthropology/English Language Program/Global Studies/Philosophy/ TESOL
Lidia Filus, Chair, Math/Math Development
Tim Libretti, Chair, English
Shayne Pepper, Chair, Communication, Media and Theatre

The College of Arts and Sciences continues to be proud of the accomplishments achieved by our faculty and staff and to recognize their important contributions to the teaching and learning environment at NEIU and the personal and professional success of our students. The College remains committed to promoting and supporting high impact pedagogical practices, implementing disciplinary best practices, and creating opportunities for our students to be engaged in impactful ways.

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

AFRICAN/AFRICAN AMERICAN STUDIES PROGRAM

Annual Report 2018 – 2019

Submitted by Sharon L. Bethea

I. Executive Summary

The African and African American Studies Program (AFAM) is the study, research, interpretation and dissemination of knowledge about Africans, both on the continent of Africa and in the Diaspora. Administratively, AFAM is housed in the Sociology Department as a part of a larger combined department that includes Sociology, Women Studies, and Latino and Latin American Studies programs. AFAM is designed to provide a curriculum that prepares its minors for advanced graduate studies in African/African American and African Diaspora Studies, international affairs, education, social work, social policy studies, and legal and professional training as well as in such fields as communications, writing, teaching, theatre, and dance. The mission of AFAM is to provide a high quality undergraduate interdisciplinary academic curriculum and services to enrich the educational experiences of Northeastern Illinois University's diverse faculty, staff, and student body.

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

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

critiquing racist paradigms, assumptions, and theories; (3) grounding students in an African-Centered epistemological framework that focuses on the cultural and human realities of African and African Diasporic thoughts and practices; (4) providing students with opportunities to explore the continuities and discontinuities among peoples of Africa and the African Diaspora; (5) providing students with international educational opportunities through participation in the University's study abroad programs; and (6) providing K-12 teachers with a knowledge base they can utilize to develop lesson plans and classroom curricula about Africa and its peoples throughout the world.

COURSES OFFERED 2018/2019 FOR AFRICAN & AFRICAN AMERICAN STUDIES MINORS

Core required courses (9 credit hours)

AFAM 200 Intro. To African & African American Studies
AFAM 301 Foundations of African Civilizations
AFAM 302 Foundation of African Diaspora

Electives (must have 9 credit hours)

ART 308 1 African & Oceanic Art
SOCIAL WORK 202 1 Community Analysis
JUSTICE STUDIES 202 1 WIP: Justice & Inequality
HISTORY 372 1 History of Southern Africa, 1800-Present
SOCIOLOGY 316 1 Race & Ethnic Relations
ENGLISH 381 1 African-American Lit
HISTORY 329A 1 African American History to 1865
INNER CITY STUDIES 301 Racism in Theory & Fact
JUSTICE STUDIES 202 Justice & Inequality
JUST 314 Police in the Minority Community
PSCI 330 African American Politics & Social Change
SOCIAL WORK 203 Analysis of Cross Culture Interaction
SWK 250 Issues In Social Service Delivery
SOCIOLOGY 316 Race & Ethnic Relations
SOC 344 African American Women: Feminism, Race & Resistance

AFAM COURSE OF INTEREST EDFN 411B African Summer Institute for Teachers

Core Course Rotation –

AFAM 109:
FYE

AFAM 200:
Intro to African and African American Studies

AFAM 301: (Fall 2018 only)
Foundations of African Civilizations

AFAM 302: (Spring 2019 only)
Foundations of African Diaspora

AFAM (STP)
Summer Transitional Program

EDFN 411-B:
African Summer Institute

Highlights of 2018/2019

During the academic year 2018/2019, AFAM continued to make programmatic developments and organizational strides. Some of these achievements include:

1. Lead and Co-sponsored with Black Student Success Committee – Ten African American students traveling to the National Conference on Student Leadership Conference
2. Co-sponsored and participated in NEIU's Tribute to the Legacy of Rev. Dr. Martin Luther King, Jr. –
3. Initiated/co-facilitated by Tim Libretti – co-sponsored the NEIU Black Ensemble Performances. Black Ensemble Theater presented three one-act plays at two of Northeastern's locations:
 - "National Anthem," by Ervin Gardner, will run Jan. 17-19 in the Auditorium on the Main Campus.
 - "In the Shadow of Justice," by L. Maceo Ferris, will run Feb. 7-9 in the Donn F. Bailey Legacy Hall at the Jacob H. Carruthers Center for Inner City Studies.
 - "The Plea," by Reginald Williams, will run March 14-16 at Stage Center Theater on the Main Campus.

The series aimed to help audiences understand the devastating effects of racism and spark conversation about what we can do as a community to recognize and denounce racism. Post-show discussions will take place after each performance. In addition to the performances, Black Ensemble Theater will also engage in six master classes with Northeastern's theater practicum courses. These master classes will be taught by Jackie Taylor, Founder and Executive Director of Black Ensemble Theater; Daryl D Brooks, Black Ensemble's Managing Producing Director; and Rueben Echoles, Associate Director of Black Ensemble Theater.

4. Co-sponsored with Black Student Success the African American Student Luncheon
5. Lawrence Frank Lecture: Featured Speaker Adia Benton- Assistant Professor of Anthropology and African Studies at Northwestern University, where she is affiliated with the Science in Human Culture Program. Her first book, *HIV Exceptionalism: Development Through Disease in Sierra Leone*, won the 2017 Rachel Carson Prize, which is awarded by the Society for Social Studies of Science. Her body of work addresses transnational efforts to eliminate health disparities and inequalities, and the role of ideology in global health.
6. Co-Chaired Black Student Success Committee –
7. Co-Chaired - NEIU Climate Study

8. Sponsored, raised funding, and co-Sponsored Black History month events with Black History month Committee, Center for Inner City Studies, Angelina Pedroso Center, CAS, Goodwin COE, COBM.
 - a. Passive Education Program
 - b. Tribute to Black Icons
 - c. Harambee
 - d. Words Taylor
 - e. Black Ensemble performances
 - f. Black Student Experience panel
 - g. Love is Kind
 - h. If Beale Street Could Talk
 - i. Project Success 50th anniversary
 - j. NEIU Gospel Choir concert
 - k. History of the Carruthers's Center for Inner City Studies
 - l. Building Blocks to Black Generational Wealth: Community Talk
 - m. "Our Stories Matter": A conversation with Chicago Sun-Times journalist and author John Fountain
 - n. GEAR UP: BHM Celebration & College Exp.
 - o. BHM Award Ceremony
 - p. The Hate U Give - Movie and discussion
9. Coordinated and facilitated by Alice Pennamon, co-sponsored – A Black History Month Celebration and College Experiences. 150 Chicago Public School students from Robeson, Team Englewood, John Hope Academy, Julian and Corliss
10. Coordinated and facilitated by Dr. Pinkey Stewart and Project Success, co-sponsored Project Success' 50th anniversary celebration
11. Coordinated and facilitated Black Heritage Committee, co-sponsored the Black Heritage Awards. – Keynote speaker – Dometi Pongo

AWARDEES

Administrative Excellence

Sylvia Daniels

Alumni Excellence

Ella Whitehead

Community Service

Donne E. Trotter

Entertainer of Excellence

Damon Williams

Excellence in Media

Dometi Pongo

Faculty Excellence

Sharon Bethea

First-Year Student

Isaih Brown and James Searcy

GEAR UP Parent Award of Excellence

Patricia Butler

GEAR UP Student Award of Excellence

Rufus Burks and Sierra Johnson

Outstanding Student Organization

Black Caucus

Sigma Gamma Rho National Sorority Incorporated

Staff Excellence

Victoria Jones

Student Leadership

Zanetta Kubajak

Marina Whitehead

12. Co-sponsored and participated in the fifth annual Black Women’s Leadership Summit.
13. Co-facilitated – AFAM, Committee for Black Student Success, Angelina Pedroso Center to engage in discussions around
 - a. Strategic Plan, Mission, Vision, commitment concerning success of Black students
 - b. Recruitment
 - c. Retention
 - d. Black students at the NEST
 - e. University Climate for Black students
 - f. Student Organizations
 - g. Black Administrators and Faculty
14. Co-facilitate and participate on the Committee for Black Student Success – Serving African/African American and African Diasporic students
15. Co-sponsored initiatives and programs with Black student organizations to value and celebrate African/African American/African Diaspora Black culture and identity
16. Co-implemented and co-sponsored the Fifth Annual Genocide Research Symposium titled: “Human Rights and Genocide in Africa and the Diaspora” 2018 – GENOCIDE AND AGENCY IN AFRICA AND THE DIASPORA: Keynote speaker: Thomas P. Longman
17. AFAM implemented its fourteenth annual African Summer Institute for K-12 teachers at Northeastern Illinois University. The Summer Institute is a three-week intensive program designed to provide K-12 teachers in the Chicago area with a knowledge base and pedagogical skills they can utilize to develop lesson plans and classroom curricula about Africa and its peoples. The overall goal of this year’s Institute was to advance knowledge and understanding of the African continent and its peoples and to explore new and more effective approaches to teaching about Africa.
18. Co-Chaired, Co-sponsored University Climate Study
19. Co-sponsored NEIU celebration of Wamucii Njogu

AFAM Program Goals and Student Learning Outcomes:

“Black Studies, or Africana Studies more broadly, is an interdisciplinary and multidisciplinary approach to studying and understanding the experiences of African people and African-descended people across the Diaspora. It grew most directly out of campus demands made by black students, and their allies and supporters, during the mass protest movements of the late 1960s and early 1970s. From the outset, the goal of Africana Studies was to transform higher education, chiefly by addressing the lack of faculty and staff diversity; altering traditional curricula limited by Eurocentric paradigms; centering the study of people of African descent in the university canon; linking academic teachings and scholarship with social and civic engagement; and raising critical questions about the purpose of scholarly knowledge production, the nature of truth claims, and the overall mission of higher education.”

“Africana Studies was “the first in a series of academic fields that would challenge social hierarchies and diversify the academy. Soon after Africana Studies units appeared, ethnic studies and women’s studies followed.” (Rojas, *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*, 2007, pp. 93-94) (KU’s statement about Africana Studies)”

A critical need for an investment by NEIU in an African/African American Studies Department

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

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

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

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

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

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

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

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

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

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

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

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

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

II. Program Plan

The AFAM program goals and learning outcomes are:

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

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

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

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

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Outcome 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

Outcome 2.4: Students have the ability to identify and critically assess different disciplinary, methodological, and interpretive approaches to the study of African Americans, Africans, and/or people of the African 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: the ability to express their interpretive and analytical arguments in clear, effective prose

Outcome 3.3: Students have relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships

Outcome 3.4: Students have international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

B. Program Plan Requirements/Ongoing Projected Needs

- **Faculty:** AFAM does not have a dedicated tenure-track position in its budget. However, AFAM needs to have a MOO line in the CAS budget for part-time instructors to teach AFAM courses that are not covered by core faculty members. In other words: The development of a community of scholars dedicated to the study of Black peoples throughout the world.
- **Office Space:** AFAM is currently sharing office space with the Women Studies Program and the Latino and Latin American Studies Program in the Sociology Department. It will be ideal for these three programs to have a conference room for the coordinators to have meetings and for our students to come together to work on mutual projects.
- **Secretarial and Student Help:** The AFAM, WSP, and LLAS Programs together share one part-time administrative assistant.
- **Institutional Support**
 - Addition of Courses with topics of African/African American/African Diaspora topics
 - Increased Funding
 - Personnel
 - AFAM Advisory Council

C. Ongoing Program Recommendations

- **Establishment of a Graduate Program** focused on Black, African/African American/African Diasporic studies to educate a new generation of faculty to lead and develop these important areas of research.

- **African Summer Institute (AFSI):** In order to continue to improve on the accomplishments of the AFSI, we recommend (1) hiring a graduate student or part time instructor to develop and execute an ongoing promotional and recruitment plan; (2) hiring a student aid for at least six weeks to assist with administrative tasks; (3) designating a person to maintain an up-to-date website; and (4) following up with AFSI participants to ensure that they are using the materials they acquired at the institute and to provide assistance if needed. The African Summer Institute should be expanded to include week-end institutes.
- **New Course Developments and Service Orientation:** The Program, if given the resources, can develop new courses including a service-learning course and an internship course. In order to improve the retention and degree completion rate for African American students and others, the AFAM can incorporate more student services in its programming. Such student services could include academic mentoring, academic tutoring, and other social supports.
- **Collaboration with Other Institutions and Programs:** AFAM would benefit from continuing to link up and form collaborations with other institutions and programs including the Chicago Teacher Center (CTC), Northwestern University, the Chicago Urban League, etc. See the Frank Lectureship, discussed above.

B. Projected needs

1. Faculty – expanded course offerings and dedicated AFAM faculty
2. Equipment – The equipment in the office is decades old and most of the equipment is in disarray is does not work
3. More student resources and funding to assist in a greater way the needs of students.

III. Accomplishments

A. Faculty Research/Creative Activities

Jeanine Ntahirageza, a TOESL professor, AFAM Professor and director of Northeastern's Multilingual Learning Center the National Endowment for the Humanities received a \$100,000 grant to Northeastern Illinois University to support the development of a Kurdish language and cultural studies program. The grant will fund a year-long project in collaboration with the Zahra Institute to develop three new courses at Northeastern as well as related curricular resources in Kurdish language and culture.

B. Books, National/International Exhibitions or Performances:

Chielozona E. (2018). *Race, Decolonization, and Global Citizenship in South African.* University of Rochester Press.

Perlow, O., Wheeler, D.I., Bethea, S.L., Scott, B.M. (Eds.) (2018). *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy.* Palgrave Macmillan.

ANTHROPOLOGY

Annual Report 2018 – 2019

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 and interpretive 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 2018-19 academic year, anthropology had four tenure line Anthropology faculty members. All four anthropologists are Full Professors, with Tracy Luedke's attainment of this distinction this Spring. Anthropology is interdisciplinary and boundary crossing by nature and our faculty serve key roles in other programs as well. Tracy Luedke serves as Coordinator of the Global Studies (GS) program and teaches GS and Honors Program classes. Luedke also is part of NEIU's CHEC grant. Jon Hageman is the Coordinator of the University Honors Program. Lesa Davis became Chair of our combined ANTH/GS/ELP/PHIL/TESOL Department in summer 2018.

With our tenure line faculty spread thin, we rely heavily on our excellent instructors and adjuncts. Martin Giesso, Ph.D. (archaeology), is our senior full-time instructor, and our part time instructors this year were Edward Maher, Ph.D. (archaeology), Lara Ghisleni, Ph.D. (biological anthropology), and Matilda Stubbs, Ph.D. (cultural anthropology).

Our instructors cover a mix of General Education and upper division courses, while the tenure line faculty focus on WIP, FYE, required 300 level courses for the major and minor, as well as General Ed classes. Tracy Luedke, Lesa Davis, and instructor Edward Maher are trained in and offer online sections of our general education courses and Russell Zanca, after completing training this Spring, offered an online section of our introductory cultural anthropology class this Summer.

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

We identified four primary areas to address in our Five Year Plan: Recruitment, Retention, Curriculum, and Facilities and Resources, although many of the elements are relevant in more than one category. We identified a variety of ways to address the first

two issues, from outreach to community colleges and local media, and expanding course offerings (topically and online), to working to build bridges with other NEIU departments with which we share interests, and organizing events on campus.

II. Program Plan

A. Long term goals

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

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

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

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

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

B. Projected needs

1. Faculty: Archaeologist with expertise in historical archaeology, urban archaeology, or similar. 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) need 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.

ART

Annual Report 2018-2019

Submitted by **Kim Ambriz**

I. Executive Summary

The Art 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). As a small art department in a public university, we house a range of disciplines with studios and faculty to match, and we plan to continue to strengthen our reputation and get the word out that in a city full of art programs, we are a hidden gem (stated by our accreditors during their 2015 visit). We hope that our recruitment plans change this narrative and bring us to the attention of students seeking a degree in Art or Design.

FY19 continued to be productive for the department and we were busy with multiple initiatives and continued to update curriculum and studio spaces in response to program need. In Spring 2019, the department completed a tenure track search for a second faculty member in the area of Graphic Design and are excited to welcome **Assistant Professor, Lauren Meranda**, in Fall 2019. This hire was a direct result of the BFA in Graphic Design reaching, and surpassing, program projections. By the end of August 2019, we had 47 BFA candidates, comprised of both pre-majors and majors. The BFA was added to the catalog in 2017.

In Fall 2018, the department launched a **Visiting Artist Program**, spearheaded by KT Duffy, Assistant Professor of Art + Tech. We welcomed two artists over the academic year. In Fall, we hosted Darryl Deangelo Terrell and in Spring, Yvette Mayorga. Under the program, artists work on a project in our studios, provide a workshop for students and give a lecture open to the entire university. The program is funded through our Foundation account, which is replenished with ongoing donations and fundraising. In Spring 2019, ceramicist Carl Mankert gave a **raku firing workshop** in our outdoor extension of the ceramics studio. This process revolves around a low-firing process that was inspired by traditional Japanese raku firing. The workshop was open to all students in the department, with or without ceramics experience.

In Spring 2019, the department also put in place our **MakeSpace Fellowship**, another initiative organized by KT Duffy, Assistant Professor of Art + Tech. The fellowship is an award opportunity for declared BA in Art or BFA in Graphic Design majors who show a dedication to the area of Art + Technology and/or declared Interaction Design minors. The fellowship supports the awardee(s) with a \$500 stipend

for the completion of a self-guided project created with Art + Tech resources. This fellowship gives students experience in a leadership role (since they dedicate two hours of service per week in the studio) and fosters the development of their artistic practice outside of the classroom. Two students were awarded the fellowship in Spring 2019: Jess Bokor and Rabia Tayyabi.

The department took part in the **Interdisciplinary Seminars for Illinois Teachers** series, a program where high school teachers take part in workshops at NEIU in order to earn CPDU credits. We ran a CSS Animations workshop, led by Professor KT Duffy and plan to continue to offer workshops as part of future program offerings. To contribute to the **College of Arts and Sciences 50th Anniversary Lecture Series**, the department invited Jason Lazarus, Assistant Professor of Art (Photography) at University of South Florida to give a talk on his work and research that was open to the entire university.

In Spring 2019, work began on transforming our former Metals and Jewelry studio into the department **MakeSpace**, or fabrication lab. Since the department isn't allocated any new space for studio expansion, we repurposed a studio that had continued enrollment decline and merged its studio contents with the sculpture area. We continue to work toward accreditation of our program in **Graphic Design** as the Final Approval for Listing report will be included in our upcoming accreditation documents for the 2020 National Association of Schools of Art and Design accreditation visit. The department will undergo a full accreditation visit in Fall 2020, which will include the BFA approval.

In conjunction with the **2018 NEIU Weekend**, the department hosted an alumni event, ***My Post Art School Life – A Semi Complete Guide to Navigating Life After Undergrad***, where four alumni shared their post-graduation experiences in a panel style event outside of the Fine Arts Center Gallery. The event featured alumni at various stages in their artistic careers and who represented a breadth of creative practices. These artists highlighted both their struggles and successes since graduating from NEIU.

Featured alumni panelists included:

- Brandon Sherrod (BA '16, Photography) is a current MFA candidate at the University of Chicago;
- Rachelle Hill (BA '14, Printmaking), recently earned her MFA from Northern Illinois University;
- Farrah Blake (BA '16, Art Education K-12 and Printmaking) is currently an elementary art teacher at Philip D. Armour in Bridgeport;
- Kristin Best (BA '11, Graphic Design) received her MFA in Graphic Design from UIC and is currently a Graphic Designer at the Art Institute of Chicago.

The event coincided with the department **Fall Semester Art Party**, which was an effort to bring together current students and alumni.

The department was again involved in the planning and implementation of the **Annual Art in Response to Violence Conference** in October and worked with Psychology and Special Education to coordinate exhibitions in various department galleries and exhibition spaces throughout campus as well as workshops in the studios. The department also supplied the conference with spaces and supplies for art healing rooms and a gallery walk through the exhibitions was led by associate professor, Nate Mathews. The department also lent support to the **Women in Science** exhibition, part of the larger conference put on by ChicagoCHEC, by offering department exhibition space and help installing the art contest exhibition for high school and college students. We continue to find new ways to collaborate with other departments and hosted a student **Geometry and Art exhibition**, a joint exhibition in the student Skylight Gallery with the Geometry and Art class in the MSTQE program and the Art + Tech class in the Art program.

Students and faculty continued to be active in a variety of community events during the 2018-2019 academic year. Our students, alumni and faculty produced independent exhibitions, took part in residencies, gave talks, received awards and current Art students mounted capstone senior exhibitions and had work showcased in the annual juried student show.

In Fall 2018, the department was again invited to participate in the local **North Park Art Walk** and shared a storefront exhibition space on Bryn Mawr Ave. with North Park University. The NEIU aspect of the exhibition showcased the current Art Merit Scholarship recipients. The department also lent a hand to the event in the form of exhibition support and is happy to be a part of and support community initiatives such as the art walk.

The department continues to focus energy on intentional **recruitment efforts** and responded to opportunities on and off campus. In addition to general recruitment events that the university attends and hosts, the department took part in recruitment activities that specifically highlighted the Art Department and its offerings.

- Off campus events included the Harold Washington College Art and Architecture Transfer Fair, the Marwen College Night and the Illinois High School Art Exhibition College Fair in Bridgeport.
- Along with the NEIU open houses, the department again participated in a high school STEAM recruitment event for African American students, organized by Alice Pennamon. Interaction Design/ Art + Tech students Jessica Bokor and Rabia Tayyabi led an Art + Code workshop where high school students used Processing, a software sketchbook and a language for learning how to code within the context of the visual arts.
- The department again hosted Marwen, a non-profit organization that provides free visual arts classes to under-served Chicago youth, to campus.
- Our department continues to reach out to transfer students and this year, we continued to hold a community college art juried exhibition in the Fine Arts

Center Gallery while it was between exhibitions. The exhibition participants were from an array of area schools and donated Blick Art Materials gift cards were awarded to first, second and third place works at the opening reception. This year, the reception continued to have a large turnout and we gave several department tours. Going forward, we plan to track students in the exhibition and whether or not they enroll at NEIU.

2018-2019 Academic Year Gallery Season Summary

During the 2018-2019 academic year, the Fine Arts Center Gallery had six exhibitions and a sale of student work in ten months (August 2018-June 2019). This summary will focus on the programming and exhibitions of the last academic year and the continued goals of the gallery. All exhibitions (with the exception of the student sale and student and faculty exhibitions) included a gallery talk and/or workshop given by the exhibiting artist(s). The university hosted receptions for all exhibitions in conjunction with the Jewel Box concerts on Friday evenings with the goal of expanding the audience for visual arts on campus. 13,102 visitors came to the gallery during the Fall 2018-Summer 2019 (through June) gallery season.

The gallery continues to be dedicated to expanding its outreach on and off campus with a special emphasis on reaching out to NEIU Art Alumnae, continued collaboration with other departments, and presenting the most current movements and practices occurring in contemporary art. In addition to these goals, we added the following to our agenda for the 2018-2019 and 2019-2020 academic years:

Goal #1. Invite curators to propose exhibitions with one event (beyond the already planned artist talk and/or workshop provided for each exhibition) focused on community involvement.

Goal #1 Update. The gallery exhibition committee created new proposal forms that are currently on the gallery website. One form is dedicated to individual artist proposals while the other is available for curatorial submissions. Due to the advanced planning of exhibitions, the committee has yet to select and implement a submitted curatorial proposal in the gallery. However, selections will be made in October 2019.

Goal #2. One exhibition devoted to increase recruitment from Illinois 2-year Colleges.

Goal #2 Update. In June 2019, the gallery hosted the 3rd Annual Juried College Student Art Exhibition. The number of student submissions continues to grow as 2-year colleges become aware of and look forward to this exhibition.

Goal #3. Renewed focus on diversity.

Goal #3 Update. The gallery exhibition committee added the following to the 2019 revised mission statement:

As a part of our mission, we are dedicated to exhibiting work by members of groups traditionally underrepresented in the field and who can contribute to the excellence of the community at Northeastern Illinois University.

The committee plans to make decisions in the Fall 2019 on how to best make the gallery accountable for fulfilling this part of its mission.

Goal #4 and Update. As always, the gallery remains committed to providing free public lectures and workshops with visiting artists on campus.

The Fall 2018 schedule began with an exhibition by **Erik Geschke**, who works in three-dimensional mixed media and addresses themes of mortality, dystopia and modernism in his work.

The second exhibition of the season was ***The Streets are Talking by Jesse Howard***. Howard's recent psychological portraits reflect the social tribulations and voices of triumph of disenfranchised communities.

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

The Spring 2019 gallery calendar of exhibitions opened with the ***Biennial Faculty Exhibition*** a group exhibition of work in all media by the NEIU Art Department Faculty. In conjunction with exhibition programming, department faculty Vida Sacic, Juan Altamirano Ruiz and Mary Porterfield, gave talks on their work. The faculty exhibition was followed by ***The Difference Between Looking Up and Looking Down by Diane Christensen***. Merging the hand-crafted with technology, Christensen's exhibition combined experimental animation and paintings on paper and plaster.

The spring semester closed with ***The Annual Juried Student Art Exhibition***, a yearly juried exhibition of work in all media created by NEIU students with a declared major or minor in Studio Art or major in Graphic Design. This exhibition introduces students to the process by which they will submit their work for exhibition upon graduation and teaches students the practical aspects of presenting, pricing, and selling their art for a profit.

This summer the gallery hosted the ***Juried Community College Student Exhibition*** for the 3rd time. As word of this opportunity has spread, the number of students that submitted their work for consideration has greatly increased. Many students and their families came to the reception where awards were presented and

faculty provided tours of the art department facilities. We will continue this exhibition annually as it has proved an excellent opportunity to bring prospective students to the NEIU campus.

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

II. Program Plan

A. Long term goals

- Continue to update studio areas in response to contemporary trends in disciplines;
- Complete the Fabrication Lab/Maker Space conversion;
- Recruitment for all areas with a focus on the BFA in Graphic Design;
- Increase visibility for the department and all programs;
- Add BFA in Graphic Design to our accreditation;
- Add another design lab or a mobile classroom to augment the BFA in Graphic Design and serve more classes that require technology as part of the curriculum;
- 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.);
- Offer “boot camps” or short-term professional development seminars as fundraising initiatives;
- Put in place a weekend eight-week workshop series for high school students (early college courses);
- Continue to use assessment practices (TK20) to use in program assessment.

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

1. Faculty

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 for each discipline and the **ceramics area** has been without a TT faculty member since 2011. The **painting and drawing area** has been without a TT faculty member since 2014. It is very important to have someone as the key faculty member in a studio area 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 studio area. The ceramics concentration serves the studio art concentration, is a

BA 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

Art and Technology: Make Space/Fabrication Lab: FA 112

The department yet again has to reinvent a space in the department to accommodate a new studio. We have decided to remove an existing studio area that was severely under enrolled and repurpose the related studio space. We have also removed the area of concentration from the curriculum. By undertaking a studio rehab, we will be able to adequately populate the Art and Technology space with equipment that relates to the curriculum and expand on practices that were already in place in the previous and much smaller space. This endeavor began in Spring 19 and we hope to have the studio ready for classes to be officially scheduled by Fall 20.

Additional Design Lab

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

Laptop Cart/Mobile Classroom

As stated in previous reports, the department is not allocated new spaces for studio needs and has relied on reinventing and remodeling studios when the need arises to update student resources in relation to curriculum. Since acquiring an additional dedicated lab seems a bit out of reach at this point in time, the department plans to request funding for a mobile classroom in the form of a laptop cart. This mobile classroom will consist of 20 MacBook Pros loaded with the Adobe Creative Cloud Suite and will be able to be used in Foundations courses, Art + Tech courses and Graphic Design courses. Course scheduling will be improved as our dedicated spaces will not dictate course offerings and we will be able to use the laptop cart directly in a class that needs it, especially if the other two classrooms are booked.

Fall 2020 Accreditation Visit

The department has a National Association of Schools of Art and Design accreditation visit scheduled for November 2020. There will be various studio improvements and deferred maintenance that we will need to request support from Facilities Management.

Short-term goals for FY20:

- Complete the repurposing of FA112 into the Makerspace, which will involve adding equipment and working with Facilities;
- Plan for our Fall 2020 accreditation visit from the NASAD;
- Strengthen our new Visiting Artist Program in the department;
- Better incorporate fundraising activities into 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 overhaul safety documents in each studio to comply with new Safety Data Sheet (SDS) format;
- Increase enrollment via recruitment efforts by actively reaching out to all two-year institutions and area high schools;
- Revise and update recruitment materials;
- Continue recruitment efforts on and off campus and introduce Saturday Art Department open houses with activities for visitors;
- Investigate new ways and respond to student feedback about how to foster community among art and design majors;
- Continue to improve advising in the department;
- Improve alumni relations and better tracking of alumni;
- Update the department name to “Art + Design” to better reflect our offerings.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Carreño, Dubhe

This Quiet Dust Ceramics: NY NOW 2019, Javits Convention Center, New York, NY

Duffy, Katie

Materials: Hard and Soft, Greater Denton Arts Council, Denton, TX

NeoGeo, Mono8 Gallery, Manila, Philippines

The Eventualities Come, Terrault Contemporary, Baltimore, MD

Residency (Award):

Vermont Studio Center Residency, Johnson, VT

ChaNorth Residency, Pine Plains, NY

Artist Talks/Workshops:

Visiting Artist, Williams College Art History & Studio Art Department,
Decolonizing Pedagogy Series, Williamstown, MA

Visiting Artist, University Of North Texas, College of Visual Arts & Design,
Denton, TX

Visiting Artist, Rutgers, Camden College of Arts & Sciences Young and Active
Series, Camden, NJ

Generator MakerSpace Artist Talk and Coding Workshop, Burlington, VT

Kommanivanh, Chantala

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

Artist Talk

Artist Talk for *Between Two Worlds*, Cornell University, Ithaca, NY

Collection

Herbert F. Johnson Museum, Permanent Collection. Ithaca, NY

Porterfield, Mary

Art on Paper, Weatherspoon Art Museum, Greensboro, NC

Dubuque Biennial, Dubuque Museum of Art, Dubuque, IA

Award

Museum Purchase Award, Art on Paper Exhibition, Weatherspoon Art
Museum, Greensboro, NC.

Sacic, Vida

New Impressions in Letterpress 2019, York College, York, PA

Animated Type Showcase, University of Arizona, Tuscon, AZ

Sieger, William

Grant

€1,660.00 grant from the European Union's Erasmus Plus program to represent
NEIU at International Staff Week 2019, a conference on international university
studies, held at the Universidad Rey Juan Carlos, Madrid, Spain

Xu, Shencheng

Artist Lecture

"*American Public Sculpture*" Tsinghua University, Beijing, China

2. Book Chapters, Regional Exhibitions or Performances

Ambriz, Kim

Supplies for Viable Living, Moving Crew, Catich Gallery, Saint Ambrose
University, Davenport, IA

Criner, David

David Criner & Margie Criner, The Nest, Michigan City, IN

Duffy, Katie

Get It For Cheap, traveling exhibition, The Costume House, Toronto, Ontario

Get It For Cheap, traveling exhibition, SOIL Gallery, Seattle, WA

Get It For Cheap, traveling exhibition, The Hole, New York, NY

Artist Talk/Workshops:

WTF is New Media Panel, Curator and Organizer, Terrault Gallery,
Baltimore, MD

Kommanivanh, Chantala

Su Kwan (Calling of the souls), Union Art Gallery at University Wisconsin-Milwaukee, Milwaukee, WI

Krueger, Deanna

Mango Madness: The Studios' Members Show, The Studios of Key West, Key West, FL

EcoFest 2019 Vital Art Project - Promethean Orbit, Gateway Technical College, Lake Building, Racine, WI

Mathews, Nate

Rockford Midwestern Biennial Exhibition, Rockford Art Museum, Rockford, IL

Porterfield, Mary

Solo Exhibition, Indiana University-Northwest, Gary, IN

Sacic, Vida

New Impressions in Letterpress 2019, Hamilton Wood Type Museum, Two Rivers, WI

Conference/Presentation

Traveling Home (conference presentation/lecture), Makeready: A Letterpress Symposium for Educators, Hamilton Wood Type & Printing Museum, WI

Sills, Neva

Water, James May Gallery, Algoma WI

Supplies for Viable Living, Moving Crew, Catich Gallery, Saint Ambrose University, Davenport IA

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

Altamirano-Ruiz, Juan

The Journey, The Gallery @ A+C Architects, Skokie, IL

Figure, Form, and Body, Salt Air Gallery, Chicago, IL

Carreño, Dubhe

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

This Quiet Dust: "One of a Kind Show: Holiday," Merchandise Mart, Chicago, IL

This Quiet Dust: "One of a Kind Show: Spring," Merchandise Mart, Chicago, IL

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

Publication

"The Chicago Ceramicist Making Dance-Influenced Dishware - Dubhe Carreño Celebrates the Beauty in Asymmetry". Chicago Magazine, March 2019

Criner, David

Recent Paintings, Bloom Yoga Studio, Chicago, IL
Art Open House, Anois Studios, Dixon, IL
Inside the Box, Arts of Life Open Gallery, Glenview, IL
One Step Beyond II, Green Exchange, Chicago, IL
One Inspired Evening, benefit auction, Venue West, Chicago, IL
Seventh Annual Art Competition, Bridgeport Art Center, Chicago, IL
Winter Glow, Arts of Life Open Gallery, Glenview, IL
Faculty Biennial, NEIU Fine Arts Center Gallery, Chicago, IL
One Step Beyond, Workshop 4200, Chicago, IL
Earth Bound, Hofheimer Gallery, Chicago, IL
Arte al Rescate, benefit auction for Puerto Rico, Workspace 4200, Chicago, IL

Duffy, Katie

Alveolar Acidosis, Comfort Station, Chicago, IL (as PIXELFACE)
NEIU Biennial Faculty Exhibition, NEIU Fine Arts Center Gallery, Chicago IL

Residency (Award):

Artist Residency, Latitude, Chicago, IL

Artist Talk/Workshop:

Data Modulation Workshop, Latitude, Chicago, IL

Kommanivanh, Chantala

Landscaped, Elephant Room Gallery. Chicago IL

Grant

DCASE Individual Artist Grant

Krueger, Deanna

Glitzern, MIX + MINGLE (A Pop Up), Galerie Graystone, Chicago, IL
Shards – Connecting the Intangible – Mixed Medical Media of the New Age, The Union League Club of Chicago, Third Floor Gallery
enLIGHTen, The Art Center – Highland Park, Highland Park, IL
24th EVANSTON + VICINITY BIENNIAL, Evanston Art Center, Evanston, IL
Artists' Atlas: Mapping Their Journey, State Street Gallery at Robert Morris University, Chicago, IL

Mathews, Nate

Bad News, Ralph Arnold Gallery, Loyola University Chicago, Chicago, IL
Two Person Exhibition, Gretchen Charlton Art Gallery, Presence Health, Kankakee, IL

Awards

Committee on Organized Research Grant, Northeastern Illinois University
Summer Research Stipend, Northeastern Illinois University

Porterfield, Mary

Solo Exhibition, Elmhurst College, Elmhurst, IL
Sub(urban), Hyde Park Art Center, Chicago, IL
Evanston Biennial, Evanston, IL

Award

Juror's Choice Award, Evanston Biennial, Evanston Art Center, Evanston, IL
Project Development Grant, Illinois Arts Council
City of Chicago's Department of Cultural Affairs and Special Events Grant

Press/Reviews:

Elliot Reichert. "Art Top 5: March 2019," NewCity Art, February 27, 2019 (the group exhibition (Sub)urban recommended at the Hyde Park Art Center)
<https://art.newcity.com/2019/02/27/art-top-5-march-2019/>

Sacic, Vida

Remnants: Works on Paper (three-person exhibition), Studio Oh Gallery, Chicago, IL

Faculty Biennial, NEIU Fine Arts Center Gallery, Chicago IL

Chicago Characters presented by Society of Typographic Arts, theMART, Chicago, IL

Stay Golden (three-person exhibition), 50,000 ft, Chicago IL

Award

NEIU Research/Creative Activities Travel Fund Award

Press

VoyageChicago, Art & Life with Vida Sacic,

<http://voyagechicago.com/interview/art-life-vida-sacic/>

Conference/Presentations

A Tool for Understanding (conference presentation/lecture), Design Incubation Colloquium 5.1, DePaul University, Chicago, IL

Sills, Neva

Neva Sills and Kristin Ingram, Cornelia McNamara Events, Chicago IL

Xu, Shencheng

Adorned Spaces Exhibit, Chicago, IL

Faculty Biennial, NEIU Fine Arts Center Gallery, Chicago IL

Public Sculptures:

Swing Time, The 18th Annual Chicago Sculpture Exhibit

Rise Up, 2019 LPCC Clark Street 3D Art Show

Gourd Man III, The Chicago Flower and Garden Show, Navy Pier, Chicago

The 2019 US National Snow Sculpting Championship, Lake Geneva

6. Service**Duffy, Katie**

New Media Caucus Communications Committee Chair

Border Control Symposium at the University of Michigan Planning Committee

Team Member (built website)

Co-Director Langer Over Dickie Gallery, Chicago, IL

Maker Day, with the NEIU Library & Art + Design Department (creative coding and tech-based making events for families), Northeastern Illinois University

Ronald Williams Library, Chicago, IL

B. Student Achievements

27th Annual Student Research and Creative Activities Symposium

The department had 20 majors present their work at the symposium this year:

Juaquin Mendoza
Kevin Moran
Jiayi Tan
Meghan Ewald
Katrina Ramirez
Zinder Wright
Rabia Tayyabi
Luz Miranda
Matthew Nowaczyk
Edgar Cruz
Taylor Fujisawa
James Sturnfield
Shirley Vargas
Jennifer Zhagui
Kellie Jarr
Alyssa Moslosky
Janno Juguilon
Michael Maura
Anneliese Will
Georgiana Moise

Art Department Student Merit Awards

Criterion: Art students are given this award based on the evaluation of a work of art selected for the Annual Art Department Juried Student Show. Each year a different juror is chosen from among Chicago area artists, critics, and educators. This year's juror was Darryl Terrell, the first artist in the new Visiting Artist Program in the department. Awards are based on technical ability, conceptual depth, and/or aesthetic achievement.

Award: Monetary

Recipients:

Best in Show (1):	Xena Lopez
Best in Show (2):	Michael Maura
Best 2D:	James Sturnfield
Best 3D:	Sara Orozco-Galvan
Honorable Mention:	Rabia Tayyabi

Other Student Achievements

Simone Riley, current Graphic Design BFA candidate, was awarded a competitive opportunity to participate in Printers Camp 2019, a fully funded program at the Maryland Institute College of Art (MICA) in Baltimore. The 10-day immersion program offered student training in design through letterpress printing with world-renowned faculty. The program is intended to inspire a new generation of creatives and artists by working with the distinctive design assets of the historic Baltimore letterpress company Globe Poster. This nation-wide competitive program has limited enrollment and is fully funded by the NEA.

C. Alumni News

Graduate School

James Welch (BA '18) was accepted to the University of Kansas, Lawrence MFA program in Expanded Media. James received full funding for three years.

Jessica Banko (formerly Sabello) (BA' 14) was accepted to the Masters of Library Science program at University of Alabama.

Damian Loma (BA '16) is in his second year in the MDes program at University of Illinois-Chicago (Fully funded) and is now working as a staff graphic designer at UIC in the department of Bioengineering.

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

Eloise Heinrich (BA '16) graduated with her MFA in Ceramics from the Cranbrook Academy of Art.

Brandon Sherrod (BA '15) earned his MFA in Visual Arts Program at University of Chicago.

Rebby Montalvo (BA '14) is in her second year in the PhD program for Digital Arts and Experimental Media (DXARTS) at University of Washington.

Katrina Ramirez (BA '19) was accepted to both the Chicago School of Professional Psychology M.A. program in Clinical Psychology and Adler for the M.A. program in Art Therapy (she chose CSPP).

In other alumni news:

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

Lisa Stefaniak (BA '13), continues to curate exhibitions at Gallery Oh!, located in the Pilsen Arts District and is now the gallery owner/ director.

Students with positions in the applied field of Graphic Design:

Felicia Akus (BA '16): Graphic Design Intern, ARTSPACE 8

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

Erica Briggans Jones (BA '14): Freelance Production Designer, Macy's NYC

Christa Forgione (BA '16): Graphic Designer and Media Analyst, SE10 LLP

Joey Grant (BA '16): Graphic Designer, Freeosk, Inc - recently promoted to a Senior Designer.

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

Sofia Park (BA '14): Graphic Designer, Pepper Group

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

Susenna Turner (BA '17): Graphic Design Intern, Quicksilver Associates

BIOLOGY

Annual Report 2018 – 2019

Submitted by **John M. Kasmer**

I. Executive Summary

I am again pleased to report that the Department of Biology remains productive and healthy, that we continue to serve our students well, and that we continue to both make progress toward our goals and to set new goals, having finally emerged from several years of fiscal crisis.

We had two major changes in staffing during this year. First, Dr. **Kimble** retired (effective in August 2019); we thank her for her years of dedicated service to the department and our students, and wish her a happy and long retirement! However, we were fortunate to have been able to balance out this loss of a faculty member by being permitted to conduct a search for a new tenure-line faculty member. With the conclusion of this successful search, we are delighted to welcome Dr. **Beth Reinke** to the department. She studies the evolution of color in animals, helps strengthen our ability to offer course in organismal biology, and we have every reason to believe that she will be another outstanding teacher and researcher in the department.

Our faculty and staff members continue to be recognized for professional excellence. First, congratulations to Dr. **Rumschlag-Booms**, who was awarded tenure and promotion to Associate Professor, Dr. **Stojković**, who was awarded promotion to full Professor (on the basis of exceptionality), Dr. **Slate**, who was awarded a Professional Advancement Increase, and Dr. **Kimble**, who was awarded status as Professor Emerita upon her retirement. Next, we congratulate Dr. **Voisine**, who was awarded an Erasmus+ Fellowship to spend a week interacting with faculty and students at the University of Warsaw (Poland) in May 2019, was accepted as a Fulbright Specialist in June 2019, and was awarded a sabbatical leave for Fall 2019, which she will spend teaching and doing research at the University of Heidelberg (Germany). In addition, we have continued a long tradition of having faculty and instructors being recognized with excellence awards. When awards were announced for the 2017-2018 academic year, Drs. **Geddes**, **Voisine**, and **Schirmer** received Faculty Excellence Awards (for Service, Teaching and Research, respectively), and Dr. **Readley** was recognized with an Instructor Excellence Award. In addition, Dr. **Cantú** received a Summer 2019 Research Project Stipend, and Drs. **Bolterstein** and **Schirmer** were awarded grants from the Committee on Organized Research. It is rewarding to see so many of our faculty (continue to) be recognized for their good work and their dedication to our students and their disciplines.

In terms of research and grant-supported activities, the NIH-MARC program (Co-PIs Church (Psych), **Stojković** and Hibdon (Math)) graduated its fourth cohort of MARC scholars, and was renewed for another five years. The MARC program again sponsored seminars from two distinguished scientists, including Dr. Mitchell Singer, Professor of Microbiology and Molecular Genetics, University of California, Davis, and Dr. Gustavo Arrizabalaga, Professor of Pharmacology and Toxicology, Indiana University School of Medicine. Having the support to bring such renowned scholars to our campus and interact with our students is a terrific opportunity for our students and our faculty.

Student enrollment and student successes: Overall undergraduate enrollment again declined modestly, with a total of 317 majors (compared to 362 in Fall 2017) and 31 graduate students (essentially unchanged from last year). Again, at least some of the decline in undergraduate students is likely due to the fact that we graduated another near-high number of undergraduates (93 essentially unchanged from last year, and close to the record high of 104 from two years ago), but the decline is almost certainly also a function of demographic changes affecting almost all of the state universities in Illinois and the lingering negative impact on university-wide enrollment of the state budget impasse that was finally resolved this year.

Students have continued to be academically successful (40 of our 317 majors made the Dean's list in Fall 2018) and extraordinarily active in conducting research with faculty both here at NEIU and at other institutions in the Midwest. Students presented their results at both local and national/international venues, with over 70 different students involved in making over 93 presentations (most with multiple authors, and up from the 85 presentations made last year). Much of the research conducted by students in the department was funded by grants made to our faculty members through the NEIU Student Center for Science Engagement, and we thank the SCSE for this support.

II. Program Plan

A. Long-term goals

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

- 1) Assemble and cultivate a diverse faculty with expertise that spans the major disciplines within biology, from ecology to organismal to cell and molecular biology;
- 2) Continue to strive to know the student populations that we serve, and ensure that we provide coursework and other experiences that will help them satisfy their academic needs and achieve their career goals;
- 3) Provide enough different courses and enough sections of specific courses to satisfy student demand (by both non-majors, majors and graduate students) and simultaneously provide opportunities for each faculty member to teach a variety of courses in their fields of interest;
- 4) Ensure that tenured/tenure-track faculty are invested and involved in the teaching of both general education classes and the introductory courses for majors;

- 5) Maintain an undergraduate curriculum that provides students with broad exposure to sub-disciplines in biology, and the technical and communication skills that they will need to succeed in the workplace or graduate school, but that is flexible enough to let them complete their degree requirements more quickly and pursue subjects of interest to them;
- 6) Review our undergraduate curriculum and identify ways to attract new students through new degree (e.g., concentrations within the B.S. in Biology for Secondary Education and for Environmental Biology) and/or certificate programs (e.g., in Biotechnology, Applied Ecology, The Biology of Public Health);
- 7) Develop collaborations and partnerships with other programs in the college that facilitate the development or enhancement of interdisciplinary curricular offerings (e.g., developing courses to support the STEAM minor, contributing to the Biochemistry Concentration in the B.S. in Chemistry and crosslisting courses to support that concentration, and engaging in discussions with Math regarding development of a minor in Biomathematics);
- 8) Review, revise and rejuvenate our graduate curriculum, so that our graduate course offerings are more relevant to our students' needs and interests, and to ensure that a sufficient variety of courses is offered on a regular basis so that students are able to complete the required course work in a timely fashion; and
- 9) Increase faculty involvement in the day-to-day activities of the department, in short- and long-term planning of teaching and research activities in the department, and to maintain faculty representation on and involvement in college- and university-wide committees and activities.

B. Projected needs

1. Faculty and staff: We currently have 13 tenure-line faculty in the department (including the chair; 14 if we include Dr. Stern, Dean of the College of Graduate Studies & Research, who is actually an active researcher in the department). Complemented by 12 (11 FTE) instructors, we are adequately-positioned to meet most of the demands of our students. [*and repeated from last year*] However, we also continue to desperately need to have our office staffing increased. During the budget impasses, we lost one half-time office person, leaving us with just one Administrative Aide to deal with not only her extensive administrative and budgetary responsibilities, but also with the day-to-day needs of 25 faculty members, three other civil-service staff members, and the 320 majors and 1,000-1,500 students we serve each semester. Objectively, we need an additional full-time Office Manager in order to fully and effectively satisfy the needs of the department and our students.

2. Facilities and Equipment: [*repeated from last year*] Primarily because we have access to funds generated by course charges (lab fees), we have continued to be able to maintain and make modest updates to our teaching and research spaces and inventory of equipment. However, unless our state budget lines for student aides, commodities, and contractals are restored to make up for cuts that have been made over the past decade, and our equipment and travel lines restored to non-zero amounts, we will be hard-pressed to meet the needs of our curricular offerings and research activities. We

hope that a combination of increased budget lines and targeted grant-writing will help to fill this gap going forward.

3. Other Resources: [*also repeated from last year*] At this point in time, the major constraint on our ability to support faculty and faculty research continues to be a lack of research space, and must be addressed in the immediate future. With our current number of tenure-line faculty members and several non-tenure line faculty being engaged in research with students, we continue to be hard-pressed to provide support for research conducted by faculty and by faculty working with both undergraduate and graduate students. Thus, as I indicated in the last several Annual Reports, it remains essential that we renovate an existing space as soon as possible (either converting BBH-105 or the DNA Analysis Suite in BBH-324/328A/328B) into a dedicated faculty research lab.

III. Accomplishments

A. Faculty Research/Creative Activities (Note that throughout this entire document, the names of **faculty members** are in bold, the names of undergraduate students are underlined, and the names of *graduate students* are italicized.)

3. Articles and Abstracts, Local Exhibitions or Performances:

Cassidy, D., D.G. Epiney, C. Salameh, L.T. Zhou, R.N. Salomon, **A.E. Schirmer**, and **E. Bolterstein**. 2019. Evidence for premature aging in a *Drosophila* model of Werner syndrome. *Experimental Gerontology* 127:110733.

Geddes, P. Spring 2019. Too many cattails? An expert visits the Class of 1918 marsh. Friends of the Lakeshore Nature Preserve Newsletter. Preserve! 18(2):7.
<https://www.friendslakeshorepreserve.com/uploads/2/6/9/3/26931781/2019-spring-preserve-newsletter.pdf>

Jadin, R.C., C. Blair, M.J. Jowers, A. Carmona, and J.C. Murphy. 2019. Hiding in the lianas of the tree of life: molecular phylogenetics and species delimitation reveal considerable cryptic diversity of New World vine snakes. *Molecular Phylogenetics and Evolution* 134:61-65

Kantoja, A., **P. Geddes**, and J.C. Puentes. October 2018. Conference on catalyzing progress in undergraduate STEM education: Insights from Midwestern HSIs. Medley, October issue, pages 1-2. Midwest Area Diversity and Equal Opportunity Council, Agricultural Research Service, United States Department of Agriculture.
<https://www.ars.usda.gov/ARUserFiles/50000000/Medley/MedleyOct2018.pdf>

Poudyal, P. Fromme, J.C.H. Spence, K. Moffat, S. Westenhoff, M. Schmidt, and **E.A. Stojković**. 2018. Structural basis for light-control of cell development revealed by crystal structures of a myxobacterial phytochrome. *IUCrJ*. 2018 Aug 29;5(Pt 5):619-634. doi: 10.1107/S2052252518010631.

Prete, F.R., A.E. Schirmer, S. Patel, C. Carrion, G.M. Prete, B. van Alphen, and G.J. Svenson. 2019. Rhythmic abdominal pumping movements in praying mantises (Insecta: Mantodea). *Fragmenta entomologica* 51(1):29-40. doi: <https://doi.org/10.4081/fe.2019.332>.

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

Sgouros, K., L.M. Page, **S. A. Orlofske**, and **R.C. Jadin**. 2019. A revised molecular phylogeny reveals polyphyly in *Schistura* (Teleostei: Cypriniformes: Nemacheilidae). *Zootaxa* 4559(2):349–362.

Simon, M.A., M. Fitzgibbon, C. Ciecierski, J.M. Cooper, E. Martinez, L. Tom, J. Kanoon, J. Feinglass, R. Warnecke, M. Stuart, **M. Stern**, L. Filus, and R.A. Winn. 2019. Building cross-institutional collaborative infrastructure and processes: Early lessons from the Chicago Cancer Health Equity Collaborative. *Prog Community Health Partnerships* 13:5-13. PMID: 31378727.

Slate, J. E., R.F. Adler, J.E. Nibdon Jr., S. Mayle, H. Kim, and S.A. Srinivas. 2019. Multidisciplinary approach to incorporating computational thinking in STEM courses for preservice teachers. *In* (M. Reardon, ed.) *Integrating Digital Technology in Education*, Information Age Publishing Inc.: Charlotte, NC.

Wiwatpanit, T., S.M. Lorenzen, **J.A. Cantú**, C.Z. Foo, A.K. Hogan, F. Márquez, J.C. Clancy, M.J. Schipma, M.A. Cheatham, A. Duggan, and J. Garcia-Anoveros. 2018. Trans-differentiation of outer hair cells into inner hair cells in the absence of INSM1. *Nature* 563(7733):691

Woitowich N.C., A.S. Halavaty, P. Waltz, C. Kupitz, J. Valera, G. Tracy, K.D. Gallagher, E. Claesson, T. Nakane, S. Pandey, G. Nelson, R. Tanaka, E. Nango, E. Mizohata, S. Owada, K. Tono, Y. Joti, A.C. Nugent H. Patel, A. Mapara, J. Hopkins, P. Duong, D. Bizhga, S.E. Kovaleva, R. St Peter, C.N. Hernandez, W.B. Ozarowski, S. Roy-Chowdhuri, J.H. Yang, P. Edlund, H. Takala, J. Ihalainen, J. Brayshaw, T. Norwood, I. Poudyal, P. Fromme, J.C.H. Spence, K. Moffat, S. Westenhoff, M. Schmidt, and **E.A. Stojković**. 2018. Structural basis for light-control of cell development revealed by crystal structures of a myxobacterial phytochrome. *IUCrJ*. 2018 Aug 29;5(Pt 5):619-634. doi: 10.1107/S2052252518010631.

4. Conference Presentations and Invited Talks

2018 FACULTY RESEARCH & CREATIVE ACTIVITIES SYMPOSIUM - 16 NOV 2018

Cantú, J. Metabolic processing by the mTORC1 pathway in the zebrafish yolk cell.

Bolterstein, E., R. Salomon, M. McVey, C. Corso, D. Cassidy, D. Onofrei, C. Salameh, and L. Zhou. Modeling Werner Syndrome in *Drosophila*.

Prete, F.R. 25 Years of battling academic hegemony, gender stereotypes and political power: deconstructing the mantis visual system in the service of helping children.

Slate, J. Discovery of unreported sponge taxa, with potential as species new to science, from the Chicago Area.

REGIONAL MEETINGS

Bolterstein, E., R. Salomon, M. McVey, C. Corso, D. Cassidy, D. Onofrei, C. Salameh, and L. Zhou. Modeling Werner syndrome in *Drosophila*. Midwest *Drosophila* Research Conference, Monticello IL. (oral presentation) 4 Nov 2018.

Geddes, P. 2018. Identifying cattail species and their hybrids using molecular markers: Lessons learned. UMISC-NAISMA Conference (Upper Midwest Invasive Species Conference and North American Invasive Species Management Association). Rochester MN. (oral presentation). 15-18 Oct 2018.

Kretlow, A., M.A. Feist, K.F. Doyle, and **P. Geddes.** 2019. Graceful cattail (*Typha laxmannii*) found in Southeast Wisconsin. Wisconsin Wetlands Association Annual Conference, Madison WI. (poster) Feb 2019.

NATIONAL MEETINGS

Bolterstein E., R. Salomon, M. McVey, D. Cassidy, D. Onofrei, C. Salameh, and L. Zhou. Using WRNexo mutant *Drosophila* to model aging and oxidative stress. Environmental Mutagenesis and Genomics Society 49th Annual Meeting, San Antonio TX. (poster & oral presentations) 22-26 Sept 2018.

Cantú, J.A. Zebrafish in the Classroom: Training The Next Generation of Scientists. 2018 Society for the Advancement Chicanos and Native Americans in Science Annual Conference, San Antonio, TX. Oct 2018. (invited speaker)

Olfelt, J., M. Lee, and C. Johnson. Field trip leader: North Fork of the Whitewater River. BOTANY 2018 Annual Meeting, Rochester MN, 21-25 July 2018.

Prete, F., S.D. Kemerer, and T. Mortenson. Think outside the box – Design and deploy a dynamic safety training strategy. American Society of Safety Engineers Annual Conference, San Antonio TX, 2 June 2019.

Schirmer, A.E., B.L. Smarr, A.L. Ishami, and M. Vujnovich. Analysis of learning management system logs identifies interactions between social jetlag, gender, and academic performance. 2019 Society for Neuroscience Annual Meeting, Chicago IL. (poster)

Stojković, E.A. and M. Schmidt. Myxobacterial phytochromes as light-regulated enzymes suitable for XFEL studies. 7th BioXFEL Annual Conference, San Diego CA (invited talk). Feb 2019.

INTERNATIONAL VENUES:

Stojković, E.A. Light control of cell development revealed by crystal structures of Myxobacterial phytochromes. International Phytochrome Workshop – Collaborative Research Center. Freie Universiteit, Berlin, Germany (invited seminar). Oct 2018.

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

INVITED TALKS

Geddes, P. 2018. When what you see may not be what you get: Identifying cattail species and their hybrids using molecular markers. Illinois Natural History Survey and University of Illinois at Urbana-Champaign. (oral presentation). 9 Oct 2018.

Geddes, P. 2018. Identifying cattail species and their hybrids using molecular markers: Lessons learned. Biology Colloquium. University of Wisconsin, Madison. (oral presentation). 15 Nov 2018.

Geddes, P. 2019 (21 April). The invasion of the cattails. Podcast: In Defense of Plants. <http://www.indefenseofplants.com/podcast/2019/4/21/ep-209-invasion-of-the-cattails>

Schirmer, A. Effects of photopollution on circadian activity rhythms. 2019 Lincoln Park Zoo Symposium Series, Chicago IL.

5. Funded grants

Church, B. (PI), with co-PIs **E.A. Stojkovic** and J. Hibdon. NIH Maximizing Access to Research Careers (MARC) grant: 1 T34 GM105549-01 NU-STARs for Northeastern Illinois Student Training in Academic Research in the Sciences. Award: \$1,850,000. May 2014-May 2019. (*successfully renewed in May 2019 for another 5 years till 2024*)

Kolack, H. (PI), with co-PIs **J. Olfelt**, and M. Graham). NEIU Noyce Scholar Program #1660785: University and Community College Collaboration for STEM Teacher Education: Northeastern Illinois University & City Colleges of Chicago Noyce Mathematics and Biology Scholars Program. Funding Organization NSF. Award: \$1.45 million. 2017-2020.

Activities: Recruitment, scholarships and training for STEM students planning secondary education careers in high needs schools.

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

During Spring 2019 and Summer 2019, Geddes was in charge of recruiting the first cohort of students for the grant, which resulted in 21 students joining the program in Fall 2019.

Stern, M. (co-Investigator: sub-award from Ithaca College). NIH–NIGMS: R15 GM122001 (AREA – Academic Research Enhancement Award). \$345,043 (\$164,997 awarded to NEIU), 3 yrs (Feb 2017 – 30 Jan 2020). “Signaling Specificity Mediated by the *C. elegans* FGF Receptor Tyrosine Kinase”.

*This R15 grant supports work being done in collaboration with Te-Wen Lo (Ithaca College, NY) and Cindy Voisine, and investigates two major processes that are regulated by the FGF receptor (EGL-15) in the nematode model system *C. elegans*: fluid homeostasis, and the guidance of the migrations of a pair of myoblasts that give rise to the egg-laying muscles. A major goal of this grant is to characterize the genes identified in 33 mutations previously identified, determine their molecular identities, and establish whether they define this alternate coupling mechanism that can mediate the fluid homeostasis response to EGL-15 stimulation.*

Stern, M. (Role: Co-Chair, Internal Advisory Committee). NIH–NCI: U54 CA202995 (CPACHE - Comprehensive Partnerships to Advance Cancer Health Equity). \$17.4M (\$4.0M awarded to NEIU), 5 yrs (Sept 2015 – Aug 2020). “The Chicago Collaborative to Promote and Advance Cancer Health Equity” (ChicagoCHEC)

ChicagoCHEC is a collaborative, NCI-supported effort involving three major Chicago universities (Northwestern University; University of Illinois, Chicago; and Northeastern Illinois University) that aims to reduce cancer health inequities in the greater Chicago metropolitan area. The goal for NEIU of this collaborative, tri-institutional “Center” is to increase our cancer research capacity. This is broadly defined, including increasing the number of students and faculty involved in cancer research efforts, increasing the number of funded grants that support cancer research, and increasing the education and training opportunities for our students to prepare for cancer research and broader health science careers.

Stojkovic, E.A. (PI) NSF EARly-concept Grants for Exploratory Research (EAGER) grant BIO-MCB 1839513: Development of a Genetic System Directing Multicellular Development of Myxococcales. Award: \$150,000. July 2018-June 2019.

Stojkovic, E. (PI; BioXFEL collaborator: M. Schmidt). NSF BioXFEL Science and Technology Center Awards: Z/E Isomerization in Phytochromes from Myxobacteria. Award: \$115,000. April 2019-current.

6. Service

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

Booms, E. Contributing Editor- *American Journal of Microbiology*

Prete, F. Associate Editor, *International Journal of Comparative Psychology*, member of the Scientific Advisory Board for *Fragmenta Entomologica*

Schirmer A. Member of the Chicago Symposium series on Excellence in Math and Science Education Planning Board.

Schirmer, A. Elected member of the Illinois District 72 school board.

Voisine, C. Secretary, Chicago Society for Neuroscience.

B. Student Achievements

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

10th Annual Student Center for Science Engagement Research Symposium, 21 September 2018

Avila, Rocio, Phoenix Toboz, and **C. Voisine**. Mapping the movement of the amyotrophic lateral sclerosis associated protein TDP-43 from cell to cell using *C. elegans*. (poster)

Ballasch, Jake, Allison Kish, and **P. Geddes**. Using microsatellites to identify a potential invasive population of the graceful cattail (*Typha laxmannii*) in the Midwest. (podium)

Epiney, Derek, and **E. Bolterstein**. WRNexo's role in responding to oxidative stress in *Drosophila melanogaster*. (poster)

Fritz¹, Annie, Ninorta Dammo¹, Juliet Salivo, Rima Rebiai¹, S. Tsonchev (Chemistry), K.T. Nicholson (Chemistry), and **E.A. Stojković**. Structural characterization of bacteriophytochromes by scanning probe microscopy. (poster) ¹Chemistry

Hamm, Alexis L., David Alvarado, and **E. Booms**. Assessing essential oils and their components as mutual prodrugs against multi-drug resistant *Pseudomonas aeruginosa*. (poster)

Hernandez, Noemi, Alivia Heuer, Hannah Nuszen, and **J.A. Cantú**. Autophagy gene Ulk1b potentially responsible for yolk digestion in zebrafish (*Danio rerio*) embryos. (poster)

Heuer, Alivia, Noemi Hernandez, Hannah Nuszen, and **J.A. Cantú**. RUVBL-1 knockdown in the zebrafish yolk related to the mTOR signaling pathway. (poster)

Ishami, Annick Laure, Michael Vujnovich, B.L. Smarr (UC Berkeley), and **A.E. Schirmer**. Seasonal patterns of social jetlags and academic performance between different genders. (poster)

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

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

López-Martinez, Caroline, and **F.R. Prete**. Responses to headband mounted ERM haptic actuators driven by the DRV2605 integrated circuit library. (podium)

Milutinovic, Rolan and **E. Bolterstein**. Characterizing SOD1 mutants to measure oxidative stress in *Drosophila*. (poster)

Naveda, Gabriela, Tetyana Perchyk, **E. Bolterstein**, Elisabeth DiNello, Humerah Ahmed, C. Gallemore (Lafayette College, PA), T. Liu (GES), and **A. Schirmer**. Effects of photopollution on circadian activity rhythms. (podium)

Noda, Moraima, Y. Cheng (U Iowa), S. Rodman (U Iowa), M. Espinosa-Cotton (U Iowa), A.L. Simons (U Iowa). The combination of cetuximab and interleukin-1 α increases antitumor response in head and neck squamous cell carcinoma (HNSCC). (poster)

Nuszen, Hannah, Noemi Hernandez, Alivia Heuer, and **J.A. Cantú**. Expression patterns of the tumor suppressor genes, NF2a AND NF2b in the cerebrum of zebrafish. (poster)

Onofrei, Deborah, Vada Becker, and **E. Bolterstein**. Characterizing the role of GlaiKit in oxidative stress in *Drosophila melanogaster*. (podium)

Palalay, Jessica, Victoria Puccini de Castro, Omar Payan Parra, Mariya Stefinko, **C. Voisine**, Te-Wen Lo, and **M.J. Stern**. Identifying new FGF receptor signaling components in *C. elegans*. (poster)

Puccini de Castro, Victoria, Jessica Palalay, Omar Payan Parra, Mariya Stefinko, **C. Voisine**, T-W. Lo (Ithica College, NY), and **M. Stern**. Identifying new components mediating fibroblast growth factor receptor signaling in *Caenorhabditis elegans*. (poster)

Premarathna, Stefanie, Lindsey Walker, and **M. Kimble**. Relative survival of SODX39 and CATn1 mutant *Drosophila melanogaster* exposed to acetaminophen during larval development. (podium)

Salim, Samah, Michael Konecki (Teacher Ed), Stuart Thiel (Mathematics), **J. Slate**, and R. Adler (Computer Science). The mosquito-borne Zika virus as a means to introduce modeling to biology students. (poster)

Salivo, Juliet, Jeremy Gingrich (Michigan State University), Almudena Veiga-Lopez (Michigan State University). Effect of bisphenol S on gap junction intercellular communication in theca cells. (poster)

Simpson, Jr., Glenn, Estefania Long, Nkosi Evans, M. von Konrat (Field Museum of Natural History), and **T. Campbell**. Air biomonitoring using moss bags: a pilot study. (podium)

Sticha, Amy, Peter Bleka, Hannah Nuszen, Alivia Heuer, Greg Cox, and **J. Cantú**. The role of TP53i11 in regulating apoptosis of Rohon-Beard neurons during zebrafish development. (poster)

Vargas, Astrid, Brenna Dooley, Kerald Gonzales (Chemistry), **S. Mungre**, and J. Su (Chemistry). Cell proliferative effect of INGAP-P and its analogs on two cell types involved in diabetic complications. (poster)

Vujnovich, Michael A., Annick Laure Ishami, B.L. Smarr (UC Berkeley), and **A.E. Schirmer**. Seasonal patterns of learning management system logins interact with chronotype and social jet lag to impact academic performance. (poster)

Walker, Lindsay, Stefanie Premarathna, and **M. Kimble**. Analysis of the effects of chronic APAP exposure on the development of *Drosophila melanogaster*. (poster)

Yalda, Emily T., Jason M. Block, and **E.A. Booms**. The inhibitory effects of soil bacteria on *Batrachichytrium dendrobatidis*. (poster)

Zeka, Xhulio and **F.R. Prete**. Cellular organization of the brain and thoracic ganglia of the praying mantis. (poster)

Northeastern Illinois University 27th Annual Student Research & Creative Activities Symposium. 12 April 2019

PODIUM PRESENTATIONS

Hamm, Alexis, Kyle Reynen, and **E.A. Booms**. Essential oils and their components as inhibitors against multidrug resistant *Pseudomonas aeruginosa*.

Hernandez, Naomi, Alivia Heuer, Hannah Nuszen, and **J. Cantú**. Autophagy gene Ulk1B potentially responsible for yolk digestion in zebrafish (*Danio Rerio*) embryos.

Nagy, Les, and **P. Geddes**. Measuring the effects of an urban plant restoration on the structure and function of soil microbial communities.

Nicodemus, Phil, and **P. Geddes**. Comparison of microbial functional diversity associated with artificial wetlands in an urbanized river system.

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

Perchyk, Tetyana, **E. Bolterstein**, and **A. Schirmer**. Effect of photopollution on the activity of *Drosophila melanogaster*.

Premarantha, Stefanie, and **M. Kimble**. Effect of acetaminophen exposure on expression levels of antioxidant genes in *Drosophila melanogaster* larvae.

Puccini de Castro, Victoria, Jessica Palalay, Omar Payan Parra, Mariya Stefinko, and **C. Voisine**. A genetic screen to identify new FGFR signaling components in *C. elegans*.
Bernard Brommel Award for Best Podium Presentation

Salamaeh, Charlotte, and **E. Bolterstein**. The effect of stress on *Drosophila* deficient in Werner protein.

Sikora, Natalia, Stefanie Premarantha, and **E. Bolterstein**. Expression analysis of antioxidant genes in mutant and wild type *Drosophila melanogaster*.

Vujvonovich, Michael, Annick Lare Ishami, and **A. Schirmer**. Seasonal patterns of learning management system logins interact with chronotype, social jet lag, and gender to impact academic performance.

POSTER PRESENTATIONS

Abdi, Abdullah, Aakash Balaji, (Northwestern University), and **C. Voisine**. Biofilm production in *Clostridioides (Clostridium) difficile* epidemic strain Dh/Nap11/106.

Alava, Xenia and John Varga (Northwestern University). Inhibition of Il-6/Jack/Stat pathway decreases fibrosis in Tgf Beta-treated fibroblasts.

Becker, Vada, and **E. Bolterstein**. Characterizing the role of glaikit in oxidative stress and embryonic development in *Drosophila melanogaster*.

Block, Jason, Emily Yalda, and **E. Booms**. It's a bacteria thing: bacterial inhibition of Chytrid fungus.

Carrillo, Melissa, Juan Sanchez, Moraima Noda, and **E. Stojkovic**. Crystal structures of a phytochrome from the non-photosynthetic Myxobacterium *S. aurantiaca*.

Cox, Greg, and **J. Cantú**. Analysis of *Danio rerio* (zebrafish) Lamtor3 Crispr knockouts and the effects on embryotic yolk digestion and pigmentation.

Epiney, Derek, and **E. Bolterstein**. WRNexo's role in responding to oxidative stress in *Drosophila melanogaster*.

France, Sara, Angelica Adams, Katie Bargo, Michael McShan, and **J. Slate**. Epizoic organisms found on two captive snapping turtles.

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

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

Milutinovic, Rolan, and **E. Bolterstein**. Superoxide dismutase: baseline for characterizing oxidative stress in *Drosophila*.

Palalay, Jessica, Victoria Puccini de Castro, Omar Payan Parra, Mariya Stefinko, and **C. Voisine**. Identifying a potential new Fgf receptor signaling component in *C. elegans*.

Sticha, Amy, and **J. Cantú**. The role of Tp53I11 in regulating apoptosis of Rohon-Beard neurons during zebrafish development.

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

Zeka, Xhulio, and **F. Prete**. Cellular organization of the brain and thoracic ganglia of the praying mantis.

ILSAMP (Illinois Louis Stokes Alliance for Minority Participation Program) CONFERENCE, Lisle IL. 23-24 Feb 2019.

Aliva, Rocio, Phoenix Toboz, and **C. Voisine**. Mapping the movement of the Amyotrophic Lateral Sclerosis associated protein TDP-43 from cell to cell using *C. elegans*. (poster)

Becker, Vada, Deborah Onofrei, and **E. Bolterstein**. Characterizing the role of Glaitit in oxidative stress in *Drosophila melanogaster*.

Epiney, Derek and **E. Bolterstein**. WRNexo's role in responding to oxidative stress in *Drosophila melanogaster*. **1st Place Poster in Molecular Biology**

Hernandez, Noemi and **J. Cantú**. The ULK1b autophagy gene potentially responsible for yolk digestion in zebrafish. (oral) **3rd Place Oral Presentation in General Biology**

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

Noda, Moraima, Denisse Feliz, Dorina Bizhga, Alberto Orama, Krista Lotesto, Heidy Cure and **E.A. Stojkovic**. The molecular mechanism of photomorphogenic response in the non-photosynthetic Myxobacteria *S. aurantiaca* and *M. fulvus*. **1st Place Oral Presentation in General Biology**

Palalay, Jessica, Victoria Puccini de Castro, Omar Payan Parra, Mariya Stefinko, C. Voisine, T-W. Lo, and M. Stern. Identifying a potential new Fgf receptor signaling component in *C. elegans*. (poster)

Puccini, Victoria, Jessica Palalay, Omar A. Payan Parra, Mariya Stefinko, C. Voisine, Te-Wen Lo, and M.J. Stern. A genetic screen to identify new FGFR signaling components in *C. elegans*. (oral) **2nd Place Oral Presentation in Molecular Biology**

Vujnovich, Michael A., Annick Laure Ishami, B.L. Smarr (UC Berkely), and A.E. Schirmer. Seasonal patterns of learning management system logins interact with chronotype and social jet lag to impact academic performance. **1st Place Poster in General Biology**

Midwest Drosophila Research Conference, Monticello IL, 3-4 November 2018.

Epiney, D. and E. Bolterstein. WRNexo's role in responding to oxidative stress in *Drosophila melanogaster*.

Milutinivoc, R. and E. Bolterstein. Superoxide dismutase: baseline for characterizing oxidative stress in *Drosophila melanogaster*.

Onofrei, D., V. Becker, C. Corso, R. Milutinivoc, C. Salameh, and E. Bolterstein. Characterizing the role of Glaikit in oxidative stress in *Drosophila melanogaster*.

2nd Chicago Area Worm Meeting, University of Illinois at Chicago, May 2019.

Jan, Jazmine and C. Voisine. Developing a model to screen for small molecule treatments that reduce AGEs using *C. elegans*. 2nd Chicago Area Worm Meeting, University of Illinois at Chicago, May 2019. (poster)

Khlopas, Yuriy and C. Voisine. Cytoplasmic aggregates of human TDP-25 protein in *C. elegans* challenge proteostasis. 2nd Chicago Area Worm Meeting, University of Illinois at Chicago, May 2019. (poster)

Palalay, Jessica, V. Puccini de Castro, J.E. Webb, C. Gaudenzi, X. Alava, O. Payan Parra, M.Stefinko, C. Voisine, T-W. Lo, and M. Stern. A potential new component that mediates the regulation of fluid homeostasis in *C. elegans*. 2nd Chicago Area Worm Meeting, University of Illinois at Chicago, May 2019. (poster)

Puccini de Castro, Victoria, J. Palalay, J. E. Webb, C. Gaudenzi, X. Alava, O. Payan Parra, M. Stefinko, C. Voisine, T.-W Lo, and, M. Stern. A genetic screen to identify new FGFR signaling components. (oral)

Toboz, Phoenix, Carmen Nussbaum-Krammer, and **C. Voisine**. Cell to cell spreading of TDP-43 fragments may lead to toxicity in *C. elegans*. (poster)

OTHER REGIONAL VENUES

Abdi, Abdullahi, Aakash Balaji, Egon A. Ozer, Larry Kociolek (C. Voisine). Biofilm production in *Clostridioides (Clostridium) difficile* epidemic strain Dh/Nap11/106. Midwest Clinical and Translational Research Meeting, Chicago, IL, April 2019. (poster)

Abdi, Abdullahi, Aakash Balaji, Egon A. Ozer, Larry Kociolek (C. Voisine). Biofilm production in *Clostridioides (Clostridium) difficile* epidemic strain Dh/Nap11/106. 15th Annual Research Scholar's Day, Stanley Manne Children's Research Institute, Northwestern University Feinberg School of Medicine, Chicago, IL, May 2019. (poster)

Toboz, Phoenix, Carmen Nussbaum-Krammer, and **C. Voisine**. Cell to cell spreading of TDP-43 fragments may lead to toxicity in *C. elegans*. Chicago Society for Neuroscience Annual Meeting, Northwestern Memorial Hospital, April 2019 (poster)

Toboz, Phoenix, Carmen Nussbaum-Krammer, and **C. Voisine**. Cell to cell spreading of TDP-43 fragments may lead to toxicity in *C. elegans*. 24th Annual Midwest Stress Response and Molecular Chaperone Meeting, Northwestern University, Evanston, IL, January 2019. (poster)

Toboz, Phoenix, Carmen Nussbaum-Krammer, and **C. Voisine**. Cell to cell spreading of TDP-43 fragments may lead to toxicity in *C. elegans*. 8th Annual Les Turner Symposium on ALS and NeuroRepair, Prentice Women's Hospital, Chicago, IL, November 2018. (poster)

Wallace, D., *P. Nicodemus* and **P. Geddes**. How effective are artificial floating wetlands in improving ecosystem health? Chicago Botanic Garden NSF Research Experiences for Undergraduates Symposium. Glencoe, IL. August 2018.

SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) NATIONAL MEETING, San Antonio TX. 11-13 October 2018.

Aliva, Rocio, Phoenix Toboz, and **C. Voisine**. Mapping the movement of the Amyotrophic Lateral Sclerosis associated protein TDP-43 from cell to cell using *C. elegans*. (poster)

Becker, Vada, Debbie Onofrei, and **E. Bolterstein**. Characterizing the role of Glaikit in oxidative stress in *Drosophila melanogaster*.

Epiney, Derek and **E. Bolterstein**. WRNexo's role in responding to oxidative stress in *Drosophila melanogaster*.

Hamm, Alexis and **E. Booms**. Assessing essential oils and their components as mutual pro-drugs against multi-drug resistant *Pseudomonas aeruginosa*.

Hernandez, Noemi and **J. Cantú**. The ULK1b autophagy gene potentially responsible for yolk digestion in zebrafish. (poster)

Jan, Jazmine and **C. Voisine**. Developing a model to screen for small molecule treatments that reduce AGEs using *C. elegans*. (poster)

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

Palalay, Jessica, Victoria Puccini de Castro, Omar Payan Parra, Mariya Stefinko, C. Voisine, T-W. Lo, and M. Stern. Identifying a potential new Fgf receptor signaling component in *C. elegans*. (poster)

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

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

ABRCMS (Annual Biomedical Research Conference for Minority Students), Indianapolis IN. 14-17 November 2018.

Milutinivoc, R. and E. Bolterstein. Superoxide dismutase: baseline for characterizing oxidative stress in *Drosophila melanogaster*.

Onofrei, D., V. Becker, C. Corso, R. Milutinivoc, C. Salameh, and E. Bolterstein. Characterizing the role of Glaikit in oxidative stress in *Drosophila melanogaster*.

OTHER NATIONAL VENUES

Abdi, Abdullahi, Aakash Balaji, Egon A. Ozer, Larry Kociolek (C. Voisine). Biofilm production in *Clostridioides (Clostridium) difficile* epidemic strain Dh/Nap11/106. American Society of Microbiology Microbe Conference, San Francisco, CA, June 2019. (poster)

Onofrei, D., V. Becker, C. Corso, R. Milutinivoc, C. Salameh, and E. Bolterstein. Characterizing the role of Glaikit in oxidative stress in *Drosophila melanogaster*. Environmental Mutagenesis and Genomics Society 49th Annual Meeting, San Antonio TX. 22-26 Sept 2018.

2nd Place for Best Student Poster

INTERNATIONAL VENUES

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

Puccini de Castro, Victoria, Jessica Palalay, Jason E. Webb, Carolina Gaudenzi , Xenia Alava, Omar Payan Parra, Mariya Stefinko, C. Voisine, Te-Wen Lo, and M. Stern. A genetic screen to identify new FGFR signaling components. 22nd International *C. elegans* Conference, Los Angeles, CA, June 2019. (poster)

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

AWARDS:

Victoria Puccini de Castro and Phoenix Toboz received Travel Awards from the Genetics Society of America to attend the 22nd International *C. elegans* Conference, Los Angeles, CA (June 2019)

Abdullahi Abdi received a Travel Trainee Award to attend Midwest Clinical and Translational Research Meeting, Chicago, IL (April 2019)

Noemi Hernandez and Victoria Puccini de Castro received Travel Awards from SACNAS to attend the 2018 SACNAS National Diversity in STEM Conference, San Antonio, TX (October 2018)

Isabel Vargas was awarded the national Student Staff Member of the Year Award by American Campus Communities. She was one of six RAs at The Nest, NEIU's student housing facility, before a recent promotion to assistant resident director. She has been a staff member since 2016, when the building opened. Vargas is a Biology major in her senior year at Northeastern, and plans to graduate in May 2019 and pursue a master's degree to become a physician's assistant.

Also see notes of awards for presentations at conferences and symposia in the preceding section.

ACCEPTANCE TO HEALTH-PROFESSIONAL PROGRAMS:

Angel Aguilar (B.S.) will begin a Physician Assistant graduate program at Dominican University in January 2020.

Rolan Milutinovic (expected graduation date with B.S. in Spring 2020) was accepted to University of Minnesota Dental School and will begin in August 2020.

Michael Navarro was accepted into Universidad Autonoma de Guadalajara (MX) School of Medicine.

Charlotte Salameh (B.S. 2019) was accepted to the University of Illinois at Chicago Dental School.

Ameera Samad was accepted into the Biomedical Science Masters Programs at Rosalind Franklin University, Roosevelt University (where she will matriculate) and Robert Morris University.

ACCEPTANCE TO OTHER PROGRAMS & GRADUATE PROGRAMS:

David Alvarado was accepted to PhD program in Food Science and Human Nutrition at the University of Illinois at Urbana-Champaign.

Leslie Carrillo (B.S. 2016, and MARC Scholar) was accepted to PhD program in Biochemistry at the University of Illinois at Chicago.

Aly Cervantes was accepted to and began studies in 2018 in the M.S. program in Natural Resources and Environmental Science at the University of Illinois at Urbana-Champaign.

Jodi Ann Christian was accepted to the Teach for America program, Chicago-Northwest Indiana region.

Jason Dilley (M.S. 2018) was accepted into the Master of Arts in Teaching Program at North Park University, beginning in Fall 2019.

Beth DiNello (B.S.) was accepted to the M.S. program in Physiology and Biophysics at the University of Illinois at Urbana-Champaign.

Robert Fidis (B.S. 2016, and MARC Scholar) was accepted to PhD program in Biochemistry at Michigan State University, Lansing, MI.

Lynnette Murphy (B.S. Environmental Science, 2019) was accepted into the Masters of Public Affairs-Master of Science in Environmental Science (MPA-MSES) degree program at Indiana University Bloomington, beginning in Fall 2019.

Gabi Naveda (B.S.) was accepted to the M.S. program in Nutrition at the University of Illinois at Chicago.

Omar Payan-Parra (B.S.) began his Ph.D. program in IBiS at Northwestern University in Fall 2018.

Juan Sanchez (M.S. 2019) was accepted to PhD program in Biophysics at the University of Wisconsin, Madison, WI.

C. Alumni News

Yaiyr Astudillo-Scalia (B.S. 2019) earned her Ph.D. from Arizona State University in Environmental Life Sciences. Her dissertation title was “Evaluating the use of surrogates of marine mammal species representation in biodiversity conservation planning”. She also received the Ed Pastor Outstanding Graduate Student (Hispanic convocation, and was a finalist for the Faculty Women's Association Distinguished Graduate Award.

Robert Fidis (B.S. 2016) and three other graduate students from Michigan State University went to Capitol Hill in Feb 2019 to talk to different representatives regarding the importance of science funding. To read more on his experience in Capitol Hill, please check out the MSU news release: <https://natsci.msu.edu/news/msu-biochemistry-graduate-students-advocate-for-science-on-capitol-hill/>

Marie Kroger (M.S.) earned her PhD in Microbiology from UMass Amherst (in April 2019) and has accepted a postdoctoral position at Los Alamos National Laboratory in New Mexico.

Ronen Ostro (B.S. 2017) is now at the Integrated Biomedical Sciences master's program at the Graduate College at Rush University, where he's researching heart muscle cells while gaining mentors and experiences that will serve him well as he continues his journey to becoming a physician. (Profiled on Rush's website: <https://www.rushu.rush.edu/news/following-his-heart-and-researching-yours>)

Jazmine Rios (B.S. 2013) is the Wildlife Management Coordinator at the Lincoln Park Zoo, and is pursuing her M.S. at DePaul University.

Charles Sandusky was offered a job with the U.S. Geological Survey (USGS) as a Hydrologic Technician at the New England Water Science Office, Northborough, MA.

In January 2019, alumna (B.S., M.S.) Nicole C. Woitowich, PhD spoke to Loyola's Women in STEM Club. She is a biologist and biochemist who is now associate director of the Women's Health Research Institute at Northwestern University's Feinberg School of Medicine, and is an advocate and champion for women in STEM and medicine.

Salina Wunderle (B.S. 2012) is Senior Horticulturalist for the greenhouses at the Chicago Botanic Garden, Wilmette IL.

CHEMISTRY

Annual Report 2018-2019

Submitted by John Albazi

I. Executive Summary

The undergraduate degree program in chemistry at NEIU fulfills the needs of students with diverse academic goals. The program is accredited by the *American Chemical Society (ACS)* and meets the standards established by the ACS committee on Professional Training. This is confirmed by the yearly submission of the ACS report. The submitted report for 2018-2019 was done electronically by implementing a new reporting and review system called Chemistry Program Approval and Review System (CPARS). The curriculum provides the requisite background for students planning to attend graduate or professional schools in chemistry, medicine, dentistry, pharmacy, and other professional health fields. In addition to the chemistry courses in traditional disciplines, the department also offers specialized courses in environmental chemistry, medicinal chemistry, pharmacology, toxicology and bio-organic chemistry. Students in the chemistry program can conduct research with the faculty of the Chemistry department or participate in internship programs at various institutions and industry (please see). The placement of NEIU chemistry majors into the workplace shortly after graduation as well as their acceptance into top rated graduate and professional programs in the country validates the strength of our program. The chemistry department is proud of the success of all its graduates and strives to excel by designing new course work and programs to help NEIU students achieve their educational and career goals.

During 2018- 2019, the chemistry department has finalized its work in the establishment of an *undergraduate concentration in Biochemistry*. This concentration has been approved by FCAA and Provost for inclusion effective Fall 2019. In addition, it has been included in the University Catalog. Students who graduate from the Biochemistry program will acquire a wide range of skills to ensure that they will meet the demands of professional roles in the industry and the public sector. Besides gaining a fundamental understanding of concepts in biochemistry, biochemists will gain hands-on experience in a wide range of practical and analytical methods typically used in a modern biochemical laboratory. The program will also provide the most well-rounded education for students planning to enter a biochemistry graduate program or professional schools such as medicine or pharmacy. Additionally, graduates from this concentration will have a variety of employment opportunities available. Those choosing not to pursue advanced training in graduate or medical school can find employment working in pharmaceutical and biotechnology companies. Pharmaceutical companies hire biochemists into research and development positions or in areas of quality assurance and regulatory processes. Biochemistry graduates also go into fields of

applied biochemistry such as forensic science, dietetics, nutrition and medical diagnostics. Understanding biochemistry provides many opportunities for complementary careers, in a diverse range of jobs from sales and marketing to science journalism, and from teaching to patent law. Most studies predict a shortage of chemists of all types, making job markets excellent for many years to come.

The master's in chemistry program provides graduate education for students planning careers in industry, business, teaching or planning additional graduate work or professional studies. There are four options available in the program; the General Program Concentration, Separation Science Concentration, Business-oriented Separation Science Concentration and the Chemical Education Concentration. Students in the program can follow the *Separation Science Concentration* in order to prepare for careers in pharmaceutical, cosmetics and food industries as well as environmental laboratories. The *General Program Concentration* prepares students to enter professional schools or to continue further graduate work in chemistry. The *Chemical Education Concentration* serves in-service middle and high school teachers who attained a bachelor's degree in chemistry and hold a teaching certification/license to become highly qualified teachers trained in advanced chemistry and pedagogical content knowledge of teaching science in secondary schools. They will also be well prepared to conduct research in the area of Chemical Education or teach at 2-year colleges.

The work on modifying the existing *MS in Chemical Education to include Teaching Certificate* was discussed during CAS Chairs and SCED program meeting and was followed by several meetings with Dr. Huseyin Colak, Edu Inquiry and Curriculum Studies. The work on establishing the "*Business-Oriented Separation Science Concentration Graduate Program*" is finalized during 2018-2019. This graduate concentration option has been approved by FCAA and Provost for inclusion effective Fall 2019. In addition, it has been included in the University Catalog. The *Business-Oriented Separation Science Graduate Program in Chemistry* will serve chemists working in the Pharmaceutical, Cosmetic and Food Industries who would like to advance into management positions. Students in this program will be provided with advanced training beyond what could be achieved if the Separation Science and the Business Administration were pursued independently. The following Business Administration skills would include but are not limited to:

- Budget planning and management
- Supervisory responsibilities of existing projects
- Development of new project applications or opportunities
- Cost analysis and management
- Equipment maintenance and procurement
- Recruiting
- Communication within the corporate structure (upper management)

We believe that the *Business-Oriented Separation Science Graduate Program* will give students competitive advantage in the workplace and serve as a magnet to attract new students to Northeastern Illinois University.

During 2018-2019, the Chemistry Faculty worked to redesign laboratory experiments and move towards a new era of *Green Chemistry*. This new design utilizes less expensive materials and reduce chemical waste which not only saves money but also demonstrates good environmental stewardship. This goal will be fully implemented in the General Chemistry I and General Chemistry II labs with the following actions taken:

- a. Elimination of extremely hazardous compounds such as lead, Arsenic, sodium cyanide
- b. Replacing plastic weighing boats with weighing papers
- c. Recycling reagents used by the students such as 0.1M Silver nitrate
- d. Scaling down volumes and masses of the prepared solutions
- e. Consistent set of lab experiments taught by several instructors
- f. Replacing experiments with more greener alternatives
- g. Insure that students empty their waste solutions in a central receiver and let instructor to add them to a waste bottle

The Chemistry faculty continue to be actively engaged in research. During the 2018-2019 academic year, Dr. Stefan Tsonchev extended his research work in using atomic force microscopy (AFM) to understand the structure of bacteriophytochromes (BphPs). Together with Ken Nicholson (Chemistry) and Emina Stojkovic (Biology), and with students from chemistry and biology, they extended their liquid cell AFM characterization of BphPs molecules. In collaboration with colleagues at Northwestern and elsewhere, Dr. Tsonchev continues to develop methods and computational algorithms for nano and micro-scale systems for which there are no known computational procedures. Among other things, his studies are focused on the elucidation of the mechanisms of channel crossing in the cell membrane by charged polymers such as DNA and RNA. A strong emphasis during last year in his research group was made on the synthesis and properties of carbon nanodots intended to be used in a variety of applications, such as contaminant detection and analysis, HPLC columns, and biological studies. Dr. Tsonchev has also refereed numerous articles submitted to ACS Journals and was awarded a certificate of recognition for this work. Dr. Jing Su served as a reviewer for journals *Sensors*, *Water* and *Pharmaceutics* and as a research advisor for two chemistry students in the McNair program and the NU-STAR MARC program. Her student Gabriela Martinez-Ramirez was accepted to the PhD program in Chemistry at the Loyola University Chicago. Dr. Denana Miodragovic was the recipient of Student Center for Science Engagement award for the summer research project, "Syntheses, characterization, and anticancer activity of Pt(II) and Pt(IV) arsenoplatins", NEIU, 2019. Along with Dr. O'Halloran T.V. (Northwestern University), Dr. Miodragovic has successfully patented her research work on the Arsenoplatin – Anti-cancer Agents on November 2018.

The Chemistry students have also been active in conducting research with faculty, and in presenting their results at both local and national conferences. Students were involved in two presentations at the *PITTCON International Conference* in Philadelphia, and four presentations in the *NEIU 27th Annual Student Research and Creative Activities Symposium*. Students also participated in the *SACNAS* and

ABRCMS conferences as well as the *NEIU Student Center for Science Engagement Research Symposium*. The research work conducted by most of these students was supported by the Chemistry Department or by grants made to our faculty members from the NEIU Student Center for Science Engagement. In addition to the above, twelve students defended their Master Thesis research work and graduated. Furthermore, Darya Urupina is pursuing her Ph.D. at IMT-Lille-Douai (France) and Gabriella Martinez-Ramirez, Monika Rasic, and Sara Abuhadba continuing their Ph.D. program at Loyola University.

The Chemistry faculty continues to be actively involved in serving the college and the university. Dr. Ken Nicholson continues to serve on the Environmental Science Working Group and as the Academic Advisor for the Environmental Science Program. He taught ENVI 301, Field Methods in Environmental Science, for the program during the Fall 2019 semester. Dr. Jing Su represents the chemistry department to the Student Center for Science Engagement executive committee. Dr. Jing Su also continues to serve on the College of Arts and Sciences Academic Affairs Committee. She also serves as the Chemistry Department Undergraduate and Graduate Advisers. Dr. Albazi has successfully organized the *NEIU 10th Annual Faculty Research and Creative Activities Symposium* held on November 15, 2019. Forty-nine faculty from the colleges of Arts and Sciences, Business and Management, Education and the College of Graduate Studies and Research participated by presenting their research projects or creative activities. In addition, one faculty from Truman College, and three Emeritus professors participated in this event by presenting their research work or creative activities. Dr. Albazi has also successfully organized the *NEIU's 27th Annual Student Research and Creative Activities Symposium* on April 19, 2019. Over 300 students participated in presenting one hundred ninety-three projects of research or creative activities. Over 100 faculty participated as Faculty Sponsors, session Presidents, and Discussants. This year, we hosted 11 students from the University of San Francisco de Quito from Ecuador, 6 students from Truman College, and 5 students from Wright College who participated by presenting their research work or creative activities at the symposium. I was delighted to be selected as the keynote speaker during the luncheon program. The topic of my presentation was “**Believe in your goal and make it a reality**”.

During 2018-2019, the chemistry department has intensified its efforts in recruiting students. The *Student Handbook for Undergraduate Majors* was revised. This book provides programmatic information for students transferring from the City of Chicago Colleges, College of Lake County, Triton College, Oakton Community College, Harper College, and Morton College. It specifies specific community college courses that meet prerequisites for the major and the equivalent courses at NEIU. It also provides contact information, basic information about the major, admission and degree requirements, General Education requirements and transfer policies. The *Graduate Student Handbook* has also been revised. This handbook contains important information including the most recent faculty publications as well as presentations. These two handbooks are delivered electronically to our graduate and undergraduate students along with potential candidates. In addition, the recruitment was intensified by adopting the following action plan:

- a. Implementing open access advising 2 hours a day Monday through Thursday.
- b. Increasing the number of undergraduate advisors to 4. In addition, I actively involve in advising undergraduate students not only during summer but also through the academic year.
- c. Engaging our current students in the recruiting process.
- d. Reaching out and meeting with newly admitted transfer students who are intended to major in chemistry and who are not yet enrolled in classes.
- e. Organizing the Chemistry Department Capstone Series by utilizing more invited external speakers.
- f. Increasing the role of the Chemistry Club in networking our program to the university community as well as community colleges.
- g. Motivating students to become involved in research early in their undergraduate work.

Enhancing safety in the chemistry labs was, as always, our priority. The following achievements were accomplished for year 2018-2019:

- i. The lab audit for the Chemical Concept Lab BBH 210 was conducted. Minor issues were reported based on the suggestions that came up during the Audit. These issues were immediately corrected to make the lab space fully compliant with safety rules.
- ii. One incident occurred related to lab safety this year (on December 12th). A graduate student accidentally spilled trifluoro acetic acid in BBH 232. No personal injuries occurred. The spill was contained, and the area was thoroughly decontaminated. The damaged floor tiles were repaired. An incident report was filed and reviewed by the safety committee. Corrective actions were immediately implemented.
- iii. The Research Experiment SOP form was modified to a digitally fillable form to conveniently capture all the safety hazards related to the research work that is conducted in the department. Each student that does research should fill the form for departmental safety approval prior to beginning work. This form will help to eliminate risk of chemical exposure or physical harm during conducting research. This form will capture the details of the research with a thorough safety review.
- iv. Safety signs (Globally Harmonized System) which are placed outside the labs were updated to communicate the hazards within and made sure every lab is safety compliant.
- v. Properly disposed of Hazardous waste, and maintained hazardous waste sheets with details, listing the contents and composition. The unused old chemicals were also disposed.

- vi. Maintained proper chemical storage by keeping the flammable solvents in flammables cabinets, corrosives in corrosives cabinets and oxidizers in separate storage cabinets.
- vii. All the faculty and lab assistants were trained on the new GHS (Globally Harmonized System of Classification and Labeling of Chemicals) Training (Haz Chem 2019).
- viii. All the new student aides and graduate assistants were provided Training on chemical hygiene plan and other relevant SOP's
- ix. IEMA Laser/X ray inspection was done in BBH117. No issues found

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

II. Program Plan

A. Long Term Goals:

1. To continue efforts to recruit and retain students to our undergraduate as well as graduate program,
2. To continue motivating students to become involved in research early at their early stages in their undergraduate work to improve student learning, student skills, student retention, and the effectiveness of the Chemistry program.
3. To continue to develop interdisciplinary directions through designing new courses and improving existing ones through collaboration with the STEM programs, in particular, in the areas of Chemistry and Biology, and Environmental Science.
4. To continue working with the Chemistry Faculty to redesign laboratory experiments and move towards a new era of Green Chemistry.
5. To maintain the guidelines established by the American Chemical Society (ACS) Committee on Professional Training.
6. To continue to fully implement the Chemical Hygiene Plan and to maintain our labs as a safe environment.
7. To continue working with the College of Education to extend the MS IN CHEMICAL EDUCATION to include MS IN CHEMICAL EDUCATION CONCENTRATION WITH A TEACHING CERTIFICATE.
8. To continue organizing the NEIU Student Research and Creative Activities Symposium

9. To continue organizing the NEIU Faculty Research and Creative Activities Symposium

B. Projected Needs

1. Faculty

Recently, the Chemistry Department has developed a new Biochemistry Concentration track which has already attracted more than fifteen majors since it was introduced in the Fall 2019 semester. The number of Biochemistry concentration majors is expected to continue to increase, as seen when a similar program was introduced by Loyola University of Chicago. To reach this goal, we hope that the department will receive two faculty lines with an emphasis in Biological Chemistry and Bioorganic chemistry. We understand the financial stress that NEIU is currently suffering, but this is an absolute requirement for the survival of the Department. This will increase the number of tenure track faculty to seven as it was in year 2012. A Department such as this with all its commitments may need eight faculties to function properly.

2. Students

- a. Increase in student aid money to hire chemistry students to support teaching labs.
- b. Increase in the number of Graduate Merit Tuition Scholarship to support our graduate program.

3. Equipment

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

4. Space

- a. As the department grows, we need more space for faculty research. Faculty is still using some of teaching labs for research work.
- b. We are also in need of renovation of the BBH 210 lab which is used to teach the lecture and lab components of Chemical Concept course. This course is the only one we offer to teach a general education course with a lab.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Publications

2. Articles and Abstracts, Local Exhibitions or Performances

Jing Su, Thiol-Mediated Chemoselective Strategies for In Situ Formation of Hydrogels, Gels 2018, 4(3), 72

Brown-Xu, S., Fumanal, M., Gourlaouen, C., Gimeno, L., Quatela, A., Thobie-Gautier, C., Blart, E., Planchat, A., Riobe, F., Monnereau, C., Chen, L., Daniel, C., Pellegrin, Y., “Intriguing Effects of Halogen Substitution on the Photophysical Properties of 2,9-(Bis)halo-Substituted Phenanthrolinecopper(I) Complexes”, *Inorg. Chem.*, 2019, **58**, 7730-7735.

Miodragović DU, Merlino A, Swindell E, Marzo T., Bogachkov A., Ahn R., Abuhadba S, Ferraro G, Mazar AP, Messori L, and O’Halloran TV, Arsenoplatin-1 is A Dual Pharmacophore Anti-Cancer Agent, *JACS*, 141 (16) (2019) 6453-6457.

3. Conference Presentations, Group Shows

Jing Su, Sue Mungre, Kerald Gonzales, Irvin Garcia, Paras Metha, Jazmine McDougald and Rich Xue “*Developing Peptide Drugs for Diabetes: the INGAP Peptide and Analogs*”, Invited oral presentation at North Park University, Chemistry Department, (October 2018)

Ken Nicholson, “Peer Enhanced Experiential Research (PEERS) in STEM”, National American Chemical Society conference in Orlando, FL (2018)

John Albazi and Ammar Albyati, “The Power of DryLab® Modeling Software in Method Development and Robustness Validation for Separation of Seven Pharmaceutical Active Ingredients Using Reversed- Phase Liquid Chromatography,” PITTCON International Conference, Philadelphia, (March 2019).

Stefan Tsonchev Presented at the weekly Department of Chemistry seminar at Loyola University, (September 2018)

John Albazi, keynote speaker at the NEIU 27th Annual Student Research and Creative Activities Symposium titled “*Believe in your goal and make it a reality*”, (April 2019)

Stefan Tsonchev Co-authored a presentation at the 2018 Annual Biomedical Research Conference for Minority Students (ABRCMS), Indianapolis, IN, (November 2018)

4. Funded grants and registered Patents

Ken Nicholson continues to serve as a Co-PI on a NSF-IUSE grant entitled, “Peer Enhanced Experiential Research in STEM (PEERS)”. The funded amount is ~ \$450K.
Denana Miodragovic and O’Halloran TV, Arsenoplatin – Anti-cancer Agents, US Patent No. 10118938, November 6, 2018

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

Stefan Tsonchev, continue to serve as a reviewer for the *Journal of Physical Chemistry* and the journal *Nanoscale*.

Stefan Tsonchev, continue to serve as a reviewer for the *Journal of Nanoscale*.

John Albazi, continues to serve as a reviewer for the Journal of Chromatographic Science.

Ken Nicholson continues to serve as a reviewer for the ACS publication, Langmuir

Jing Su served as a reviewer for journals *Sensors*, *Water* and *Pharmaceutics*

B. Student Achievements:

1. Presentations, conference papers, symposium participation, publications

John Albazi (Chemistry) and **Ahmad Alahmadi** (Chemistry), “*Supremacy of Gradient Over Isocratic Elution in the Separation of a Sample of Nine Pharmaceutical Active Ingredients Using Reversed-Phase Separation and DryLab Modeling Software*,” PITTCON International Conference, Philadelphia, March 2019.

Maha Alamri (Chemistry) and John Albazi (Chemistry), “*Extraction & Identification of Nicotine from Hookah Tobacco Leaves Using Gas Chromatography and Reversed-Phase High- Performance Liquid Chromatography*,” PITTCON International Conference, Philadelphia, March 2019.

Gabriela Martinez-Ramirez and **Anna Kratowicz** (Chemistry) and Jing Su (Chemistry), “*A selective capture/release approach to simplify the metabolic study of drugs*”, SACNAS (2018). and ABRCMS (2018),

Gabriela Martinez-Ramirez and **Anna Kratowicz** (Chemistry) and Jing Su (Chemistry), “*A selective capture/release approach to simplify the metabolic study of drugs*” ABRCMS, (2018).

Maha Alamri (Chemistry), John Albazi* (Chemistry), NEIU 27th Annual Student Research and Creative Activities Symposium (April 2019)

Syed Sadath Kabir (Chemistry), John Albazi* (Chemistry), NEIU 27th Annual Student Research and Creative Activities Symposium (April, 2019)

Jamis Sulzberger (Chemistry), John Albazi* (Chemistry), NEIU 27th Annual Student Research and Creative Activities Symposium (April, 2019)

Gabriela Martinez-Ramirez, Anna Kratowicz, and Brenna Dooley (Chemistry), and Jing Su (Chemistry), 10th Annual Student Center for Science Engagement Research Symposium (September 2019)

Stephanie Salazar Martinez, Priscilla Carranza, Winnie Jiang, and Andrea

Valenzuela (Chemistry) and Stefan Tsonvhev (Chemistry), NEIU 27th Annual Student Research and Creative Activities Symposium (April 2019)

Andrea Valenzuela (Chemistry) and Stefan Tsonchev (Chemistry) presented at Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)(2018)

Cynthia Osuna and Alisia Dawkins (Chemistry), Stefan Tsonchev (Chemistry) presented at the 10th Annual Student Center for Science Engagement Research Symposium (September 2019)

2. Acceptance to Graduate or Professional schools:

Darya Urupina, Doctoral researcher at IMT-Lille-Douai, France

Gabriella Martinez-Ramirez, PhD program at Loyola University Chicago

Monika Rasic is continuing her PhD program at Loyola University Chicago

Sara Abuhadba is continuing her PhD program at Loyola University Chicago

Winnie Jiang, PhD program at Loyola University Chicago

Norberto Gonzalez is continuing his PhD program at Loyola University Chicago

Blaire Sorenson is continuing her PhD program at Johns Hopkins University

Rima Rebiai is continuing her Ph.D. in Biochemistry at the University of Illinois at Chicago

Atlantis Frost is continuing her Ph.D. in Chemistry at the University of Texas- Austin

Justin Ramirez is continuing a Ph.D. in Materials Science and Engineering at the University of California – Merced

Rima Rebiai is continuing her Ph.D. at the University of Illinois at Chicago

Atlantis Frost is continuing her Ph.D. program in Chemistry at the University of Texas – Austin. She began her graduate work in Fall 2016.

Mark Mau is pursuing his PHD in Chemistry at University of Texas at El Paso.

Aktham Metareehi is pursuing his PHD in Chemistry at Harvard University

Thach Nguyen continuous to pursue a Ph.D. program in Chemistry at Boston College.

Paras Menta has been accepted to Medical School at Rosalind Franklin

Dyana Younan has been accepted for Pharm. D. program at Midwestern University

C. Alumni News

Mark Majewski graduated with Ph.D. in Organic/Medicinal Chemistry from Notre Dame University and is pursuing his postdoctoral with Dr. Chris Docken dorff at Marquette University

Ralph Tobias graduated from UIC with a Ph.D. in Chemical Education

Joe Schwab, Chemistry 87 Alumnus received Ph.D. in Chemistry from the University of Illinois Urbana-Champaign and has started his own business, Hybrid Plastics Inc. in 2001. He has 27 patents listed.

Umesh Chaudhary, graduated from Iowa State with master's degree in chemistry.

Sarah Vorphal works as a science advisor for the office of Senator Bernie Sanders a in Washington, DC.

Brian Lampert completed a MA in Education at UIC and works for the Chicago Public Schools.

Michael Hermanek, Director of Quality at Piramal Pharma Solutions, Indiana

Lubna Masu, Supplier Quality Analyst at Baxter International Inc., Chicago

Sareh Nasser, Research Scientist at AMRI (Albany Molecular Research Inc.

Ahmad Alahmadi, Chemist in a Petrochemical Company, Saudi Arabia

Elham Alshaikh, Chemist in a Cosmetic Company, Saudi Arabia

Ninorta Dammo works in chemical industry in the Chicago area

Eyup Zengin, Sr. Chemist at Fresenius Kabi Pharmaceutical Company

Ganesh Sittampalli, Associate Clinical Trial Supply Manager at Novartis

Abdoulaye Diallo, Chemist at Eli-Lilly and Company

Monika Springer, M.S., Scientist II at AbbVie

Ogert Fisniku, Principal (Bioanalytical) Investigator, Abbvie

Shaheedul Alam, Sr. Scientist, R&D | Analytical Method Development and Validation | Quality System Management | Laboratory Management

Chandrakant lunagariya, Analytical Scientist III at Akron, Inc

Monica Gomez, Science Department Lead, Chicago public schools, Chicago, Illinois

Joseph Head, Titration Technical Instructor, Metrohm, Florida

Michael Hermanek, Director of Quality at Piramal Pharma Solutions, Indiana
Currently, working as a Research Chemist at Sasol in Advanced Materials Group.

Maha Alamri, Analytical Chemist at Merisant Company

Ganesh Sittampalli, Associate Clinical Trial Supply Manager at Novartis, India

Monika Springer, Scientist II at AbbVie

Shaheedul Alam, Sr. Scientist, R&D | Analytical Method Development and Validation
| Quality System Management | Laboratory Management

Ripal Patel, Hydrox laboratory Corporate, Elgin, IL

Shahzaib Syed works as a Validation Chemist at Regeneron Pharmaceuticals, New York

Evangelos Bachas, Manager at Ferrara Candy Company, Franklin Park, IL

Abdelilah Jarfaoui, Chemist at Mars, Inc., Chicago, IL

Mario Flores, Chemist at Mars, Inc., Chicago, IL

Abdel Bottos, QC Manager at Blisstex, Inc., Chicago

Kerald Gonzales, works at Avexis Novartis Company, Bannockburn, IL

Irvin Garcia, works at Avexis Novartis Company, Bannockburn, IL

Francisco Romeo, Federal Occupational Health, Chicago, IL

Richard Hernandez, Stepan Company, IL

Richard Taylor, Medline Industries, IL.

Oscar Herrera recently hired as a Research and Development Chemist - Videojet Technologies Inc., IL

Abdoulaye Dallo works at BioStorage Technologies, Inc.

Fernando Tobias works at Biological Mass spectrometric - UIC

Rafal Turek - Research Chemist R&D - AmeriCoats

Umesh Chaudhary - R&D Chemist - Sasol

Amir Siddiqui - R&D Chemist - PepsiCo

Keith Arntson - Analytical Chemist - Surmodics

Jair Mayor - Quality Prof. IV - Abbott Molecular

Anita Alhasan - Analytical Development Chemist - Blistex Inc.

Timothy Lopez - Field Service Engineer - Malvern PANalytical

Edgar Neri - QA Manager - Dhaliwal Laboratories

Vibha Deshpande - Research and Development Chemist - Bayer AG

Nasos Athanasiou, NEIU Alumnus in Chemistry, is now CEO of AVVA Pharmaceuticals.

Syed Shahbaz Ahmed, Senior Associate in Pharmacovigilance Operations, AMGen located in Thousand Oaks, California.

Chandrakant Lunagariya, a Scientist II at Therapeutic Proteins International, LLC, Des Plaines, IL has moved to Akron, Inc. where he is promoted to Analyst Scientist III.

Yating Wei, has been employed as a Chemist by Deibel Laboratories, IL

Hussain H Kayani, recently employed by Gilead Sciences, San Francisco as a Master Data Management in Laboratory Information Management System. □ **Faisal** Ahmede, recently employed by Gilead Sciences, San Francisco

Gulustan Tahmisoglu, recently employed by **Abbvie Inc.**

Eyup Zengiu, employed by Fresenius Kabi Pharmaceutical Company, IL

Rafal Turek continuous to work as a Research Chemist, R&D at AmeriCoats

Matim Shleymoon, continue to work as a chemist at AmeriCoats

Jim Sulzberger, Bioseparations, Purification, and Chromatography Principal Scientist, Bio-Rad

Monika Parad continuous to work as a chemist at Wockard, Morten Grove Pharmaceuticals, USA

Shaheed Alam continuous to work as a Senior Scientist (Analytical R & D) at Impax Pharmaceuticals, California

Syed Shahbaz Ahmed continuous to work as Drug Safety Associate at Pharmaceutical Product Development (PPD) in North Carolina

Rajeshwar Raja Continues to work at Pharmaceutics International Inc., (Baltimore).

Mohammed Aziz Shaik continues to work at ERP Analyst (Ohio).

Syed Shafeeq Ahmed Continues to work as Drug Safety Associate in California.

Syed Shahzaib Mehdi Continues to work as Validation Transcription services in New Jersey.

Mohammed Shatat Continues to work at Ingredion Incorporated in Bedford Park in Illinois

Monika Boba Continues to work at Abbvie Inc.

Taral Patel Continues to work at Abbvie Inc.

Adelf Alvarado Continues to work at Abbvie Inc.

Rose Yahghi, recently employed at Fresenius Kabi Pharmaceutical Company

Anamica Das, continues to work at Fresenius Kabi Pharmaceutical Company

Bibiayesha Behlim, continues to work at Morten Grooves Pharmaceuticals.

Lena Ghadimipour, recently employed at WuXi AppTec, Santiago

CHILD ADVOCACY STUDIES MINOR

Annual Report 2018 – 2019

Submitted by Rachel Birmingham-Hoel

I. Executive Summary

This is the third annual report in which the Child Advocacy Studies (CAST) minor stands as an independent program. CAST is comprised of faculty from Justice Studies, Social Work, Women and Gender Studies and Psychology. In the past, CAST was included within the umbrella of Justice Studies. However, it now stands alone.

Compared to other programs in the CAS, CAST is a relatively new minor. It was established eight years ago and saw substantial growth during that time (growing from 38 students to well over 130 at the highest). This is the first year that has shown a decline in CAST enrollment, which is reflective of overall trends both in the College of Arts and Sciences and at Northeastern Illinois University. Current enrollment indicates that our minor had 77 students enrolled as of Spring, 2019. While these numbers are strong relative to other academic minors, recruitment and retention continues to be a major initiative for CAST. Despite enrollment declines, it has been an exciting year for our program in that we have built several new community partnerships. Specifically, in the 2018-2019 academic year, we partnered with ten new public schools (three kindergarten or daycare programs, one preschool, three elementary schools, one high school and two additional private schools).

The Child Advocacy Studies (CAST) minor continues serve students from diverse backgrounds and academic majors. Majors represented thus far include: Social Work, Sociology, Justice Studies, Psychology, Justice Studies, History, Political Science, HRD, Art, Special Education and Interdisciplinary Studies. Finally, CAST continues to collaborate with the College of Education through work with faculty from the Counselor Education graduate program.

Student Success

Student success is measured by the number of students who successfully complete the minor, success through child advocacy either in their fieldwork or in public advocacy/activism, and the ability of students to enter into the graduate programs or professions they desire to pursue. They are also to successfully complete a mandated reporter training and exam by the end of the final course of the sequence, their internship seminar. These benchmarks have continued to be met with great success.

CAST has graduated more than 152 students, with an additional 20 graduating in the 2018-2019 academic year.

In the past year, CAST has developed new relationships within the community. Sites beyond the schools described above include: Erie Neighborhood Association, Chicago Coalition for Human Rights *Save Our Schools* initiative, Chicago Metropolitan Battered Women's Network, Morton Grove Park District, River Forrest Community Center and Young Chicago Actors. These new partnerships will continue to strengthen the footprint that NEIU has on our community.

As in years past, site supervisors continue to report that our students represent us well, and that students come prepared to contribute to fostering the wellbeing of youth in their communities. Additionally, in their final portfolios, students demonstrate a readiness to enter into their communities or move on towards graduate training with confidence and optimism. In the past academic year three students enrolled in graduate programs in counselor education, one has enrolled in a social work graduate program and another in public health. Further, several students began their post-graduate careers in child-serving institutions.

Academic Excellence and Innovation

Academic Excellence and Innovation in CAST is demonstrated through accomplishments of both faculty and students, and the application of research, public policy and activism within CAST curriculum. Student evaluations of coursework continues to be a source of information as well. Several examples of these activities in the 2018-2019 academic year are outlined below.

In the summer of 2019 four CAST students accompanied the coordinator on a study abroad trip to Geneva, Switzerland. While there, students were able to apply what they had learned in the classroom to the international stage. In fact, graduate Molly Benning was able to have an engaging discussion with the United States Representative to the International Labor organization concerning the failure of the US to ratify the convention on the rights of the child. Graduate Elena Malloy was also able to have a rich conversation with a member of the World Health Organization concerning the health and well-being of women and children globally. Finally, all students were able to question representatives from the UN High Commissioner for Refugee Rights on work to be done in the United States, and globally, for those displaced and seeking safety. This experience was transformative for our students, as they were empowered to affect change on a much larger scale than previously thought.

In addition to Geneva, students also visited Rome, Italy, to visit with the World Food Program. However, because of a major plane crash, we were not able to meet with the organization once there (several organization members were lost). Instead, students were able to gain first-hand knowledge of historical human rights violations that took place in Rome's Jewish Ghetto, as well as how this historical oppression carries on today via parallels in Italian National Policy and US national policy where refugees are concerned.

In addition to advocacy, under the mentorship of Drs. Messinger and Birmingham-Hoel, several students also developed their research and writing skills. In the fall of 2018 through spring of 2019, students engaged in data collection, analysis and presentation of results from a grant-funded initiative aimed at studying the long-term effects of child abuse and neglect on adults from sexual minority populations. Students were able to advertise the study, collect data, write reports and present results at several local and regional conferences.

Finally, evaluations of courses demonstrate that the CAST curriculum empowered them to understand issues facing children in their communities, in the United States and across the world. Anecdotal feedback from students who have gone on to graduate programs at Loyola University, Dominican University, Northwestern University and University of Illinois demonstrates that CAST prepared them for their graduate studies in public health studies and clinical mental health training.

Urban Leadership

The CAST program continues to work with youth and youth-serving organizations in the Chicagoland area, demonstrating urban leadership. As of 2018-2019 CAST students had worked with The Cook County Juvenile Detention Center, The Cook County Juvenile Probation Center, Children's Home and Aid Society, The Chicago Metropolitan Battered Women's Network, and Chicago Public Schools Urban Initiatives Program. An example of excellent student leadership in the field came from 2018 graduate Molly Benning, who mentored several young children who spoke English as a second language, and taught other CAST interns to do this work as well. Another example is CAST student Luz Miranda, who presented her own art exhibit on the treatment of women's bodies in society. While this project was part of her major, she was able to articulate and describe her work to other CAST students, as well as the general public.

Further, curriculum from the classroom continued to be used by CAST students internationally. For example, CAST alumna Lorena Buni mentored two CAST students to working with school-based initiatives that introduced youth to human rights work through discussing experiences of those living under violence in the Philippines. Finally, several CAST students work with Chicago Public Schools, and were on the front lines negotiating for teacher rights and child well-being via ensuring classroom ratios were honored, students had access to counselors and nurses and that children were able to have childcare. These same students later walked the picket lines until an agreement was made between CPS and CTU.

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.

Auman, S (2016- Present).

Chicago BodyMind (2016-Present)

In the Fall of 2016 Susan Auman opened a somatic psychotherapy practice that gives focus to trauma resolution. She has continued her work with BodyMind and community outreach through educational seminars.

Birmingham, R

NEIU Child Advocacy Club (2016-Present).

With guidance from Dr. Birmingham, CAST minors developed NEIU's Child Advocacy Club in 2016. In the spring of 2018 the club partnered with a campus sorority to facilitate the Clothesline Project.

Korda, C.

"Beyond the Signs: Being VOCAL in 2018," Voices of Community, Acceptance, & Love, Arlington Heights, IL. CK & Carmen Rodriguez, March 5, 2018, (Through "Hate Has No Home Here")

II. Program Plan

Long term goals

After taking the first group of CAST students abroad. The program is more dedicated than ever to incorporate global children's advocacy as we grow the curriculum. This will be done through engaging students via both in-class materials, and via domestic and international policy research. Finally, we have written and been awarded another grant to take students to Geneva to watch the United States Universal Periodic Review by the United Nations office of the High Commissioner for Human Rights. Students will have a live view from the gallery as the United States presents and defends its human rights record from 2016-2019. CAST aims to build more of these experiences for students moving forward.

CAST continues to work towards a post-baccalaureate summer institute, and has started 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, which will enable them to be certified child wellness experts with DCFS upon completion of an exam.

A final goal of developing a graduate certificate in Child Advocacy studies remains in sight. NEIU now offers masters degrees in Social Work, Counselor Education and Public Health. All students from these programs could benefit from having specialization in child advocacy, and building graduate courses for students in these programs will provide an excellent path to certification within these disciplines. Few programs in the country offer graduate level certificates, but the national CAST program is excited with NEIU's desire to move in this direction.

Projected needs

For Faculty:

In the summer of 2018 we hired an adjunct faculty member to help with teaching CAST 303. This occurred because one of our core faculty was unable to teach. She has proven to be an excellent addition to our program and continues to teach. However, this demonstrates our need for an additional faculty member to support program need and ensure stability in the program.

For Equipment:

The coordinator of the program is in need of a laptop, as the university provided computer is nearly six years old. Further, we need a functioning printer. Without a budget, we are still reliant on other departments and the dean's office any time we need pamphlets or marketing materials for the program. Finally, the coordinator has taken all certifications to teach online, but does not possess a camera to record lectures, or to engage with students in a virtual manner. Therefore, this equipment is needed.

For Other Resources:

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

III. Accomplishments

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

Faculty Outreach

Korda, C.

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

Faculty Research/Creative Activities

Birmingham, R.

Birmingham, R. (PI) and Messinger, A. (Co-PI). (2018-2019) The Family Conflict and Health Project. \$5,000 NEIU Research Communities Grant Recipient.

Birmingham, R. (2018). Examining Attitudes on Sibling Abuse and Neglect. Paper presented at Illinois Counsel on Family Relations. Bloomington, IL.

Messinger A., **Birmingham, R.**, Arce, J & Benning, M. (2019). The Impact of Sexual Orientation on Childhood Violence Exposure and Domestic Violence Exposure. Presentation to the Midwest Sociological Society. Chicago, IL.

Birmingham, R., Benning, M. & Arce, J. (2019). Examining experiences of sibling abuse and attitudes towards violence in sexual minority populations. Roundtable presentation to the Midwest Sociological Society. Chicago, IL.

Alumni News

Betend, E. Child Welfare Specialist at Hephzibah Children's Association in Chicago, IL.

Blakenship, Celeste. PhD Student at William James College in Norwood, Mass.

Brito, A. Coaching at Midtown Educational Foundation in Chicago, IL.

Greglunas, N. Homeless Advocate at Safe Haven in Chicago, IL.

Huziar, D. Completed MSW in Social work at NEIU in Chicago, IL.

Kukula, M. Completed Masters in Counselor Education and working as a Special Education paraprofessional in Chicago, IL.

McGinnis, J. Completed MSW in Social work at NEIU in Chicago, IL.

Miranda, L. Graduate Fellow in Family Studies at Northwestern University in Evanston, IL.

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Annual Report 2018-2019

Submitted by Jeremy Babcock

I. Executive Summary

The College of Arts and Sciences Education Program (CASEP) marked its eighteenth year of teaching, guiding, and inspiring first-year and sophomore students interested in becoming teachers. After 18 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 mature students to enter Northeastern's Daniel L. Goodwin College of Education to pursue their goal of becoming teacher-leaders in an urban/suburban environment.

CASEP's Three 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 2018-19 academic year with 21 first-year, full-time students. Of the 2017-18 class, 20 students returned for their sophomore year in fall 2018, and in keeping with CASEP's history, our retention rate of 83% was considerably higher than that of the mainstream freshman at Northeastern, which was 49%. 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 continue their studies at NEIU.

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.

This year marked the inauguration of a number of new initiatives to the CASEP program. Most notably, we launched an overnight Future Teacher Leadership Retreat that took place over NEIU's Spring Break on March 18-19, 2019. In collaboration with the Math, Science and Technology for Quality Education (MSTQE) program, and Title V grant funding, we were able to take 25 students and 4 program staff to YMCA's Camp Duncan in Ingleside, IL.

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

Taking the time to reflect on the profession of teaching remains an important aspect of the CASEP program. The overnight leadership retreat reinforced this and afforded us the luxury of time 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. Departing Chicago and having these conversations around a campfire was a definite plus and a necessary retreat from everyday distractions.

Students were surveyed at the conclusion of the camp and the feedback was very positive. As long as funding is available, the CASEP Future Teacher Leadership Retreat will remain an annual event open to current CASEP students and future teachers in collaborating success programs.

STUDENT VOICE

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.

- “I learned great activities to apply in my classroom when I teach and to be more open minded. You get to be around different people with different attitudes and ideas...give everyone and everything a chance and step outside of your comfort zone...”

-Isabel Chavez

(reflecting on the leadership retreat)

- “Creating relationships with other students that share the same career/end goal is vital. My first semester in CASEP I wanted to be alone and go on with my own business, but I saw other students talking and I felt left out. It wasn't until this CASEP class where I decided to make the effort to talk to more people and be social. Creating relationships is important for everyone and the theatre games really taught me that...”

-Sebastian Contreras

(reflecting on the CASEP Intro to Theatre class)

- “This week I tried something new, I tried a new seating arrangement which allowed the students to be in a semi-circle format in a way that they could see each other and me. I kinda stole it from our classroom but it was so much better in terms of having a conversation and allowing the students to really focus. The room didn’t seem heavy or piled with desks in rows although I so favor the traditional way. It felt like the environment had completely been changed, the students who were usually distracting were a little quieter and raised hands instead of screaming over their classmates. I just wanted to thank you for implementing the idea in our class and allowing me to realize that each classroom and students are different...”

-Nada Bijapuri

(reflecting on utilizing classroom management strategies learned through the CASEP program)

CASEP Monthly Future Teachers Seminar

Another notable achievement in the 2018-2019 academic year for CASEP was the curation of a monthly future teacher seminar called, “Power Hour!” The idea for Power Hour was inspired by students in our program looking for an event that occurred on a regular basis to connect and learn from luminaries in the field of education.

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 2018-2019 CASEP “Power Hour” Seminars:

- ***Amina Chaudhri***, Associate Professor and Elementary Education Program Coordinator
- ***Students & Staff from Golden Apple Scholars***, A teacher preparation program focusing on placing teachers in schools of need
- ***Allison Ruggles***, Current CPS teacher at Morgan Park High School, and CASEP alumni/NEIU graduate of the GCOE
- ***Vanessa King***, GCOE Early Childhood/K-12 Advisor, former CPS teacher
- ***Brittany Pines***, Director of Math, Science and Technology for Quality Education (MSTQE)
- ***Luis Meza from Grow Your Own***, a teacher preparation program focused on excellence and diversity in the teaching force
- ***Dr. Sandra Beyda-Lorie***, Dean of NEIU’s Goodwin College of Education
- ***Ridgewood High School Staff and Students***, a partner school taking advantage of dual-enrollment classes and mentorship from CASEP students

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

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

Intentional CASEP Course Design

A highlight for CASEP’s first-year students enrolled in the Introduction to Theatre course, was the opportunity to take a masterclass with Jackie Taylor, founder of the Black Ensemble Theatre. Northeastern in association with Black Ensemble Theatre, hosted Jackie Taylor’s Anti-Racism Series, three one-act plays centering on the topic of racism. The series was required viewing for the Introduction to Theatre students and the masterclass with Jackie Taylor was an amazing opportunity to understand the devastating effects of racism and spark conversation about what we can do as future educators to recognize and denounce racism.

It is also worth noting that Diego Roman, a second-year CASEP student, won first-place in the 2018 Nuevas Voces 10-minute playwriting festival for his play, “*Enough.*” The festival is produced by NEIU’s Stage Center Theatre and is curated by CASEP’s founder, Jim Blair. Diego wrote the play in Professor Melanie Bujan’s Intro to Theatre class, who was able to guide and provide feedback throughout the process. The assignment continues to be an option for CASEP students to express ideas creatively while modeling different ways for future teachers to help students communicate in the classroom.

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 Introduction to Public Speaking. An aspect of storytelling in the aforementioned Intro to Public Speaking course involved an on-campus field trip where Dan Creely facilitated a peace fire. Students learned the history and importance of talking circles, and again, were shown alternate ways to communicate on a deeper level.

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, we encourage students to take ELED 109, *Building Chicago One Teacher at a Time* or PEMT 109B, *Adventure in Chicago*. Both of these courses are highly beneficial for future teachers, and especially effective offered as a First-Year Experience course.

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

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

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

Collaboration Across Colleges and Success Programs

The continued collaboration with the Goodwin College of Education has proven to be instrumental to ensuring a smooth transition for our CASEP students who choose to apply and accepted into the GCOE. Staying abreast of the changes that occur in requirements and adding to the overall innovation of GCOE initiatives was at the forefront of the work in the 2018-2019 academic year.

CASEP played an instrumental role in the brand-new Education Pathway partnership with Ridgewood High School (RHS), District 234. This partnership involved offering two dual enrollment classes for high school students to take that apply to an elementary education degree at NEIU. The CASEP Coordinator met regularly with the Dean of the Goodwin College of Education (GCOE), the Ridgewood High School team and members of our Goodwin College to identify appropriate courses and to envision a way for the CASEP program students to serve as ambassadors to NEIU. CASEP coordinated visits for the high school students at RHS and at the NEIU campus, and organized our program students to assist with mentoring initiatives. 6 RHS students took part in the dual enrollment classes due to the CASEP and GCEO collaboration.

CASEP has also utilized program students to support the dual credit education pathway partnership with District 214. These students matriculate to our secondary education program. CASEP presented at District 214 parent orientations and signing events and helped sell NEIU versus our competitor, National Louis University at these events. Informing audiences about CASEP’s pathway into teaching and also demonstrating engaging classroom management types of

activities to give prospective students a feel for what NEIU offers will remain an important aspect of our recruiting process. At least one incoming student who had been at one of these District 214 events informed us that it was specifically because of the creative way CASEP “sold” our program that the student decided to enroll at NEIU and is a part of the CASEP cohort.

CASEP was also happy to support the GCOE’s “Turn Up for Teaching Rally,” an event created to inspire students to consider teaching as a career. The CASEP director and students led the audience through a series of cooperative learning activities that were very well received.

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

How to Assess Student Learning in the Program?

CASEP students were surveyed in the fall of 2018 to assess the types of events that they would like to see offered, as well as the timing of said events. It was no surprise that activity hour on a Tuesday or Thursday won out and we tend to offer our monthly seminars on the first Thursday of the month in the Student Union. We also received feedback that offering food was important, which makes sense. All of this to say, it has been valuable to survey our students in the fall to ensure what we are offering is amenable to their schedules and needs.

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.**

We will continue to survey CASEP students to ensure that they are receiving the necessary support to be successful in the program. There will be an intentional focus on CASEP courses, instruction and events to get a feel for overall satisfaction and also changes that might need to be made to strengthen our program.

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 hopefully remain a mainstay in the program. The overnight experience at Camp Duncan is a bit costly, but through partnerships and grant funding, we plan on continuing this annual tradition where students can take the time to reflect on a career in teaching.
- **Collaboration with the Daniel L. Goodwin College of Education** continues to be strong and an important element of the CASEP program. There is an Innovation in Teacher Preparation Team that is involved in a number of exciting initiatives to bring more teaching candidates to NEIU. Through partnerships with area high schools, there is a concerted effort to showcase the high quality GCOE program offerings, and promoting NEIU as a place where *all* future teachers should commence their studies.
- **Observation opportunities** will be more prevalent and intentional moving forward. A number of our Early Childhood Education students work at NEIU's Childcare Center and it has been beneficial to their development at future educators with hands-on experience. Our hope is to connect with area schools to offer opportunities that are specific to individual Education Majors through a number of smaller, more focused field trips.
- **CASEP Student Leadership Council** is an idea that we plan to bring forth where stand-out students can join and help inform the direction of the program in a more intentional way. This would include officers (President, Vice-President, Secretary) and the team would assist with monthly seminars, events and bring forth new ideas with guidance from the CASEP coordinator.
- **Marketing of CASEP** benefited greatly from an overhaul to our website, creating of a Facebook page, and additional marketing materials. The teaching profession is admirable and in need of passionate young people to keep pushing

the boundaries of what it means to “teach.” Our branding needs to match that energy. This year marked a poster campaign of “**Find Your Way to the Classroom.**” Students have responded well to the posters and like the idea that everyone has a different path, but the CASEP cohort brings future teachers together and support the journey. Marketing will continue to grow and adapt to student needs and trends.

- **Annual CASEP Scholarship** discussions are in the works as we have had a number of generous donations from our founder, Jim Blair. We currently have \$2500 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 2021-2022 to announce the scholarship and also raise funds for the CASEP scholarship fund, too.

B. Pillars of the Program

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

Retention:

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

And, even with more focused attention on students' individual needs, the fact remains that despite the wealth of success services offered to students, Northeastern has yet to discover the right approach to retaining students. With that said, the current CASEP coordinator sits on the University Retention Initiative Team (URIT), 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:

CASEP hopes to devise an assessment tool to measure student learning and implement in the Spring of 2020. One idea is to measure how well students make connections across disciplines at the end of their first year of study. Making connections is a major focus in CASEP teaching, though it is not a strict course objective. Students begin to make connections between their communication course and their writing course (verbal messages and the nature of language); between the communication course and Adventure Ed (self-concept, self-awareness, self-disclosure as well as perception); between the communication course and the theatre course (context, perception, culture); between history and theatre (culture, perception, historical trends). Examining the depth of these connections may indicate an interdisciplinary strength uniquely fostered in CASEP students.

⇒ **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. On that note, **our continuing students in the fall 2018 cohort all achieved an overall GPA of 3.0 or higher, with 3.6 being the average GPA score at the conclusion of the Spring 2019 semester.**

We are beginning to see a trend of excellent GPA scores in our CASEP cohorts. Not only does CASEP boast of high retention rates, but also of high-quality students who are maintaining above average GPAs. An idea and possible long-term goal would be to explore the possibility of a CASEP Honors Cohort, and this information would be valuable in exploring the facilitation of this initiative.

C. Projected Needs/Concerns

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

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

2. We have had a number of students ask if they can “work” for CASEP. This is a good sign of the dedication and 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 FYE mentors, but CASEP specific student worker positions would be an intentional way to engage students and help to grow the program.

3. We have a diverse student body, in some ways, but need to engage/recruit more African-American students 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.

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

COMMUNICATION, MEDIA AND THEATRE

Annual Report 2018 – 2019

Submitted by Shayne Pepper

I. Executive Summary

Overview

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

CMT is again proud to be one of NEIU's top 10 majors (#8). This is the ninth year we have maintained a top-10 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
- Minor in Journalism

Graduate Program:

- M.A. in Communication, Media and Theatre

Curriculum Information

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

In the **2018-2019** academic year, we had more than **250** undergraduate CMT majors, more than **80** minors, and more than **20** graduate students. Undergraduate degree conferrals have been strong, with **90** bachelor's degrees awarded in 2018-2019. CMT enrollment and student credit hour (SCH) production remain comparatively strong, with **8709** SCH for the 2018-2019 academic year.

2018-2019	Main Campus	Online	El Centro	CCICS	CASEP
Fall 2018	51 sections	4 sections	4 sections	1 section	2 sections
Spring 2019	49 sections	3 sections	2 sections	2 sections	1 section

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 offers courses across Main Campus, El Centro, CCICS, and online.** Faculty-directed internships, service-learning experiences, and hands-on work in our Theatre and Media areas (at both the undergraduate and graduate level) continue to be essential elements of our curriculum and hallmarks of our students' experience in the program. CMT student and alumni achievements continue to reflect their positive experience in the program, as well as the high quality of instruction, advising, and support for professional development strived for by our faculty.

CMT also continues to contribute to the **University Core Curriculum** in several ways. We offer **General Education (Distributive Learning)** program with two regular course offerings in the Fine Arts (CMTT-130: Introduction to Theatre and CMTM-160: Introduction to Cinema), one course in the Humanities (CMTC-100: Introduction to Communication), and two FYE courses (CMTM 109A: FYE: Chicago One Pixel at a Time and CMTT109: FYE: Staging Chicago) These courses emphasize effective oral and written communication skills and prepare students for more advanced study in the CMT program and at NEIU. CMT also offers fifteen **Engaged Learning Experience** courses: nine courses in the **Discipline Specific (ELE-DS)** area and six courses in the **Boundary Crossing (ELE-X)** areas. Finally, CMT regularly offers nine of our courses **entirely online** with an additional five courses regularly offered in **hybrid format**.

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

Faculty Information

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

The CMT department had several faculty members recognized with NEIU awards during the 2018-19 year. Shayne Pepper was awarded an Administrative Educational Leave, and John Ross, G. Max Maxin, and Nancy McVittie all earned Instructor Excellence Awards.

CMT faculty continued significant service to the College and University. They participated on General Education and Shared Governance Task Forces, and they continued to serve in key roles on critical NEIU constituencies such as the NEIU chapter of the University Professionals of Illinois, the Research and Creative Activities Group, 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 2018-2019 CMT faculty research/creative activities and service is presented in the “Accomplishments” section of this report.

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

2018-2019	7 TP Faculty	14 Instructors	13 Adjuncts
Sections Taught	27 sections	79 sections	16 sections

These numbers make it clear that our very large department is in serious need of additional tenure-track faculty members (particularly in the area of Communication). In addition to teaching courses, our tenured/tenure-track faculty members regularly advise over 250 majors and minors within our department. In addition to our tenured/tenure track faculty, our department has fourteen full-time and part-time instructors who teach the bulk of our classes each year. Due to considerable faculty shortages in recent years, we relied on thirteen adjunct instructors to fill necessary gaps in 2018-2019. Several full-time instructor retirements are anticipated in the next few years, which will only further emphasize the need for additional faculty lines.

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 between 60-90 students. 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 2018-2019 academic year included:

- **Awarded a \$35,000 grant from the Online News Association** to create the DACamentation Podcast
- Maintaining our partnership with the **Chicago Film Society**
- Organizing **CMT Day and the North by Northeastern Media Festival**
- Continuing to produce engaging theatrical productions with the **Stage Center Theatre** and **Children's Theatre Workshop**
- Maintaining our **CMT Media Production Lab**
- Supporting the production of **Student Research and Creative Activities**
- Administering seven **Departmental Student Scholarships**

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

\$35,000 Grant from the Online News Association

In partnership with Spanish Public Radio, CMT Associate Professor Edie Rubinowitz and NEIU were awarded a \$35,000 grant to produce a multi-part podcast on issues that DACA recipients face. The Online News Association (ONA) awarded only 10 universities across the country the prestigious ONA Challenge Grant. The reporters were NEIU students and alumni, including "Dreamers." They told highly produced audio stories in Spanish about the complicated lives of DACA recipients. Topics included mental health issues, politics, education, and gender identity. The "DACamentation" podcast received local, national, and international media attention. Students promoted the episodes through social media and attracted hundreds of listeners. The project also included two town halls, the first of which brought in experts on higher education for documented and undocumented students. Held at the main campus and broadcast on Facebook Live, it was viewed more than 1,300 times. The second was held at El Centro and covered legal and financial issues. Students also held their own "Listening Hour" at the Pedroso Center where they played their stories and invited the audience to share theirs. As a result of the podcast, students received invitations to participate in ONA's national conference in New Orleans as well as a student journalism conference sponsored by *The Nation* and held on the campus of the New School for Social Research. Professor Rubinowitz was invited to participate in two panels at the conference to discuss "DACamentation." Media coverage of the podcast included appearances in *The Forward*, Block Club Chicago, El Nuevo Herald, WGN Radio, and others.

Partnership with Chicago Film Society

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

In our fourth year (2018-2019) of the partnership we screened a total of 33 feature-length films and sold over 2,200 tickets. We continued to receive great press from *The Chicago Tribune* and other media outlets. We also connect this film series to a new 300-level, one-credit course (CMTM 390: NEIU Cinémathèque) that has drawn students across NEIU departments to learn about film distribution, exhibition, and archival preservation.

Stage Center Theatre

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

In 2018-2019, the Stage Center Theatre presented an astounding seven shows via the main stage and Children's Theatre. Our season offers the audience a broad range of plays, and provides students an opportunity to read, produce, and watch both classical and contemporary productions. Fall 2018 featured *Antigone* by Bertolt Brecht and translated by Judith Malina with direction by John Bliss, and *High Fidelity* with book by David Lindsay-Abaire, music by Tom Kitt, lyrics by Amanda Green, and directed by Adam Goldstein – our first musical in ten years. Spring 2019 opened with *Nuevas Voces: 10-Minute Play Festival and Contest* founded by former CMT professor, Jim Blair in conjunction with Christie Miller from CAPE, and directed by Adam Goldstein. On the main stage, the department presented a new play, *Offended!*, written by our students and directed by Dan Wirth, and Martin McDonagh's *The Pillowman* directed by Leslie Hull. Adam Goldstein and the Children's Theatre Workshop performed Naomi Iizuka's *anon(ymous)* in Fall 2018, and Georgette Kelly's *how to hero, or the subway play* in Spring 2019. In 2018-2019, the total attendance for our Main Stage shows was over 1,620 and our CTW attendance was 1,160.

In addition to our accomplishments in theatre, we collaborated with the University on the Black Ensemble Theater (BET) partnership, which brought the Jackie Taylor Anti-Racism Series to our main and CCICS campuses. Stage Center Theatre hosted one of the three productions, *The Plea*, which brought in an attendance of 325 audience members. As a part of the partnership agreement, Professor Fabian coordinated ten master classes with Ms. Taylor and her teaching artists, ranging from “How to Get into the Business of Theatre” to “Performance Classes” to “Designing for Theatre” to “New Play Development.” This opportunity to engage with working professionals was a unique and once-in-a-lifetime experience for our students.

Sarah Fabian secured NEIU as the host for the 2019 Annual Chicago Youth TheatreFest in January, which brought in over 300 hundred Chicago Public School middle and high school students to compete in performance categories of solo, duet, and ensemble works. The students also attended three workshops arranged by Professor Fabian and led by Professors Adam Goldstein, Leslie Hull, and Sommer Austin.

We collaborated with the Pedroso Center on their HERstory Month programming to produce *The Vagina Monologues* by Eve Ensler, which was directed by Sommer Austin and produced in March 2019 for a one-night only showing. All proceeds are donated to charities of our choice (Mujeres Latinas en Acción, and the V-Day Spotlight Charity). In total we raised \$616.00. In April we hosted Theta Pi Sigma’s drag show, “Bring It To The Runway,” which was led by CMT major Josue Silva, and co-sponsored with the Pedroso Center.

In Spring 2019, we launched the Student Theatre Council under the coordination of Adam Goldstein. The Student Theatre Council is comprised of Theatre minors and/or students who have significantly contributed to the Stage Center Theatre. The students are involved in the season selection process, assist in running productions, organizing programming and fundraising events, and (most importantly) increasing student engagement through social media take-overs, tabling in Village Square and other events.

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

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

Children's Theatre Workshop

The Stage Center Theatre's *Children's Theatre Workshop* continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the theatre arts. Children's Theatre productions bring hundreds of children from over 20 Chicago-area public schools to NEIU each semester (reaching an average of 1,100 elementary/middle school students and teachers). These schools are regular visitors to the Stage Center Theatre and NEIU, and each year we work to maintain this interest and involvement by continuing our Theatre and Theatre Education promotional campaign, which targets counselors and teachers at high schools around the Chicago area, as well as schools from which many NEIU students graduate.

We are proud that our Children's Theatre curriculum is not only a valuable "hands-on" experience for our students, but also serves as important community outreach and as a way to entertain, teach, and cultivate a love of theatre among children. The Children's Theatre Workshop performed Naomi Iizuka's *anon(ymous)* in Fall 2018, and Georgette Kelly's *how to hero, or the subway play* in Spring 2019.

Media Production Lab

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

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

Student Research

The CMT Department continues to excel in the area of student research and creative activities. In 2018-2019 we had six students present at the 27th annual Northeastern Illinois University Student Research and Creative Activities Symposium: Nicole Anderson, Sean Carey, Anthony Guerrero, Michael Piccoli, and Liz Varnecky. CMT students Karina Vargas Camacho and Carolina Vasquez also presented their podcast work at the "Undocumented, Resilient, and Organized" listening hour at the Pedrosa Center.

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 new "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:

- Address faculty losses by requesting new TP hires in Communication and Theatre
- Continue to provide course offerings at the Carruthers Center campus so that students can take CMT courses at three NEIU campus locations
- Organize the 2019 7th CMT Day/9th North by Northeastern Media Festival
- Continue to publish the *ComMuniTy* newsletter
- Increase the number of 300-level online courses offered in the department
- Work more closely with NEIU's Marketing, Public Relations and Alumni Relations offices to increase the visibility of the Stage Center Theatre
- Build up CMT alumni relations, fundraising, and outreach
- Strategize and prioritize improvements to the Stage Center Theatre infrastructure

B. Projected needs

In order to maintain our successes and continue to grow, we have four clear needs: tenure-track faculty members, an office administrator, a part-time A&P position for theatre bookkeeping and production needs, and infrastructure upgrades for the Stage Center Theatre.

1. Faculty Needs

Two Communication Faculty Members

Due to state budget issues, retirements, and advancements we lost all four 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 will begin in the Fall 2019 semester. We need to hire two more Communication faculty members (one in Strategic/Professional Communication and one in Family/Interpersonal Communication) to support our graduate and undergraduate curriculum, individualized instruction, development of internship and service-learning opportunities, and student advising. It is imperative that we hire two tenure-track Communication faculty members as soon as possible. The areas of specialty needed are as follows:

- Ph.D. Strategic, Professional, Organizational, and Leadership Communication
- Ph.D. Family and Interpersonal Communication (Endowed Brommel Position)

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 the following area:

- Ph.D. Theatre History/Dramatic Literature and Criticism

2. Equipment

Computers

After completing an inventory of computers available to tenure-line faculty, instructors, and office support, it is clear that we do not have enough computers. Additionally, the computers we do have are incredibly outdated (with several still running Windows XP – an operating system that has not been in service for over a decade). Many of our instructors do not have a computer assigned to them and have to share two outdated computers that they check out to bring with them to class. With UTS laptop replacement incapable of keeping up with university demand, our department has had to purchase laptops where possible, and we simply do not have the funds to buy enough laptops to solve our problem. Having four new MacBooks, four new PC laptops, and one Mac Mini would make a significant improvement to our situation.

3. Other Resources

Office Administrator Position

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

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

While our two anchor position office administrators are doing a tremendous amount of work to keep the three departments afloat, it is not a sustainable situation. It is deeply concerning that three departments sharing these two anchor positions will simply not be able to deliver the high quality of support to our student and faculty that our three departments require. **As we work to maintain and grow our program, this crucial element of on-site student contact and faculty support needs to be prioritized and funded, and our department needs to be provided with a budget line for at least one full-time Office Administrator.**

Theatre Bookkeeper/Administrative Position

The CMT Department encounters the recurring issue of how to address our administrative needs in the Theatre area, and we have pointed this out in our annual report every year for the past ten years. The Stage Center Theatre's Main Stage, Summer Theatre and Children's Theatre require additional support personnel in the form of an

administrative/business management staff member. Currently, graduate assistants who seek work in theatre-related contexts after graduation do this administrative work. However, the challenges related to yearly turnover in this area call for a more permanent staff assignment to assure consistency and oversight of administrative and business issues in the Theatre area. A permanent staff position would assist greatly the work of our Managing Director in handling such tasks as Box Office management, publicity and accounting. It is also important to reiterate that this staff member could also support the Department's efforts to provide leadership, training and development for Theatre Practicum students. A part-time or full-time administrative or civil service position in this area would greatly improve our ability to maintain a functioning and vibrant theatre program. Since this position helps to facilitate the spending and tracking of state funds, our graduate assistants cannot have the same responsibilities or availability that an A&P position would have.

Space and Infrastructure

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

We continue to struggle with ongoing issues of storage for equipment, props, and materials, as well as instructional space for technical theatre courses and office space for Theatre faculty. We also face ongoing issues with flood damage to valuable props, costumes and essential stage equipment currently stored in the F-109 classroom as well as the F-Wing and Fine Arts Building basements.

While we are grateful for the ingenuity of our Theatre faculty who face these ongoing constraints, significant upgrades to the theatre space, scene shop, and theatre classroom are necessary.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

List only publications that have been published. DO NOT INCLUDE publications that are "in press," "under review," "in progress," or "revise and resubmit." Complete citation. Please use either the APA, Chicago or MLA style.

Rubinowitz, Edie:

Rubinowitz, E. (Producer). "DACamentation: Humanizing Our Story," *Spanish Public Radio* (2018-2019).

<http://www.spanishpublicradio.org/uncategorized/dacamentation/>

3. Articles and Abstracts, Local Exhibitions or Performances:

Fabian, Sarah:

Watkins, S. (Scenic Designer). (2019, February 10). *Fulfillment Center*. Live Performance at A Red Orchid Theatre, Chicago, IL.

Watkins, S. (Scenic Designer). (2019, April 6). *The Miraculous Journey of Edward Tulane*. Live Performance Filament Theatre, Chicago, IL.

Goldstein, Adam:

Goldstein, A (Director) (2018, July 22). *The Great Writer*, Live Performance in South Bend Civic Theatre, South Bend, IN.

Goldstein, A (Director) (2018, October 30). *ANON(ymous)*, Live Performance in Stage Center Theatre at Northeastern Illinois University, Chicago, IL.

Goldstein, A (Director) (2018, November 30). *High Fidelity*, Live Performance in Stage Center Theatre at Northeastern Illinois University, Chicago, IL.

Goldstein, A (Director). (2019, March 26). *How to Hero*, Live Performance in Stage Center Theatre at Northeastern Illinois University, Chicago, IL.

Goldstein, A. (Director). (2019, April 17). *Xanadu*, Live Performance at Columbia College Chicago, Chicago, IL.

Goldstein, A (Director). (2019, August 4). *Mamma Mia*, Live Performance in the Edge Theater for Actors Training Center, Chicago, IL

Goldstein, A (Director). (2019, October 3). *Nuevas Voces: Prize Winning 10 Minute Play Festival*, Live Performance in Stage Center Theatre at Northeastern Illinois University, Chicago, IL.

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

Goldstein, A. (Dialects Design and Coach). (2018 July 12). *Linda*, Live Performance at Steep Theatre, Chicago, IL.

Goldstein, A. (Dialects Design and Coach). (2018 October 4). *Zurich*, Live Performance at Steep Theatre, Chicago, IL

Goldstein, A. (Dialects Design and Coach). (2018 December 17). *Tender Napalm*, Live Performance at Ars for Quick and Dirty Productions, Chicago, IL

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

Goldstein, A (Dialects Design and Coach). (2019, March 28). *In to America*, Live Performance National Tour for Griffin Theatre, Various cities.

Goldstein, A (Dialects Design and Coach). (2019, April 6). *Hopelessly Devoted*, Live Performance at Piven Theatre Workshop, Evanston, IL.

Goldstein, A (Dialects Design and Coach). (2019, June 17). *For Services Rendered*, Live Performance at Griffin Theatre, Chicago, IL.

Goldstein, A (Dialects Design and Coach). (2019, July 13). *Pomona*, Live Performance at Steep Theatre, Chicago, IL

Goldstein, A (Dialects Design and Coach). (2019, July 23). *Kiss*, Live Performance at Haven Theatre, Chicago, IL

4. Conference Presentations, Group Shows

Fabian, Sarah:

Fabian, S. "Nuevas Voces: Northeastern's 10-Minute Playwriting Festival." 9th Annual NEIU Faculty Symposium. Northeastern Illinois University.

Goldstein, Adam:

Goldstein, A. (2019, June). *Playwrights Under the Radar: Georgette Kelly*, oral lecture presented at the meeting of the Literary Managers and Dramaturgs of the Americas, Chicago, IL.

Mun, Seung-Hwan

Mun, S-H (Moderator/Discussant). (2019, May 16). *Understanding Millennials for economic and cultural changes in Chicago* at the 2019 Spring Forum of the Hansa Institute. Korean Cultural Center of Chicago (KCCOC), Wheeling, IL.

Rubinowitz, Edie:

Rubinowitz, E., (Dec. 13, 2018) "Non-Traditional Approaches to Teaching Solutions Journalism," *Solutions Journalism Network*.

<https://www.facebook.com/solutionsjournalism/videos/299072814068482/>

5. Funded grants

Rubinowitz, Edie:

2018 Online News Association Challenge Grant, Online News Association, \$35,000. To produce the "DACAMentation: Humanizing Our Stories" podcast and town hall events.

6. Service

Goldstein, Adam:

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

Moran, Cyndi:

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

Mun, Seung-Hwan

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

B. Student Achievements

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

Anderson, Nicole. "Queer Memes on Instagram: Starting Conversations, Building Community, and Unconsciously Raising Queer Visibility." 27th annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 19, 2019).

Carey, Sean. "Temporal Dissonance: New Media and the Amplification of Timeless Time." 27th annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 19, 2019).

Guerrero, Anthony. "The Subversiveness of Drag Performance." 27th annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 19, 2019).

Hurtado, Leslie, Liz Varnecky, and Nicole Anderson. Accepted and attended the 2019 Nation Student Journalism Conference. The New School, New York (May 31, 2019).

Piccoli, Michael. "Unrestrained by Either Taste or Plausibility: The Zombie Films of Lucio Fulci." 27th annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 19, 2019).

Vargas Camacho, Karina and Vasquez, Carolina, "Coming Out of the Shadows: A Celebration of Bravery," Communication, Media and Theatre Department and Undocumented Resilient and Organized (URO). (Listening Hour held April 19, Pedroso Center).

Varnecky, Liz. "What To Do With a Problem Like Headlines? Replace Them." 27th annual Northeastern Illinois University Student Research and Creative Activities Symposium (April 19, 2019).

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

Toreana Meeky (B.A. 2017)

Toreana was accepted into the M.F.A. program in Creative Producing at DePaul University.

Chris Churchill (B.A. 2014; M.A. 2017)

Chris was accepted into the M.F.A. program in Documentary Media at Northwestern University.

Samentha Sepulveda (B.A. 2015; M.A. 2017)

Samentha is now a Ph.D. student at the University of Wisconsin-Milwaukee where she is taking a mixed-methods approach toward the study of Intercultural Communication.

Razan Suleiman (B.A. 2010)

Razan was accepted to the M.A. program in Strategic Brand Communication at the University of Illinois Urbana-Champaign.

C. Alumni News

Nicole Anderson (B.A. 2019)

Nicole is a reporter for the *Journal and Topics Media Group*. Her articles, creative writing, artwork, graphic design, and photography have been published in the Mount Prospect Journal; Prospect Heights Journal; Arlington Heights Journal; Glenview Journal; Glenview Journal; The Independent Newspaper; Wright Times Newspaper; Chicago News Media Group; SEEDS literary journal; Polemical Magazine; Rebellious Magazine; Chicken Soup for the Soul; the Wright Side literary arts magazine; and amongst others.

Devin Pickell (B.A. 2017)

Devin joined the Jerry Thomas PR firm after graduation, and then he moved into technology marketing as a Content Specialist at G2 Crowd.

Alyssa Vincent (M.A. 2017)

Alyssa is now an Assistant Professor and Digital Scholarship Librarian at Northeastern Illinois University's Ronald Williams Library.

Selena Alvarado (B.A. 2017)

Selena was hired as the marketing coordinator at the event planning/design company Lil Epic Design after completing an internship with the company.

Mary Kroeck (M.A. 2016)

Mary now works as a content strategist in the Division of Marketing and Communications at Northeastern Illinois University. Her comedic short story, "Seven Secrets of Happiness, or How to Just Survive Today" was recently published in Illinois's Emerging Writers: An Anthology of Fiction. Another short story titled "Letters to My Cat" was published in Illinois's Emerging Writers: An Anthology of Nonfiction and America's Emerging Writers: An Anthology of Fiction.

Javier Aquino (B.A. 2015)

Javier went on to complete a master's degree in Educational Leadership at Concordia University Chicago and then entered a doctoral program in Interdisciplinary Leadership - Higher Education Administration at Governor's State University.

Benjamin Van Loon (M.A. 2015)

Benjamin leads communications for the Chicago office of Skidmore, Owings, & Merrill LLP (SOM), the global architecture, interior design, engineering, and urban planning firm founded in Chicago in 1936.

Kimberly Shotick (M.A. 2014)

Kimberly is now Assistant Dean for User Services and Outreach at the Illinois Institute of Technology's Paul V. Gavin Library.

Katie Anderson (B.A. 2014)

Katie completed an MSc degree in Project Management from the University of Limerick in Ireland.

James McNeil (B.A. 2012)

James completed an M.A. in Communication at the University of Colorado Denver where he is now employed as an instructor in the Communication Department. James also teaches communication courses at Regis University in Denver.

ECONOMICS

Annual Report 2018 – 2019

Submitted by **Scott W. Hegerty**

I. Executive Summary

The Economics Department has continued its mission of combining exemplary research, teaching, and service to bring our academic excellence to the local and global communities. Our five full-time faculty members have published a total of 12 peer-reviewed articles in a variety of academic journals; we have also presented our work in Chicago, across the country, and around the world. Led by **Dr. Christina Ciecierski**, the cross-institution CHEC grant continues to combine academic theory with real-life outcomes in assessing health inequalities; a new course, taught in a hybrid format during Summer 2019, allowed students from both NEIU and the Warsaw School of Economics to gain hands-on experience analyzing cancer data. **Dr. Ryan Gallagher** presented some of his urban research at a conference in New York, and **Dr. Hardik Marfatia** has built an impressive global network of coauthors to publish cutting-edge macroeconomic research. **Dr. Michael Wenz** brought his analytical skills to the service of NEIU’s budget office, and **Dr. Scott Hegerty**’s work on financial access and “banking deserts” has led to publications and presentations in both international finance and urban geography.

The faculty have continued to strive to include both students and the community in our activities. The department worked with Junior Achievement to host two groups of students—from Foreman High School and from Holy Trinity High School—to offer peer-led financial literacy workshops taught by NEIU students. Dr. Marfatia mentored a group of students as they participated in the annual “Fed Challenge,” which tested their knowledge of economic policy. Dr. Ciecierski organized NEIU’s “Women in Science” Conference in Fall, drawing a diverse group of attendees from NEIU, Chicago, and abroad. Dr. Wenz took a team of students to DataFest at Loyola University in Spring. The department also held its annual career panel, which helped introduce current students to recent graduates and provide important preparation for meeting their future goals. We hope that these activities can be expanded in the future.

II. Program Plan

A. Long term goals

The department continues to build upon its strengths in data science and technology. Dr. Hegerty taught Economics 343: Macroeconomic Data Analysis in Spring, and has been steadily building his YouTube library of videos that explain important economics concepts. He also proposed a new course, taught for the first time in Fall 2019, entitled “Applied Economic Statistics Using R,” which introduces students to the popular open-source software. Professor **Kelly Gollan** continues to teach two online sections of

Economics principles per semester. Combining both online delivery and a data-driven focus, **Professor Bryan Curran** taught the hybrid course Economics 339: “Cancer Health Policy Data Science Lab” in Summer 2019. We hope to further expand our capabilities by introducing online components to our lecture-based courses and to build data analysis into many of our upper-division electives.

In the area of assessment, the department collected student materials to assess the learning outcome “Develop specialized skills including the ability to collect, manipulate and analyze data, interpret empirical tests and provide oral, written and graphical presentations of data findings.” This goal is a key focus for the department as a whole, and expected to grow in importance in the future.

The Economics department also hopes to expand its capacities in **financial literacy education**, which combines our strengths with NEIU’s urban mission and location. Besides giving presentations to TRIO students and in other venues, Dr. Hegerty taught Financial Literacy (Econ 100) during the Fall semester; we hope that this will become an annual offering. We also hope to expand our financial literacy programs by training current students and recent graduates as peer educators. This would serve two purposes. First, it would help build capacity at the department level and build skills among students that will be useful as they begin their careers. Second, it would be a useful recruitment tool for the university as we raise NEIU’s profile as a rigorous, inclusive educational institution; deepen our ties to the community; and bring prospective students to visit our campus. Faced with depleted department funds and with no University funding available, however, we were unfortunately forced to curtail this effort. We hope to revive it by attaining external sponsorship.

B. Projected needs

1) Faculty: The Economics department currently has five tenured faculty, no untenured faculty, one full-time instructor, one half-time instructor, and one long-term adjunct. Given trends in enrollment at NEIU, these numbers are more than sufficient. Releases given to Dr. Ciecierski and Dr. Wenz for work on CHEC and in the Budget Office, respectively, have helped balance the supply of available faculty slots with student demand. It is hoped that, should these conditions change, any potential oversupply of faculty will be addressed through attrition.

2) Equipment: The Department has no pressing need for specific equipment, other than to replace depreciating computers and other office equipment. While our courses have begun instituting the use of freeware for statistical analysis, recent advances in data analysis require ever faster processors and increased computing power. These needs may need to be met in the near future, as outdated equipment might constrain our research productivity and ability to teach students effectively.

3) Financial considerations. The lack of dedicated support for research activities (such as conference registrations) is expected to lead to reduced research productivity in the near term. The department is exploring ways to address this concern.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Cekin, S. E., M. S. Geremew, and **H. Marfatia**. Monetary Policy Co-Movement and Spillover Of Shocks Among BRICS Economies. (2019) *Applied Economics Letters*, 26(15), 1253-1263.

Fryczyńska, M., and **Ciecierski, C.C.**, (2018) Pojęcie kompetencji sieciowej pracowników i walidacja jej skali pomiarowej”, *Przedsiębiorczość i zarządzanie*, t. 19, z. 6, cz. 2, s. 133-147. ISSN 2543-8190

Gallagher, R.M. Restrictive Zonings Deleterious Impact on the Local Education Property Tax Base: Evidence from Zoning District Boundaries and Municipal Finances. (2019) *National Tax Journal*, 72(1): 11-44.

Gallagher, R.M., J. Persky, and R. Kaestner. The Geography of Family Differences and Intergenerational Mobility. (2019) *Journal of Economic Geography*, 19(3), 589-618.

Gupta, R., and **H. A. Marfatia**. The Impact of Unconventional Monetary Policy Shocks in the US on Emerging Market REITs. (2018) *Journal of Real Estate Literature* 26(1), 175-188.

Hegerty, S.W. A Comparison of Tract-Level, Nationwide Indices of Economic Deprivation. (2019) *Economics Bulletin* 39(1), 256-263.

Hegerty, S.W. Commodity Prices, Credit Cycles, and Consumption in Russia, Ukraine, and Belarus. (2019) *Journal of International Studies* 12(2), 9-21.

Hegerty, S.W. Do Capital Flows Drive Credit Growth and Consumption in Central and Eastern Europe? (2019) *Post-Communist Economies* 31(1), 36-51.

Jao, N.C., L. D. Robinson, P. J. Kelly, **C.C. Ciecierski** and B. Hitsman (2018) *Unhealthy Behavior Clustering and Mental Health Status in United States College Students*, *Journal of American College Health*, DOI: 10.1080/07448481.2018.1515744

Ji, Q., **H. Marfatia**, and R. Gupta. Information spillover across international real estate investment trusts: Evidence from an entropy-based network analysis (2018). *The North American Journal of Economics and Finance*, 46, 103-113.

Olonoff, M., **C.C. Ciecierski**, **H. Marfatia**, and B. Hitsman. Understanding Attitudes About Electronic Cigarettes Among Non-Users. (2018) *International Journal of Behavioral Medicine*, 25(1), S150-S151.

Skribans, V. and **S.W. Hegerty**. Data Mining Application for Used-Car Market Analysis. (2019) Proceedings of the 10th International Multi-Conference on Complexity, Informatics and Cybernetics (IMCIC 2019), 35-40.

Wenz, M. Evaluating the Socioeconomic Impacts of Polish Casino Expansion using Double-Fuzzy Regression Discontinuity. (2018) In *Problems of Management in Contemporary Organizations*. Ministry of Science and Higher Education, Czestochowa, Poland, 43-52.

2. Conference Presentations, Group Shows

Ciecierski, C. Panelist in Session entitled “Completing the Cardiovascular Revolution: Alcohol, Diet, and Smog”. Presentation entitled “Completing the cardiovascular revolution: a closer look at smoking and drinking in Poland”, Calisia World Conference on Family Health, June 9-10, 2019, Kalisz, Poland.

Ciecierski, C. Spring 2019 NEIU Student Health Behavior Survey – Preliminary Results, 14th (bi-annual) Mathematical and Statistical Modeling of Complex Systems Workshop, May 3-4, 2019

Gallagher, R.M. “The Impact of Racial Segregation on Local Public Expenditures: Evidence from City and School Governments, 1960 - 2010”, 13th Meeting of the Urban Economics Association, October 12-13, 2018. New York, NY.

Hegerty, S.W. “Are Urban and Suburban Poverty Converging in the Rust Belt?” *Illinois Economic Association, Chicago, October 12, 2018*

Hegerty, S.W. “Banking Deserts,’ Bank Branch Losses, and Neighborhood Socioeconomic Characteristics in the City of Chicago: A Spatial and Statistical Analysis” Poster session at University of Illinois-Chicago GIS Day, November 16, 2018

Hegerty, S.W. “Banking Deserts,’ Bank Branch Losses, and Neighborhood Socioeconomic Characteristics in the City of Chicago: A Spatial and Statistical Analysis” Paper presentation to the Chicago Public Health GIS Network, December 13, 2018

Marfatia, H. “House Price Synchronization across the U.S. States and their Time-Varying Macroeconomic Linkages” Illinois Economic Association, October 12, 2018, Chicago, IL.

3. Funded grants

C. Ciecierski, Contact Principal Investigator on a NIH/NCI U54 Center Grant entitled “Chicago Collaborative to Promote and Advance Cancer Health Equity, 09/01/2018-08/31/2019

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”, 12/1/2018-11/30/2020

4. Service

C. Ciecierski, Conference Organizer, Second Annual Women in Science Conference, Friday, October 26th, 2018 at NEIU’s Main Campus, Chicago, Illinois.

S.W. Hegerty Economics Discipline Expert, Latvian Academy of Sciences

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

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

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

S.W. Hegerty Editorial Board, *Eastern European Business and Economics Journal*

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

M. Wenz, Treasurer, Illinois Economic Association

M. Wenz, Editorial Board, *Management Reviews of Czestochowa University of Technology*

C. Alumni News

Kylie Townsend (2019), enrolled in first cohort of the NEIU Masters in Public Health Program. Kylie also received a \$10,000 grant from ADDA (Attention Deficit Disorder Association) to implement support program for NEIU students with ADHD.

Rhonda Pettis (2015) completed her Master's Degree in Criminal Justice/Economic Crimes from Boston University.

Benny Kay (2013) began the MBA program at U of Chicago Booth School of Business.

ENGLISH

Annual Report 2018 – 2019

Submitted by Timothy H. Scherman

I. Executive Summary

In the 2018-19 academic year, NEIU's English Department continued its long tradition of excellence and leadership in all the areas the University has designated in its Strategic Plan.

Our **students' success** can be measured any number of ways—in their continued initiative in self-governed student organizations such as Sigma Tau Delta, Seeds, *The Independent* or ARS (A Reading Series); in individual efforts in composition, creative writing and literary analysis



celebrated in our annual Awards Ceremony; and in many of our students' leadership and volunteer service on campus. While seventeen of our English majors and Creative Writing Minors presented their work publicly at NEIU's Research and Creative Activities Symposium in April 2019 and at other national conferences (see Student Accomplishments below), particularly notable were the eleven students whose papers were accepted at the International Sigma Tau Delta Honors Society Conference in St. Louis last fall, a number acknowledged at the conference as the largest of all the institutions present.

It is difficult to separate our student success, overall, from **academic excellence and innovation** in the department, but to the evidence referenced in the preceding paragraph we can add evidence of the way several new faculty have pursued on-line training and converted courses to on-line formats to accommodate student needs, and where we have worked elsewhere to add new courses to our offerings at the 200, 300

and 400 level designed to engage students in contemporary issues and debates (detailed below as well).

Our **urban leadership** is perhaps best represented in the way the department has reached beyond the walls of Lech Walesa Hall, and beyond the University, to touch the lives and careers of secondary school teachers in the field, whether through the College of Arts and Sciences Professional Development



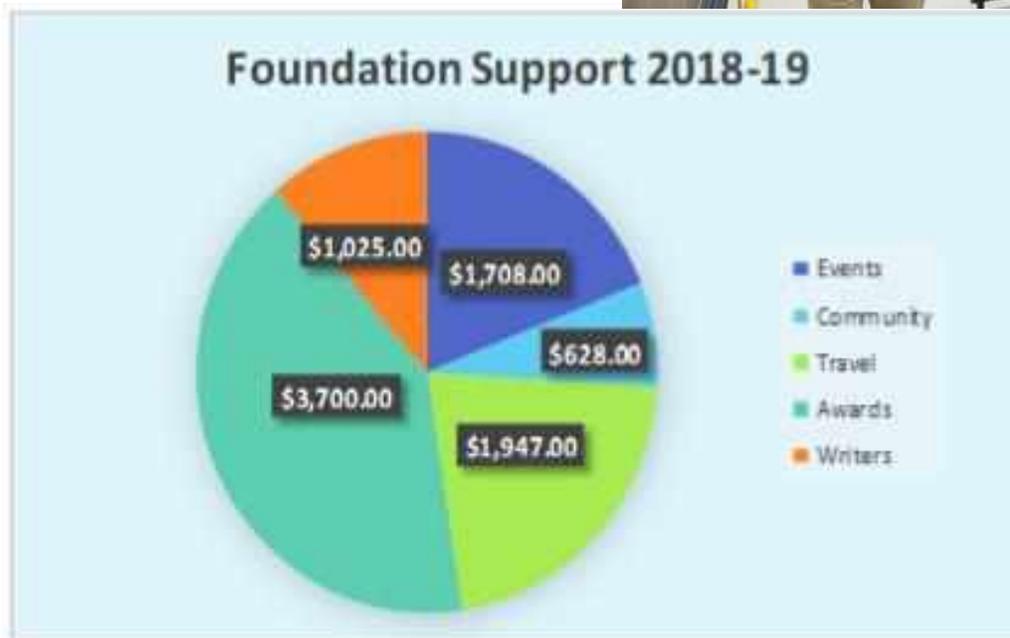
Seminar Series, (expanded beyond the department to 8 others on campus, but still run out of our offices) or in the successful completion of the MA Cohort from Districts 211, 214, and 220, directly impacting well over 100 current teachers in the greater Chicago area. In addition, the department sponsored several programs free and open to the public, highlighted by a capacity-crowd Town Hall on Politics and the Media in the Fine Arts auditorium in June, featuring speakers from the non-partisan watchdog group, Common Cause, which drew over 100 local citizens, led by noted national and local speakers on good-government which included three of our Alumni.

The work of our **exemplary faculty** and staff, further detailed below under “Accomplishments,” was evident not only in the classroom, as we made important revisions to our curriculum, but in leadership: two of our number were elected Chairs, during the 18-19 year, of two major faculty governance bodies, FCAA and Faculty Senate. Beyond the university, English Department faculty continue to demonstrate academic leadership in their chosen fields: four (Kris Over for *Viator: A Medieval Journal* and *Literature Compass*, and Chris Schroeder for *Composition Studies*) currently serve on editorial boards of significant journals in their fields; four, as acknowledged experts on one or more topics, have been invited to share their work regularly and widely (in some cases to *10s of 1000s* of viewers) via electronic media (e-journals, YouTube channels and established podcasts): Bradley Greenburg and Kris Over for the *Course Hero* series, and Tim Scherman on several episodes of the podcast *With Confetti In Our Hair*. One faculty member (Chi Eze) was chosen in May 2019 to the Executive Committee of the African Literature Association, another (Tim Scherman) became the found of an Author Society recently recognized by the American Literature Association in June 2019.

In 2018-19 we continued, as a department, to **enhanced our operations** at the department level, gathering new data for better communication with majors, minors and Alumni, and enhancing our publicity of events, deadlines and special programming inside and outside the department by linking information circulated on our TV monitor more consistently with our website (still in process) and our several Facebook pages. See Appendices II and III.

One of the areas we are most proud of as a department is our alumni outreach and the entrepreneurial efforts that have contributed to our **fiscal strength**.

Tracking and regularly communicating with our alumni, and keeping them informed with detailed and visually attractive alumni newsletters has engaged more of them both in participation and giving. For the 2018-19 academic year, donations matched or exceeded our high mark of \$6600, which we broke down by category looking back in our Fall 2019 newsletter:



Further, our own Professional Development Seminars, now part of the College of Arts and Sciences series, brought in over \$5500 more dollars for support in these areas, including over \$2500 to support faculty travel for conferences and presentations. The University's strategic goals do not include **leadership within the university**, but that is an area in which we are finally most proud of our work. Whether it is in service to faculty governance, where two of our number were elected leaders of key governance bodies (Emily Garcia as Chair of FCAA, and Vicki Byard, Chair of the Faculty Senate) or in faculty mentoring (Kris Over, to new faculty member Sarah West in WLC), the

English Department has continued to lead by example in FY19. Trained in what has become one of the most interdisciplinary fields in academia, seven of our faculty members were also affiliated with, taught and served in other departments: Chielozona Eze in African & African American Studies, Emily García in Latin & Latin American Studies; Vicki Byard, Tim Barnett and Kris Over in Women's, Gender and Sexuality Studies; Ryan Poll and Chris Schroeder in Global Studies; Kris Over in the Honors' College and Tim Barnett in the University Without Walls (UWW) program, and we continue to provide examples to others in innovation (still running the CAS Professional Development Series out of the English office, and spear-heading the move to the Cohort model at the Graduate Level) as well as assessment.

1. Assessment

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

Areas and Measures

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

Literary Analysis

"Non-Literary" Analysis

Critical Research

Understanding of Diverse Cultures

Mastery of Literary Historical/Generic Concepts

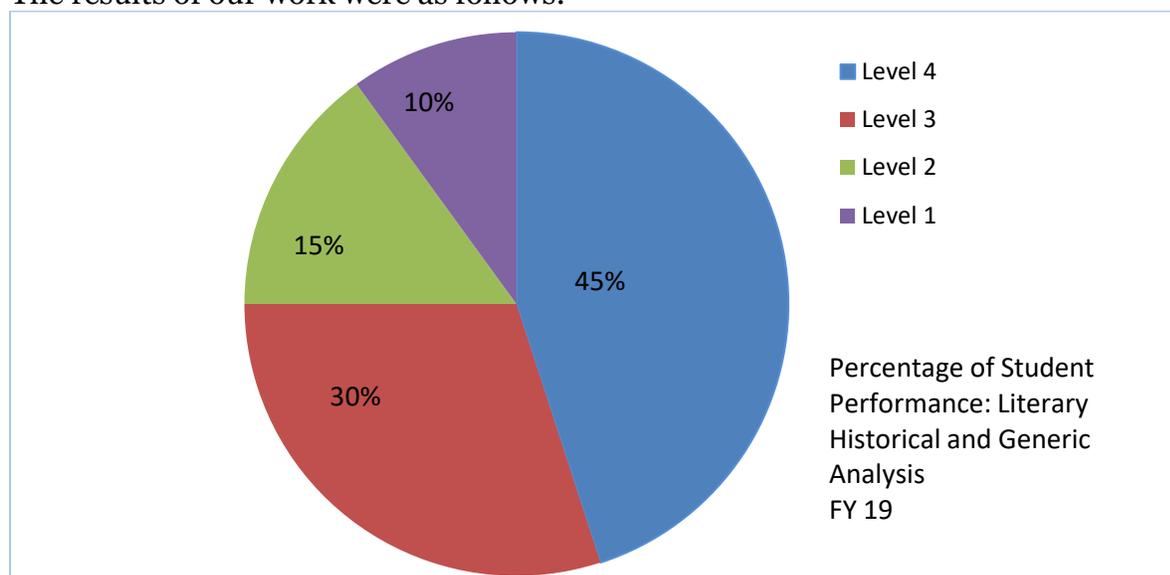
Before graduation, all majors must all achieve a rubric score of 3 (on a 1-4 scale, where 3 is considered "acceptable"). In addition, students must complete a Reflective Essay detailing the most memorable work they have done in the major, or how they feel their work has changed the way they think about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

Review of Progress and Results for 2018-19

For the current year, the department chose to focus on measuring those skills detailed on the rubric for *Literary Historical/Generic Analysis*. Again, not all courses we teach cover all elements or skills we ask students to master, but this particular outcome is expected in many of our courses.

Faculty were again tasked to divide up submissions in the Dropbox and then assign essays a number on the rubric for Diverse Perspectives published on D2L and available in the evaluation section of the Dropbox. Feedback to students was also provided—geared not to the particular content of the essay, necessarily, but to the skills being measured as described in the rubric.

The results of our work were as follows:



Students assessed in FY19 in work demonstrating a mastery of Literary Historical and Generic analysis averaged a score of 3.2, where 3.0 is the acceptable rating and our target for all graduating students. A full 45% of students rated the highest level (accomplished) on the 4.0 scale. Adding percentages of students scoring (again averaging all skills measured) either Acceptable (3) or Target (4), 75% of those assessed met or exceeded the standard set by the department. While this latter work was impressive, we remain concerned with the 25% of students who still fall below this level. This report will serve as an impetus for a serious discussion of what assignments and expectations may allow this many students to fall below standard.

Last year, there was faculty discussion over this assessment was whether or not students are reading the assessment rubric before submitting an assignment. In many cases, documents scoring 2 or 1 were not poorly written, but rather seemed to be uploaded to the wrong category. To obviate this difficulty, we have added a complete GUIDE to the assessment project, communicated not only by word of mouth in our advising and on syllabi, but now under the “Content” tab of the Shared Course on D2L.

Finally, as forecast in last year’s report, we have expanded the skills we measure to include Creative Writing. Already, the faculty who teach Creative Writing have agreed on a standard rubric for their courses, so majors (almost all of whom take one or more Creative Writing courses during their careers as undergraduates) are largely familiar with our expectations in this area. The rubric is now used to measure all those assignments students choose to upload for Department Assessment—for it is now a choice: with now six possible assignments, students may choose to upload only their best five.

II. Program Plan

A. Long term goals

1. Increased Enrollment (aligned with University Strategic Goal One)

Although over the past number of years, enrollment in English department courses and our number of majors (132) and minors (44) has declined somewhat *less* the university

average, our major long term goal aligning with the University's first priority is to increase enrollment, in a number of ways:

- Continue to sponsor public events, increase outreach through programs such as our Professional Development Seminars, and improve marketing of our program to stakeholders in area high schools and elsewhere through social media. While any such effort takes considerable time to take hold and produce results, if successful, our work in this area will necessarily distribute its effect to the university as a whole.
- Work to supply the needs of students in ways that make the English major more straight-forward and effective for students at NEIU. Already one of the least complicated majors at the university, with only six required courses, our plan is to expand our ELE offerings to make completion of this task a “natural consequence” of completing the major—or nearly so. In addition, last spring we initiated plans to recast three of our required courses now offered at the 200 level into 300-level offerings that would supply all majors with 9 more credits toward the state requirement of 40 at the 300 level. Finally, we have expanded and plan to continue expanding on-line offerings in our courses to cover as much of the major as possible, allowing more students with time and distance challenges to major in English at NEIU.
- Continue to teach, assess, and have our students reflect on the particular transferable and saleable SKILLS the English major provides, along with the enormous range of employment opportunities these skills open up for them.

2. A Low-Residence MFA degree (Goal Two: Academic Excellence and Innovation)

During our last Program Review (now nearly ten years past), the Department conducted preliminary research on the relative costs and benefits of developing a B.F.A. or an M.F.A. degree. At that point, we had no residence hall on campus, and the idea of a Low-Residence M.F.A. was not on our radar.

Since that time, with the construction of our residence hall and especially in light of its lack of full occupancy, it occurred to us that the Low Residence M.F.A. might be a much better fit. With the addition of one carefully selected new hire on the tenure track to plan and direct the program, we have on staff or have access to staff who are both qualified and ready to offer the necessary coursework. In addition, we know that such a program would be the only such available in the Chicago market and the least expensive, perhaps, in the nation.

Through a non-teaching assignment in the present term we are researching the market demand for the program we have conceived. Only if this research provides substantial evidence to go forward we would then request the tenure track faculty member as mentioned below under “needs.”

3. Other Initiatives

While we were unsuccessful in our efforts to start a new M.A. Cohort with either District 211, 214, or others with whom we were in discussion last year, we have continued to offer the 8 week/8 week model for our own students using space at our more centrally located El Centro campus. Based on that model, which encourages and enables our

M.A. students to proceed through the program at a quicker pace, and with the possibility of financial support from outside the university, we have mapped out courses for the complete degree in ways that would allow an outside cohort to join at any time. We have gathered the email addresses of nearly all high school English faculty in the Chicago area, and we will continue to market both this MA program and our Professional Development Series to them.

B. Projected needs

1. Faculty

If our analysis of the market for the low-residence MFA proves promising, we will request a line for a tenure-track position in Creative Writing next year—not, as we have had in the past, a tenure-track writer or poet “looking for a place to write,” but one with experience building an M.F.A. program.

2. Equipment

Like the majority of departments at NEIU, if not all, the English Department now suffers generally from its aging technology. Too often, professors have found their university-issued equipment break down completely, disrupting classes, or requiring them to use their personal technology for long periods of time. Many of our computers (including the one with which I write this report) are damaged, running on Windows 7, which will no longer be updated for security in the near future.

Further, this past fall, when we hired a new faculty member in Linguistics, an order for a desk (not even a new desk) and a new chair took has taken more than four months to complete. This sort of lack of basic items necessary to operate in an academic setting does not inspire the best work on the part of faculty, nor is it a great advertisement for the university generally.



II. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Eze, Chi. “Ethics and the Politics of the Ordinary in African Literature” *Handbook of African Literature*. Edited by Moradewun Adejunmobi and Carli Coetzee. London: Routledge. 2018.

2. Articles and Abstracts, Local Exhibitions or Performances:

Eze, Chi. “The Aesthetics of Proximity and the Common Good” *Cambridge Journal of Postcolonial Literary Inquiry*, 6(2) April 2019), pp 283–290.

Garcia, Emily. “Interdependence and Interlingualism in Santiago Puglia’s *El desengaño del hombre* (1794)” *Early American Literature* 53:3 (October 2018) p. 745 – 772.

- Poll, Ryan. "Neoliberal Heroes: Clint Eastwood's Sully and the Haunting of History." *The Journal of Popular Culture*, Special Edition: "Neoliberalism and Popular Culture," April 2018, 446-465.
- ."Make America Bleed Again: The Violent Geography of Rodgers and Hammerstein's 'Oklahoma!'," *PopMatters*, 4 June 2019.
- ."Jordan Peele's 'Us', Postmodernism, and Free-Floating Racism," *PopMatters*, March 2019.
- ."Disclosure, Dasien, and the Divine in Terrence Malick's 'The Tree of Life,'" *PopMatters*, January 2019.
- ."How It's a Wonderful Life Seized on an Urbanizing America's Nostalgia for the Small Town," Zócalo Public Square, part of the "What It Means to Be American" Series, hosted by the Smithsonian and Arizona State University, December 2018.
- ."Social Media and Identity Formation in Bo Burnham's Film, 'Eighth Grade,'" *PopMatters*, August 2018.
- ."The Limits of Hospitality in Fred Rogers Documentary, 'Won't You Be My Neighbor,'" *PopMatters*, July 2018.

3. Poems and Short Fiction

- Dean, Larry. "The Saddest Ice Cube Tray Ever," "Yoga Is Not Stretching." *Statement of Record*, May 2019
- "The Elements of Style," "Members Make News." *Nude Bruce Review* #8, July 2018
- "Cyberia." *KAIROS*, v.2#3, June 2018
- Goldblatt, Amanda. "A Regular-Looking Man, Alone." *Puerto del Sol*, May 2019.
<https://www.puertodelsol.org/single-post/2019/05/17/A-Regular-Looking-Man-Alone>.
- Simokaitis, Christine. "Oceans of Snow." *Upstreet*, vol. 15, May 2019, pp. 22–32.
- ."Tripping" *The WaiF Project*. Thewaifproject, www.thewaifproject.org/simokaitis-tripping.

4. Conference Presentations, Group Shows

- Byard, Vicki. Instructor. Academic Writing course. Institute of International Relations, University of Warsaw, Warsaw, Poland. May 13-31, 2019.
- . Panelist. Panel discussion on Women's Leadership in the Public Sphere. Hosted by the Institute of International Relations at the University of Warsaw. 29 May 2019,
- Dean, Larry. Workshop in Creative Writing. Joliet Junior College, April 18, 2018.
- Garcia, Emily. "Interdependence and Interlingualism" at the Society of Early Americanists' Biennial Conference. Eugene, OR. February 28, 2019.
- Goldblatt, Amanda. "Anhinga." Reading, Tammy 10th Anniversary Reading (AWP Offsite), Portland, OR, March 30, 2019.
- ."Reliable Commerce." Reading, in honor of Laura Adamczyk's *Hardly Children*, Chicago, IL, November 20, 2018.
- ."Hard Mouth." Reading, in honor of Ben Gwin's *Clean Time*, Chicago, IL, October 27, 2018.

- . "Resistant Narratives/Resisting Narratives." Presentation, & NOW Festival of Innovative Writing, University of Notre Dame, South Bend, IN, October 5, 2018.
- . "Associative Structures: Making Relationships & Resonance." Lecture and workshop, Off-Campus Writers' Workshop, Winnetka, IL, October 4, 2018.
- . "Night Fun." Reading, Chicago FENCE Issue Launch, School of the Art Institute, Chicago, IL, September, 13 2018.

Kristen Over, "Nation, Narration, and Race: William Faulkner's Southern Fable." National Association of African American Studies and Associates Joint National Conference, February 2019. Dallas, Texas.

Poll, Ryan. "Dirty Computer and Post-Humanist Justice," WisCon 43, Madison, WI, May 2019.

- . "A Working-Class Hero is Something to Be: Locating Working-Class Agency in the Era of Neoliberalism." Midwest Conference on Literature, Language and Media, Northern Illinois University, April 2019.
- . "Communities of Hate: Working-Class Theater and the Politics of Hate," Midwest Political Science Association, Chicago, IL, April 2019.
- . "Teaching Black Lives Matter Through YA Fiction," Justice in America: Council for American Studies Education, Chicago History Museum, Chicago, IL, January 2019.
- . "Modern Myths: The Unfolding Class War of Star Wars," Midwestern Modern Language Association, Kansas City, KC, November 2018.
- . "The Banality of Mass Violence," Fifth Annual Symposium on Genocide and Human Rights Research in Africa and the Diaspora," Northeastern Illinois University, Chicago, IL, November 2018.
- . "Star Wars: Cultures, Economics, Politics," Community Conversations, Northeastern Illinois University, Chicago, IL, October 2018.
- . "The Violence of Poverty: Walt Disney World and The Hidden Homeless," 9th International Art in Response to Violence Conference, Northeastern Illinois University, Chicago, IL, October 2018.
- . "Modern Myths: The Unfolding Class War of Star Wars," Midwest Popular Culture Association and Midwest American Culture Association, Indianapolis, IN, October 2018.

Electronic Media

- Greenburg, Bradley. Co-Writer and Presenter, Course Hero Literature Videos: Shakespeare, *Othello* (May 2, 2019).
- . Co-Writer and Presenter, Course Hero Literature Videos: Sophocles, *Antigone*, June 21, 2019.

Over, Kris. Co-Writer and Presenter, Course Hero Literature Videos: Toni Morrison, *Beloved* (Dec 4, 2018).
----- Co-Writer and Presenter, Course Hero Literature Videos: Arthur Miller, *Death of a Salesman* (May 7, 2019).
----- Co-Writer and Presenter, Course Hero Literature Videos: Lorraine Hansberry, *Raisin in the Sun* (May 10, 2019).

Scherman, Timothy. Featured Performer. [Deep Cuts: The Road Less Traveled Is B.S. With Confetti in Our Hair: The Music and Artistry of Tom Waits](#) (podcast). Sep 11, 2018.

----- Featured Performer. [Edgar Allan Poe: Dead Ringer For Tom Waits](#) *With Confetti in Our Hair: The Music and Artistry of Tom Waits* (podcast). January 25, 2019.

----- Featured Performer. [Funambulism: Shot Out Of the Canon Of Tom Waits](#) *With Confetti in Our Hair: The Music and Artistry of Tom Waits* (podcast). April 13, 2019.

6. Service: Bringing the NEIU brand, and more importantly, our Students, into the World

As I mentioned at the meeting where consultants from Carnegie Dartlett presented their findings from their “Personality Study” of NEIU, I am proud to report the many ways our work in the English Department exemplifies what they reported as one quality that differentiates NEIU from its competitors in the local and regional academic market. While as a faculty we perform a great amount of Service within the walls of the university, we take the most pride **in the way our faculty have shared their research and creative activities with students, leading them (many times physically) to share their work in the world and inspiring them toward professionalization.**

Beyond the work that we did to teach students in area high schools through our Professional Development Seminar series (see Appendix 1) and our M.A. Program Cohort with high school teachers in Districts 211, 214 and 220, **every one of these activities serves additionally to increase the visibility of the University.** Our Creative Writing faculty (all them Instructors—who it must be remembered are not responsible for “Service” activities by contract) are leaders in this kind of work:

- In December 2018, **Larry Dean and Olivia Cronk** read at the **Poetry Foundation** as part of its ongoing **Open Door** series. The Open Door series presents work from Chicago’s new and emerging poets and highlights the area’s outstanding writing programs on a monthly basis. Each hour-long reading features two Chicagoland college and graduate writing program instructors and two of their current or recent students. And through this event, the Creative Writing program at NEIU—and two of its students, **undergraduate Natalia Rokita and graduate student Kathryn Hudson**—were highlighted.

- In addition, as he has each year, Larry Dean again nominated and mentored a student to represent NEIU at the **Annual Columbia College Chicago Citywide Undergraduate Poetry Festival**. This event features the best poetry by undergraduate students from Chicago-area writing programs and is a dynamic method for promoting our Creative Writing Minor. The nominee this year for the event on April 11, 2019 was Athena Groza.



- Dean also mentored and introduced CPS students Scarlet Belknap, Jordyn Brogsdale, Ireland Costello, and Noah Sosnowski for the **Chicago Poetry Center's Hands on Stanzas** readings at Poetry Foundation, and later mentored CPS student Sophia Kunkle for the **Chicago Speaks Chicago Listens multimedia event at Chicago Symphony Orchestra**.
- **The Creative Writing Minor (CWM)** has, in a series of events coordinated by **Instructor Amanda Goldblatt** and hosted by all our CW faculty, worked with various on- and off-campus groups to bring notable authors to campus. This year, this initiative involved three notable writers-- Peggy Shinnery, Aricka Foreman, and Juan Martinez. In addition, our ENGL 397: Writing Intensive course this summer brought a raft of others—Jessica Anne Schlegel, Scott Miles, Laura Goldstein, Daniela Olszewska, Dipika Mikherjee, Cynthia Vargas, Shu-Ja Ada Cheng, Nicholas Pecucci, and Amaryah LaBeff—who each spent a half day with students reading their own work and commenting on our students' work.
- In Fall of 2018, the CWM initiated a partnership with **Lit & Luz**, a festival for cultural exchange between writers and artists in Chicago and Mexico City; the CWM, in partnership with World Languages & Cultures and the Pedros Center, hosted renowned poet **Natalia Toledo** in the Fall 2018—each well attended by at least 40 students, faculty, staff, and community members—students in the CWM interacted directly with the writers, introducing them and conducting live interviews. At this event, **undergraduate English major Lizett Galan** was recruited as interview and translator for the poet, who spoke only in Spanish and her native Mexican dialect.
- Goldblatt has also worked with our own students to bring their work into local high schools. In her recently developed course **ENGL 392: Writing/Life: Advanced Creative Writing Practice**, offered for the first time in Spring 2019, students worked on and discussed one another's book-length projects (of all genres), while learning about the possibilities of literary citizenship. Undertaking a semester-long collaborative community service project, students hosted a high school writing workshop for high school students from **Foreman College and Career Academy**, and **Theodore Roosevelt High School**. They also worked with **Young Chicago Authors**, who donated blank notebooks for participants.

Other faculty members have engaged English majors in research leading to work outside of the University:

As Faculty Advisor and Mentor to our English Honors Society, Sigma Tau Delta, last fiscal year, **Ryan Poll** led students to work outside of any coursework to study the growing canon of *AfroFuturism*. Sharing not only content knowledge but skills in producing abstracts and papers geared to the 15 minute time-limit at the International Sigma Tau Delta conference in St. Louis, March 27-30, 2019, Poll traveled with students to the conference, where the group was formally acknowledged as the most numerous and successful in having papers accepted and presented. At the graduate level, Poll has amplified his class in **Cultural Studies** to groom students to professionalize their work, establishing a symbiotic relationship with *PopMatters* with an agreement that all final papers for the course would be submitted for publication and directly assessed by the magazine's leading editor. In a full course (18 students), **six NEIU students were published in Summer 2019.**

Other faculty have worked outside the University to bring our work and mission to students who would otherwise have no access to higher education.

- As Coordinator of NEIU's University Without Walls program, in the 2018-19 year, **Tim Barnett** continued to work with NEIU faculty member Erica Meiners the Prison+Neighborhood Arts Project to bring a BA degree program to Stateville Prison, the first of its kind in over two decades. The first cohort of seven students graduated from this program in May 2019.
- In the Fall of 2018, in collaboration with Barnett and his work at Stateville, the student-run literary journal **Seeds** began working with our NEIU students there, and their work was featured in the 18-19 issue of the journal—a collaboration to be repeated in the 19-20 issue.

Curricular Development

Part innovation, part teaching, part service, involving research in our developing fields, we thought Curricular Development deserved its own section.

During FY19, the English Department created or significantly revised 9 courses: **ENGL 209A: Red Scare! Literature of the McCarthy Era**, developed in the summer of 2018 by **Brian White**, is the first topic-focused Gen Ed offering the Department has designed since at least the late 1980s. **Tim Barnett** created **ENGL 344: Literatures of Incarceration**, for the main campus that builds on the work being done in the prison and has worked with the EICS. **Ryan Poll** developed a course for the new **Jewish Studies minor**, **ENGL 352: Jewish American Literature** ready for the Fall 2019 semester, after developing in the Fall of 2018, **ENGL 354: "Star Wars: Narratives, Politics, And Economics Of A Billion-Dollar, Multi-Media Franchise,"** a course first offered in **Spring 2019** that attracted students from **English, CMT, and the Business School** **ENGL Flash Forms (374B)**, developed by **Christine Simokaitis**, brings an additional skill-set to practice in our Creative Writing Minor, focusing on short-form prose, usually under 1,000 words. Simokaitis took Online Teaching last spring as a

prerequisite to Online Design, which she took this past summer and has subsequently developed **Craft of the Short Story** (395) as an online course.

In addition to her work to revamp **ENGL 392: Writing/Life**, mentioned in the “Service” section above, **Amanda Goldblatt** entirely revised and transformed **Elements of Style for Creative Writers** (340A). Originally a 200-level peer editing workshop, it is now (as of Spring 2019) a 300-level rigorous craft course that examines punctuation, grammar, usage, and more, locating space for creative experimentation while developing skills in close-reading and fine grain language analysis and discussing issues of fluency, bias, and code-switching. The course is required as part of the CWM. Finally, two “temp” courses, **ENGL 353: Writing About Music** and **ENGL 374H: Hip-Hop Composition** were designed in collaboration with two NEIU Alumni, Josh Friedburg and Chris Castillo, providing engaging courses linking composition, theory and the arts for students in need of 300 level courses who also happen to be music fans.

B. Student Achievements

1. Presentations

a) NEIU’s Research and Creative Activities Symposium, April 2019



Elias Cepeda, “The Critique Of Capitalism In Zora Neale Hurston’s *Their Eyes Were Watching God*”

Marwen Daher, “French Pulp, Or The Risks Of Genre Negotiation: Popular Literature In The Marketplace”

Martin K. Davis, "DD214"
 Clifton Frei, "Nella Larsen's Passing and the Tragedy of The Oppressed: Trauma, Race, Identity, and Reading Resistance"
 Mark Gunter, "Rebel Poetry: Words Absurd & Dirty"
 Spencer Hendrixson, "No One Throws Like a Girl: Toxicity and Exclusion In Sports And Society"
 Kathryn Hudson, "Re-Membering: The Materiality of the Discursive Body, or A Return To Matter"
 Neil Huff, "The Naturalization of Ownership"
 Katelyn Juerjens, "Like Junk Food for the Mind": Dissonant Food Production in *Star Wars*
 Jenn Lee, "Someone Has To Save Our Skins: Gender and Trauma in *Star Wars* -----. "Aftermaths"
 Leana O'Keefe, "The Shrinking Violet"
 Isaias Rogel, "Thomas Jefferson Opposed the Haitian Revolution"
 Isaias Rogel, Marlene Garcia, "Disidentifying In Spaces of Violence: Under The Microscopic Gaze Of The Dominant Culture"
 Nicole Sharp, "Critical Consciousness In The Classroom: Inspiring Student Awareness And Activism"

b) Student Presentations at National Conferences

Juerjens, Katelyn. Midwest Popular Culture Conference, Indianapolis, IN, October 2018:
 "AACK!': Gender, Beauty, and the Workplace in *Cathy*"
 -----.Film and History Conference, Madison, WI, Nov. 2018:
 "We Have to Protect Them': Involuntary Motherhood in *A Quiet Place*"
 -----.Art in Response to Violence Conference, Chicago, IL, November 2018:
 "Rehumanizing the Dehumanized through Art: The Politics of Empathy in Response to Matthew Shepard's Murder"
 -----. Sigma Tau Delta International Annual Convention, St. Louis MO, March 2019:
 "AACK!': Gender, Beauty, and the Workplace in *Cathy*"
 -----.Midwestern Conference on Literature, Language, and Media, NIU, April 2019:
 "Radical Nourishment and Cross-Ethnic Solidarity in *If Beale Street Could Talk*"
 -----. WisCon 43, Madison, WI, May 2019: "Like Junk Food for the Mind': Dissonant Food Production in *Star Wars*"

 Sharp, Nicole, Valerie Poulos and Susan Landwer, Panel. "Arguing as Others." Second Annual Writing Innovation Symposium, Marquette University (February 1, 2019).

 Colajaicomo, Jo and Erika Husby. "Extending Our Reach: What Can We Learn From Our Non-Traditional Students?" Allerton English Articulation Conference, April 17, 2019.

2. Acceptance to graduate or professional school/Other Awards

- Katelyn Juerjens '20 received Honorable Mention in the Best Paper category at the International Sigma Tau Delta Conference in St. Louis for her paper "AACK, Gender, Beauty and the Workplace in Cathy."
- Jenn Lee '19 was accepted into the M.F.A. program at Columbia College.
- Vanessa Macias'19 won the prestigious Golden Eagle Award for her Leadership and Service at NEIU
- Rebecca Peterson '19 was selected to deliver the May 2019 Commencement Address
- Jack Konrath '19 won the 2019 Las Vegas Screenplay Contest for Best TV Pilot
- Sara Jackson 20' was admitted early to Dominican's M.A. Program in Library Science



C. Alumni Accomplishments and Notes

Notes on the work of our Alumni are regularly celebrated on our Department Monitor. Please review those slides for updates on those alums with whom we've corresponded specifically in the FY19 year.

More specifically, the following Alums have returned to serve our NEIU community in the following capacities:

Ashley Miranda, whose book of poetry, *Thirteen Jars: How Xt'actani Learned to Speak* came out last Spring, returned to read in our 82 Writers Reading series.

Chris Castillo, now completing his Ph.D. at the University of Wisconsin, Madison, returned in April to curate and present #WOWBOUT—"a platform for local artists and scholars to share their work and listen to music, poetry and scholarship by authors in all genres and at all levels." In the summer, he returned again to teach his own designed 300-level course, **ENGL 374H: Hip Hop Composition**.

Josh Friedburg, now contributing editor, along with Ryan Poll, at *PopMatters*, returned in the summer to teach **ENGL 353: Writing About Music**

In May 2019, **Emmanuel ("Manny") Cruz** received the "Godfather of Giving" Alumni Award from the Department of English for the consistent and incredibly generous support he has afforded our program—over \$2500 last fiscal year alone.

Georgia Logothetis, recently named Associate Director of Illinois Common Cause, called upon us to co-host Common Cause's Town Hall on Politics and the Media in the Fine Arts Auditorium on June 13, 2019. Speaking on behalf of student Alumni at the start was journalist **Terrie Albano**. NEIU alum **Adlai Stevenson III** also gave an address to the full house gathered for the event.



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Appendix I: Professional Development Seminars (English Department) FY 19

Friday, October 26, 2018 9:00 am-12:00 pm

Teaching Star Wars: Culture, Politics, and Economics

Star Wars is a multi-billion-dollar franchise that spans multiple generations, nation-states, media forms, and social platforms. The ever-expanding, multi-media empire includes movies, novels, toys, comic books, video games, television shows, theme parks, fan fiction, podcasts, and cosplay. Taking a multi-disciplinary approach, this seminar studies how multiple media, modes, and genres contribute to the narrative world-building of *Star Wars*, and how this fictional galaxy is informed by wider historical, political, and economic processes from the late 1970s to the present.

Ryan Poll, English Department

Friday, November 2, 2018 9:00 am-12:00 pm

White Teachers' Toolbox: Developing a "Positive" Racial Identity

In *Raising Race Questions: Whiteness and Inquiry in Education* (2015), Ali Michael identifies a "positive White identity" not just as a pedagogical tool but as the toolbox itself. Without it, she argues, we have nothing with which to build a classroom environment that acknowledges every student in the fullness of their being. This seminar foregrounds this idea that racial identity is the foundation of professional practice. We will focus on first steps to defining and developing a positive white identity while exploring the place of whiteness in contemporary US racial dynamics and in our institutions of education.

Kristen Lee Over, English Department

Friday, November 30, 2018 9:00 am-12:00 pm

Teaching Black Lives Matters Through YA Fiction

This seminar will focus on strategies of how to teach Black Lives Matter through the lens of YA Fiction. In particular, the seminar will explore how Angie Thomas's *The Hate U Gives*, recognized as the first YA Novel to directly address the Black Lives Matters, narrates the social-political conditions that gave rise to Black Lives Matter; how the places the movement within the long history of radical Black politics; and how Black Lives Matter develops a new aesthetics to frame current acts of state and economic violence.

Ryan Poll, English Department

Friday, February 1, 2019 9:00 am-12:00 pm

Using Contemporary Experimental Poetry in the Writing Classroom, Creative and Otherwise

All writing is creative, right? This seminar is geared toward helping teachers develop creative approaches to the instruction of writing of all kinds through the study of poetry in ways that promise to inspire students to bring their creative energies and investments to all the writing you are asking them to do. Examine works of contemporary poets to understand their techniques and employ those isolated techniques as constraints for generating texts (poetry, prose, or hybrid). This process suggests the links between reading and writing, and between finished pieces of literature and works-in-progress. Participants will get fuel for their own lesson planning and actively work with the catalog of constraints we generate on-the-spot (just as students can do).

Olivia Cronk, English Department

Friday, January 18, 2019 9:00 am-12:00 pm

Teaching LGBTQ Literature

If the job of English teachers is to help students understand the "human condition" and to write about their own worlds in light of the stories of others, then we have never lived in as exciting a time as the present--but that excitement comes with complications. Some families and churches are perfectly comfortable having LGBTQ members, while others are devastated by or hostile to the idea--or simply ignore the possibility. LGBTQ people continue to face violence from the state and on the streets in even the safest of queer spaces. Laws are changing, gender is being rethought, and stories will never be the same as the queer revolution promised by the Stonewall riots almost 50 years ago seems both to be reaching fruition and to be creating new challenges. This workshop will explore the possibilities and challenges of teaching LGBTQ literature in the secondary classroom and will consider the history of this work as well as some of the cultural, artistic, and political debates that accompany it. No topic is out of bounds--the problem of teaching "sexuality," thoughts on dealing with administrators, parents, and other concerned parties, and more.

Tim Barnett, English Department

Friday, November 30, 2018 9:00 am-12:00 pm

Teaching Black Lives Matters Through YA Fiction

This seminar will focus on strategies of how to teach Black Lives Matter through the lens of YA Fiction. In particular, the seminar will explore how Angie Thomas's *The Hate U Gives*, recognized as the first YA Novel to directly address the Black Lives Matters, narrates the social-political conditions that gave rise to Black Lives Matter; how the places the movement within the long history of radical Black politics; and how Black Lives Matter develops a new aesthetics to frame current acts of state and economic violence.

Ryan Poll, English Department

Friday, January 25, 2019 9:00 am-12:00 pm

Interdisciplinary Conceptions of “Place” in the Classroom

In what sense do our students read the “setting” of the works they read? In what sense do they even know where they live? Using concepts from the work of Lawrence Buell and Doreen Massey, our discussion in this seminar will help faculty in a wide variety of fields produce anything from a single assignment to an entire course revising our students’ sense of “place” to include more complex global and historical dimensions. With a revised sense of place, students quickly come to realize that while not everyone has a dusty attic where they can find a centuries-old scarlet letter, we all live—often unaware—in the dust of others who lived and worked in the places we do. Discovering their “vertical” or historical relation with those who were in our place along with their “horizontal” relation with global others has a way of seriously transforming our students’ sense of self and the world. Beyond this frankly mind-blowing benefit, the complex study of “place” will enlist students to practice and improve skills of oral and written communication, technology, research (traditional, archival, field), and presentation.

Tim Scherman, English Department

Friday, February 1, 2019 9:00 am-12:00 pm

Using Contemporary Experimental Poetry in the Writing Classroom, Creative and Otherwise

All writing is creative, right? This seminar is geared toward helping teachers develop creative approaches to the instruction of writing of all kinds through the study of poetry in ways that promise to inspire students to bring their creative energies and investments to all the writing you are asking them to do. Examine works of contemporary poets to understand their techniques and employ those isolated techniques as constraints for generating texts (poetry, prose, or hybrid). This process suggests the links between reading and writing, and between finished pieces of literature and works-in-progress. Participants will get fuel for their own lesson planning and actively work with the catalog of constraints we generate on-the-spot (just as students can do).

Olivia Cronk, English Department

Friday, February 8, 2019 9:00 am-12:00 pm

America as Asylum: Beginnings to Present

This professional development seminar examines the concept of America as an asylum from its earliest roots in the fifteenth through eighteenth centuries to the present moment. We will consider how this rhetoric has shaped the idea of America as a “melting pot” for all, has driven practices and institutions that contradict it, and has been rearticulated to critique and oppose systemic oppressions. Readings will include Crèvecoeur’s *Letters from an American Farmer*, which initiated the idea of America as melting pot; Handsome Lake’s *How America Was Discovered*, an incisive Haudenosaunee critique of European New World discourse; and Cristina Henríquez’s stark portrait of current-day migration, “Everything is Far From Here.”

Emily Garcia, English Department

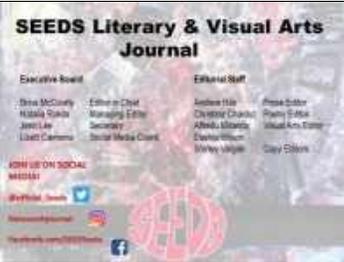
Friday, February 22, 2019 9:00 am-12:00 pm

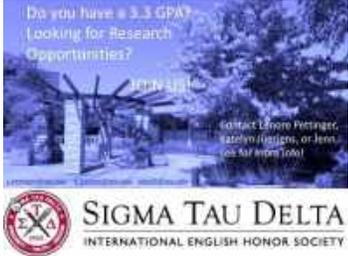
Teaching Huck Finn as a theory of History and Social Change

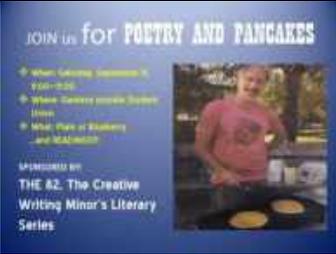
The focus of this seminar will be to reflect on fresh ways of teaching Mark Twain's classic *Huck Finn* with emphasis on how the novel provides insights into the psychological, sociological, and ideological dynamics that forestall social change. While critics have read and praised the novel as a great American anti-slavery novel, as a narrative of moral development and social progress, and as an anti-racist novel, this seminar challenges these readings by looking at how the novel demonstrates why the U.S. does not progress socially in terms of overturning social and racial hierarchies and their attendant cruelty and re-pression. We will also discuss how the critical reception of the novel has been complicit in this fore-stalling of social change, in the very processes the novel critiques. The seminar should interest any faculty member interested in U.S. history, culture, and politics as well as those interested in trauma studies. We will draw connections to other literary and cultural works and developments from the mid-19th century to the present, including Trumpism and films like *Three Billboards Outside Ebbing, Missouri*.

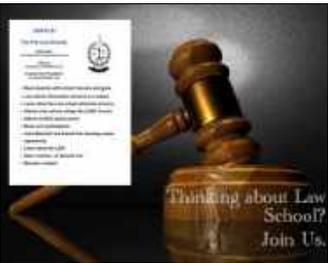
Tim Libretti, English Department

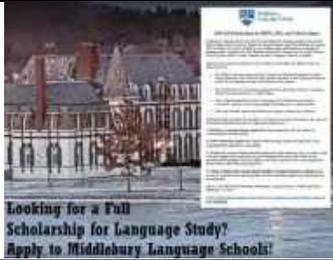
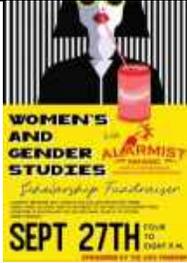
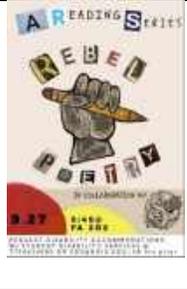
Appendix II: Department Monitor Slides of Events, Celebrations and Reminders, FY 19

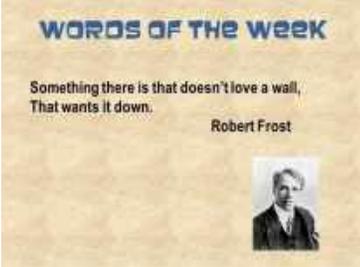
	<p>8/5/2018</p> <p>“Liz Stevens – NEIU Alum”</p> <p>What did she do with an English Major? A quick professional bio and work as the Content Producer for <i>Best Money Moves</i>.</p>
	<p>8/23/2018</p> <p>“Register for Spring Courses”</p> <p>A friendly reminder for students to register for the upcoming term. Registration begins October 15.</p>
	<p>8/27/2018</p> <p>“Welcome to English”</p> <p>Introduction to the English Department. Students can contact the Acting Chair via email with any questions.</p>
	<p>8/27/2018</p> <p>“Join Us on Facebook!”</p> <p>A list of public groups within the social network which students and alumni can follow.</p>
	<p>8/27/2018</p> <p>“SEEDS Literary & Visual Journal”</p> <p>A list of executive board and editorial staff. An invitation for the students to follow the journal on social media.</p>

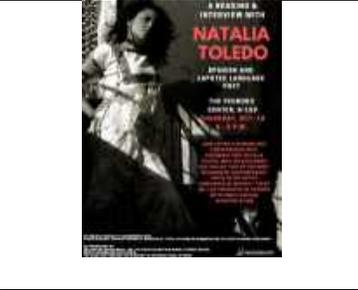
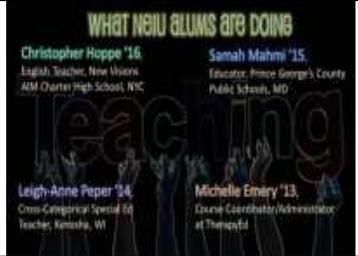
 <p>English Department Undergraduate Merit Tuition Scholarships Are Available Every Term (watch for deadlines!)</p> <p><small>To be eligible for these scholarships, applicants must:</small></p> <ul style="list-style-type: none"> • Be a Resident English Major (this includes English/Secondary Education Majors) • Have at least 12 credits completed in the major • Have a minimum GPA of 3.0 in the major • Be an Illinois resident • Be a spring term first-year • Be enrolled at least half-time (in credit hours) <p><small>Please note that inclusion of a particular major is not compatible with other related scholarships. If there are any questions regarding eligibility, please contact: (630) 767-2400/2401</small></p>	<p>8/27/2018</p> <p>“Merit Tuition Scholarships - 2018”</p> <p>Merit Tuition scholarships are available for the English Dept. undergraduate students. An eligibility list is provided.</p>
 <p>SIGMA TAU DELTA THE ENGLISH HONOR SOCIETY (A SELECTING NON-MAJOR SOCIETY)</p> <p><small>Eligible: The Delta is an international honor society general in membership. High achievement in the undergraduate and graduate levels of English language and literature.</small></p> <p><small>Eligible majors are all other majors who meet the eligibility requirements and continue to apply for membership. Please contact: (630) 767-2400/2401 for membership information and procedures.</small></p> <p>SIGMA TAU DELTA INTERNATIONAL ENGLISH HONOR SOCIETY</p>	<p>8/27/2018</p> <p>“Sigma Tau Delta”</p> <p>Benefits of joining the International English Honor Society are provided. The list of upcoming meetings included.</p>
 <p>Do you have a 3.3 GPA? Looking for Research Opportunities?</p> <p>JOIN US!</p> <p>Contact: Lenore Pirtzinger, Katelyn Higgins, or Jenni (via SIG from 10/6)</p> <p>SIGMA TAU DELTA INTERNATIONAL ENGLISH HONOR SOCIETY</p>	<p>8/27/2018</p> <p>“Sigma Tau Delta-Contact Information”</p> <p>An advertisement for those students, who are looking for research opportunities. Contact information included.</p>
 <p>Join our “Community Conversations” Star Wars: Cultures, Economics, Politics Ryan Poll</p> <p>STAR WARS</p> <p>October 29 7:00 & 9:00 p.m. Canton English House</p> <p><small>This community conversation focuses on how the fictional galaxy is mirrored by real-world economic, political, and cultural processes. Join the talk to discuss the parallels between Star Wars and real-world economics, politics, and culture. The talk will be moderated by Ryan Poll, author of the book Star Wars: The Economics of the Force. The talk will be moderated by Ryan Poll, author of the book Star Wars: The Economics of the Force.</small></p>	<p>8/29/2018</p> <p>“Star Wars”</p> <p>Ryan Poll, Community Conversations. The talk discusses the fictional galaxy in relation to the socio-political processes.</p>
 <p>Storytelling with MOTH GrandSLAM Champion Lily Be @ Wednesdays starting October 3</p> <p><small>A non-credit class offered by the Office of Community & Professional Education (CAPE)</small></p> <p>nela.edu/cape </p>	<p>8/30/2018</p> <p>“Storytelling”</p> <p>Speaker: Lily Be, MOTH GrandSLAM champion. The invitation for the students to register for her non-credit class.</p>

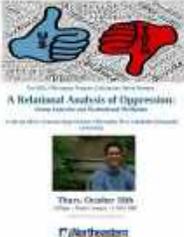
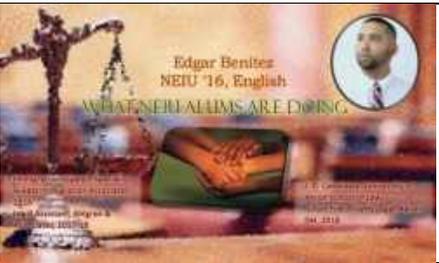
	<p>9/4/2018</p> <p>“Poetry and Pancakes”</p> <p>Sponsored by THE 82. Students are welcome to join the Department for poetry readings and delicious pancakes.</p>
	<p>9/4/2018</p> <p>“Words of the Week – Don Delillo”</p> <p>A quote from the world famous work of Don Delillo <i>White Noise</i>.</p>
	<p>9/4/2018</p> <p>“Nuevas Voces at NEIU”</p> <p>An invitation to participate in a 10-minute playwriting contest and festival. \$500 in prizes.</p>
	<p>9/4/2018</p> <p>“NEIU Linguistics Club”</p> <p>The club invites everyone to attend. Linguistics and language enthusiasts share their knowledge with everyone.</p>
	<p>9/5/2018</p> <p>“Ian Feigle – NEIU Alum”</p> <p>What did he do with an English Major? A short professional bio of the editor at Publications International, Ltd.</p>
	<p>9/6/2018</p> <p>“NEIU Weekend with Alums”</p> <p>Speakers: Becky Sarwate and Steven Riess. A discussion about writing, publishing, baseball, and the Cubs.</p>

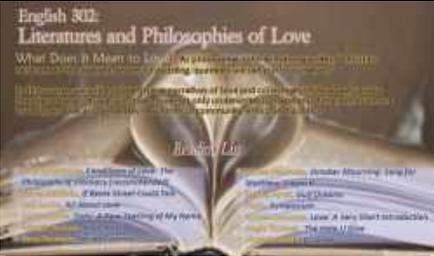
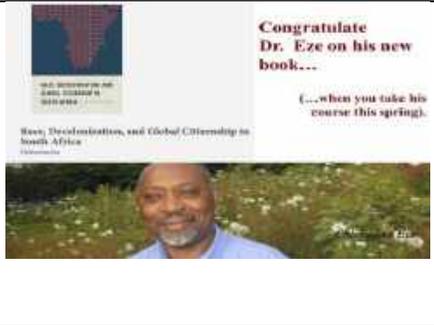
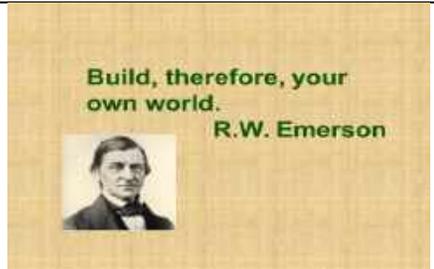
			<p>9/7/2018</p> <p>“Rebecca Wiltberger – NEIU Alum”</p> <p>What did she do with an English Major? A short professional bio of the English Instructor in St Louis.</p>
			<p>9/12/2018</p> <p>“The Pre-Law Society”</p> <p>Advertisement for joining the pre-law society for those who are thinking about Law School.</p>
			<p>9/13/2018</p> <p>“Afrofuturism”</p> <p>Students and professors discussing and learning about Afrofuturism. The meeting organized by Sigma Tau Delta.</p>
			<p>9/13/2018</p> <p>“Frog tutoring”</p> <p>Frog tutors provide one-on-one private tutoring for subject matters in their areas of expertise. Apply within.</p>
			<p>9/14/2018</p> <p>“ Words of the Week – Faulkner”</p> <p>A quote from the world famous work of W. Faulkner <i>As I Lay Dying</i>, “My mother is a fish.”</p>
			<p>9/17/2018</p> <p>“Poetry and Pancakes”</p> <p>A fine event with pancakes and poetry. Photos by A. Sanchez for the NEIU Independent.</p>

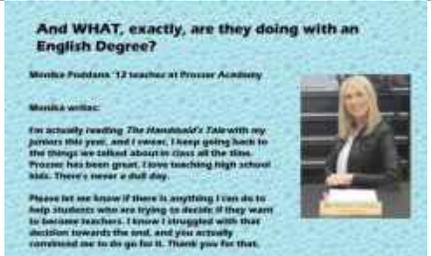
 <p>Looking for a Full Scholarship for Language Study? Apply to Middlebury Language Schools!</p>	<p>9/18/2018</p> <p>“Middlebury Language Schools”</p> <p>2019 Full scholarships available for HBCU, HIS, and Tribal Colleges. An eligibility list is provided.</p>
 <p>WOMEN'S AND GENDER STUDIES Alarmist Brewing Fundraiser SEPT 27TH 7:00 PM</p>	<p>9/20/2018</p> <p>“Alarmist Brewing Fundraiser for Women’s and Gender Studies”</p> <p>A dollar from every drink donated to the scholarship fundraiser.</p>
 <p>Internships at WTTW</p>	<p>9/20/2018</p> <p>“Internship at WTTW”</p> <p>The detailed description of available internships and how to apply available on the provided web address.</p>
 <p>Words of the Week</p> <p>“For every right, with all thy might.” motto of <i>The Guardian</i>, 1901</p> 	<p>9/21/2018</p> <p>“Words of the Week – Trotter.”</p> <p>A quote from the famous newspaper editor W. Trotter, “For every right, with all thy might.” (<i>The Guardian</i>, 1901).</p>
 <p>WHAT, SPRING ALREADY??!</p> <p>Yes. Check out the Draft Schedule for Spring Term on the bulletin board to your right! Plan ahead!</p>	<p>9/24/2018</p> <p>“What, Spring Already?”</p> <p>A friendly reminder to check out the Schedule for Spring Term on the bulletin board.</p>
 <p>A READING SERIES REBEL POETRY SEPT 27 8:00 PM PA 221</p>	<p>9/24/2018</p> <p>“Rebel Poetry – Reading Series”</p> <p>An advertisement to attend a reading series from Rebel Poetry Club.</p>

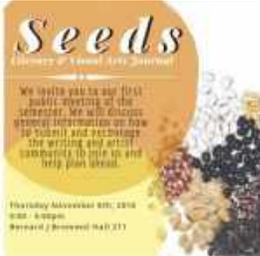
	<p>9/24/2018</p> <p>“Recovering Early Modern Women Writers: Some Tensions”</p> <p>Speaker: J. Gordon-Roth, University of Minnesota.</p>
	<p>9/30/2018</p> <p>“Jami Tillis – NEIU Alum”</p> <p>What did she do with an English Major? A short professional bio of the Language Art teacher at Phillip Rogers Elementary.</p>
	<p>9/30/2018</p> <p>“Allie Link – NEIU Alum”</p> <p>What did she do with an English Major? The talk presented by Allie Link, a teacher at Morgan Park High School.</p>
	<p>10/1/2018</p> <p>“AsMeInternship – Magazine Interns”</p> <p>Invitation for students to work as ASME interns for future successful careers.</p>
	<p>10/1/2018</p> <p>“ Words of the Week – Frost”</p> <p>A quote from the “Mending Wall” by the famous writer Robert Frost.</p>

		<p>10/3/2018</p> <p>“Lit & Luz Festival”</p> <p>Q & A with Natalia Toledo, sponsored by the Pedrose Center.</p>
		<p>10/3/2018</p> <p>“Art in Response to Violence”</p> <p>Speakers: Ryan Poll, Katelyn Juerjens The discussion about the violence of poverty and dehumanization through art.</p>
		<p>10/3/2018</p> <p>“What NEIU Alums are Doing”</p> <p>NEIU Alums share their professional biography.</p>
		<p>10/3/2018</p> <p>“Persian Art Course”</p> <p>A new course promo PERS 101: Modern Persian.</p>
		<p>10/3/2018</p> <p>“A Reading & Interview with Natalia Toledo”</p> <p>Spanish and Zapotec language poet reads her works, followed by a Q&A session.</p>
		<p>10/4/2018</p> <p>“What NEIU Alums are Doing”</p> <p>NEIU Alums share their professional biography.</p>

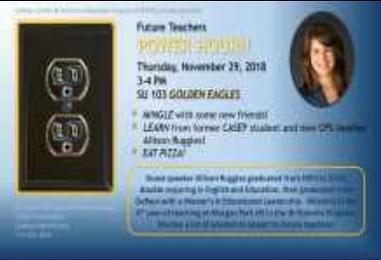
 <p>JOIN OUR TEAM!</p> <p>NEIU INDEPENDENT</p> <p>APPLY TODAY!</p>	<p>10/6/2018</p> <p>“Independent”</p> <p>NEIU Independent newspaper is calling for creative individuals to join their team.</p>
 <p>A Relational Analysis of Oppression</p> <p>Speaker: NEIU Alum Jorge Montiel.</p>	<p>10/10/2018</p> <p>“A Relational Analysis of Oppression: Group Injustice and Institutional Mediation”</p> <p>Speaker: NEIU Alum Jorge Montiel.</p>
 <p>NEIU English '14, DePaul University College of Law '16</p> <p>DePaul Law Review Editorial Board</p> <p>ACLU of Illinois Fellowship/Next Generation Society</p> <p>Kirkland & Ellis Associate</p> <p>The Bass Attorney for ACLU Judicial Branch Project</p>	<p>10/10/2018</p> <p>“Cameron Custard – NEIU Alum”</p> <p>What she is doing and where. A short biography of Custard and her way in life after finishing NEIU.</p>
 <p>Don Morton</p> <p>“Don Morton – NEIU Alum”</p>	<p>10/10/2018</p> <p>“Don Morton – NEIU Alum”</p> <p>What he is doing and where. A short biography of D. Morton, an E-reading teacher at CPS 2005-2013.</p>
 <p>Edgar Benitez</p> <p>NEIU '16, English</p> <p>WHAT NEIU ALUMS ARE DOING</p>	<p>10/12/2018</p> <p>“Edgar Benitez – English Alum”</p> <p>What he is doing and where. A short biography of E. Benitez and his life after finishing NEIU.</p>
 <p>Congratulations to our Students, Alumni and Faculty at the Midwest Popular Culture Association Conference!</p>	<p>10/15/2018</p> <p>“Midwest Popular Culture Association Conference”</p> <p>Congratulations to the students and faculty at the Midwest Conference.</p>

 <p>English 302: Literatures and Philosophies of Love</p> <p>What Does it Mean to Love? ...</p>	<p>10/18/2018</p> <p>“English 302: Literatures and Philosophies of Love”</p> <p>An advertisement for English 302 course includes the reading list.</p>
 <p>SPRING...IS A THING...</p> <p>Register Now!</p>	<p>10/19/2018</p> <p>“Spring is a Thing”</p> <p>A friendly reminder to register for Spring Term.</p>
 <p>ENGL 364: READING FILM</p> <p>The film seminar will emphasize methods of reading films as we would texts. We'll study and discuss techniques of visual storytelling, framing, and editing about film, including not only the subjects and issues (genre, period), but how these present them.</p> <p>By paragraph a famous question asked about poetry, this course will require them to film analyze.</p> <p><i>Featured Film</i></p>	<p>10/19/2018</p> <p>“English 364: Reading Film”</p> <p>The seminar emphasizes methods of reading films as texts. The participants develop techniques of critical thinking.</p>
 <p>Congratulate Dr. Eze on his new book...</p> <p>(...when you take his course this spring).</p> <p><i>Race, Decolonization, and Global Citizenship in South Africa</i></p>	<p>10/23/2018</p> <p>“Dr. Eze and His New Book—Promo”</p> <p>Dr. Eze published another interesting book <i>Race, Decolonization, and Global Citizenship in South Africa</i>.</p>
 <p>Build, therefore, your own world.</p> <p>R.W. Emerson</p>	<p>10/23/2018</p> <p>“Quote of the Day – R.W. Emerson”</p> <p>A powerful quote of the American writer R. Emerson, “Build, therefore, your own world.”</p>
 <p>Bellevue Poetry Club & Seattle University and Visual Arts Journal Present:</p> <p>ARS</p> <p>A Monthly Reading Series of Student Work</p> <p>Thursday, October 25 2:45-4:30pm FA 303</p> <p>All who please the Chair: Students of each month at 3:45pm in FA 303. If you are interested in reading at the next event, please contact Steve Lee at steve.lee@seattleu.edu</p> <p>All are welcome!</p>	<p>10/23/2018</p> <p>“ARS – A Monthly Reading Series of Student Work”</p> <p>Students present their works every last Thursday of the month.</p>

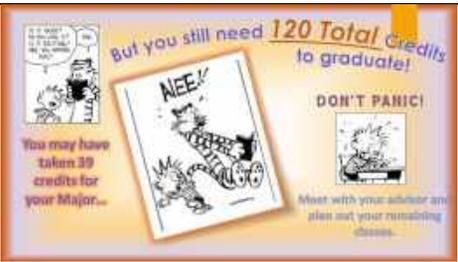
	<p>10/23/2018</p> <p>“Citizen Illegal”</p> <p>Speaker: Jose Olivarez. The audience will hear J. Olivares, the author of “Citizen Illegal.”</p>
	<p>10/25/2018</p> <p>“UIS Internship – Paid”</p> <p>Paid internship advertisement through the Illinois Legislative Staff Intern Program.</p>
	<p>10/25/2018</p> <p>“Open Door Series: Olivia Cronk & Larry O. Dean”</p> <p>The series presents work from Chicago’s new and emerging poets and highlights the area’s writing programs.</p>
	<p>10/30/2018</p> <p>“4Colorism: Race, Color Processing, and Printing in Superhero Comics”</p> <p>Speaker: Zoe Smith, Community Conversations.</p>
	<p>10/30/2018</p> <p>“Monica Poddana – NEIU Alum”</p> <p>What did she do with an English Major? A quick professional bio of the teacher at Prosser Academy M. Poddana.</p>
	<p>10/30/2018</p> <p>“Persian Art Course - Revised”</p> <p>A new course promo PERS 101: Modern Persian</p>

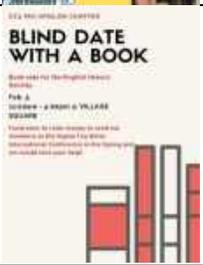
 <p>A yellow poster for a bake sale. At the top, it says 'Bake Sale' in a blue box. Below that, there are images of various pastries and breads. The text 'BAKE SALE' is prominently displayed in the center. At the bottom, it says 'NOV 15TH / 4PM - WILLARD SQUARE'.</p>	<p>10/30/2018</p> <p>“Bake Sale”</p> <p>Organized by NEIU Linguistics Club. Attendants tried delicious pastries, specially baked by the Linguistics Club.</p>
 <p>A sign for the Illinois Woman's Press Association (IWPA). The sign is white with black text and features the IWPA logo at the top. It lists membership information and contact details.</p>	<p>11/5/2018</p> <p>“Illinois Woman’s Press Association”</p> <p>For those who are aspiring to be a writer – IWPA opens the registration for the membership.</p>
 <p>The cover of the 'Seeds' journal. It features a yellow background with the title 'Seeds' in a large, stylized font. Below the title, there is a paragraph of text and an image of various seeds.</p>	<p>11/7/2018</p> <p>“Seeds – New”</p> <p>SEEDS Literary & Visual Journal invites students to their first public meeting.</p>
 <p>A poster for 'nettday9' events. It lists various activities and their times for Wednesday, November 14, 2018. The events include 'Nettday9', 'Nettday9', 'Nettday9', and 'Nettday9'.</p>	<p>11/7/2018</p> <p>“Nettday9”</p> <p>A list of the events during the Nettday9.</p>
 <p>A poster with the text 'DID YOU KNOW... UNDERGRADS NEED 120 CREDITS TO GRADUATE?'. It features a cartoon illustration of a woman with a question mark above her head.</p>	<p>11/7/2018</p> <p>“Did You Know?”</p> <p>A reminder for the undergraduate students to have 120 credits to graduate.</p>
 <p>A poster for an event titled 'UNAPOLOGETIC MIGRATION'. It features a graphic of a hand holding a map. The text includes 'POETS, STORYTELLERS, (WITNESSES, AND) WRITING WIZARDS!' and 'COME TO AN EVENING OF STORYTELLING TO BRING ATTENTION TO THOSE INFLUENCED BY IMMIGRATION, COLONIZATION AND MIGRATION'.</p>	<p>11/8/2018</p> <p>“Unapologetic Migration”</p> <p>Come and bring attention to those influenced by immigration and migration.</p>

	<p>Calling for submissions. 11/8/2018</p> <p>“Words of the Week – M. Fuller”</p> <p>“Men, as at the present instructed, will not help this work, because they also under the slavery of habit.”</p>
	<p>11/13/2018</p> <p>“Viva La Causa”</p> <p>Marcos Muhoz invent cancellation.</p>
	<p>11/13/2018</p> <p>“Propaganda for Realists”</p> <p>Speaker: Megan Hyska, Northwestern University.</p>
	<p>11/13/2018</p> <p>“NEIU’s Creative Writing Department Invites You!”</p> <p>The events calendar of the Creative Writing Department.</p>
	<p>11/13/2018</p> <p>“Engaged Learning Experience Courses”</p> <p>A friendly reminder for the student to take ELE courses as the requirement for graduation.</p>
	<p>11/14/2018</p> <p>“Allie Link – NEIU Alums”-updated</p> <p>What did she do with an English Major? Allie Link, `10, was a part of the National Council of Teachers in Las Vegas.</p>

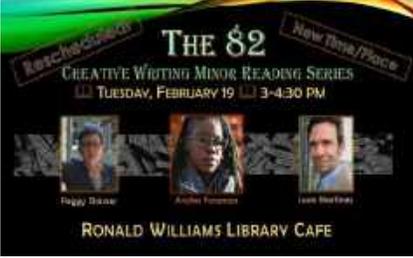
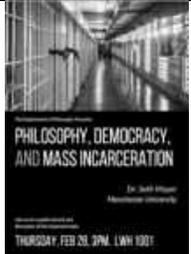
 <p>Future Teachers POWER HOUR Thursday, November 29, 2018 3-4 PM 561 Y33 GOLDEN EAGLES</p> <ul style="list-style-type: none"> • WING! with some new friends! • LEARN from former CASIEE student and now OLS teacher Allison Ruggles! • EAT PIZZA! <p>Meet speaker Allison Ruggles, graduate of our English BA, and a teacher in English and Education. With graduate from DePaul with a Master's in Educational Leadership. She will be doing a special reading of <i>Wings</i> that she did in the 8th grade. Please bring a lot of love to this special hour.</p>	<p>11/14/2018</p> <p>“A.Ruggles: Future Teachers Power Hour”</p> <p>The talk promotes positive and powerful aspects of being a teacher.</p>
 <p><i>the 82</i> Student Writer Readings Fall 2018</p> <p>25 authors read in celebration of another wonderful semester, sponsored by the Creative Writing Minor & English Dept.</p> <p>3:30 - 4:30 PM Wednesday, November 29 161.224 Reinforcement street. All are welcome!</p>	<p>11/15/2018</p> <p>“The 82 Student Writer Readings”</p> <p>Sponsored by the Creative Writing Min & Engl. Dept. Ten student writers read in celebration of another wonderful term.</p>
 <p>Community CONVERSATIONS</p> <p>“Re-Imagining U.S. Working-Class Literature and Culture” A Two-Day English Graduate Student Symposium</p> <p>Monday, November 26, 7:00-8:00pm, Student Union 3023 Tuesday, November 27, 7:00-8:00pm, Student Union 3023 Chair: Mark Pitt</p>	<p>11/16/2018</p> <p>“Re-Imagining U.S. Working-Class Literature and Culture”</p> <p>A two-day English graduate student symposium, Community Conversations.</p>
 <p>DID YOU REMEMBER TO REGISTER FOR SPRING??</p> <p>DON'T PANIC</p> <p>But Don't Let The Courses YOU NEED Disappear!</p>	<p>11/20/2018</p> <p>“Beaker Don't Panic”</p> <p>A note for the student to register for the Spring Term before the courses disappears!</p>
 <p>WHY BE AN ENGLISH MAJOR?</p> <p>GRADUATE — ON TIME!</p> <p>NOT JUST “CONTENT”</p> <p>A VIBRANT, ACTIVE COMMUNITY</p>	<p>11/26/2018</p> <p>“Why Be an English Major?”</p> <p>What do I do to declare English as my major? A step-by-step guide.</p>
 <p>MEET THE DREAMERS AND THE REAL ENGLISH ENTHUSIASTS PRESENT!</p> <p>A NIGHT OF SONG, SODA, AND PIZZA!</p> <p>ALL ARE WELCOME!</p> <p>WHAT? THUNDEROUS APPLAUSE! GREAT SLEEP!</p> <p>WHERE? SCHEDULED BY AKAH IN A HOCKEY RING!</p> <p>WHAT? SAVORING WITH FRIENDS AND FEELING GREAT! YES!!!</p> <p>WHO? YOU! (AND YOUR FRIENDS!)</p> <p>WHY? WE SURVIVED THE SEMESTER!!!</p> <p>PLEASE! PLEASE! PLEASE! PLEASE! PLEASE!</p> <p>*Special thanks to the amazing staff who made this event possible and to the students who made it so special!</p>	<p>11/27/2018</p> <p>“A Night of Song, Soda, and Pizza”</p> <p>All are welcome for a celebration night “We Survived the Semester!” Pizza and soda are provided.</p>

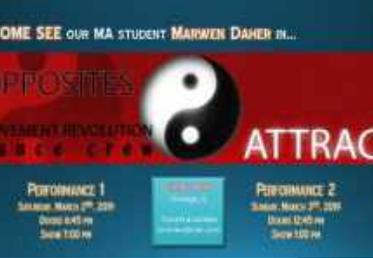
 <p>Show Your Excellence...Apply for the Spring 2019 English Undergraduate Merit Scholarship</p>	<p>11/29/2018</p> <p>“Merit Tuition Scholarships - 2019”</p> <p>Merit Tuition scholarships are available for the English Dept. undergraduate students. An eligibility list is provided.</p>
 <p>English Department End-of-Term Get-Together!</p> <p>WHERE: Theatre II, December 6</p> <p>TIME: 1:00 - 4:00 PM</p> <p>WHERE: Theatre Center (2A 100)</p> <p>OPEN to faculty, staff, and students of English/Lingualist</p>	<p>11/29/2018</p> <p>“English Department End-of-Term Get Together”</p> <p>End of term lunch features homemade pizza and a great company.</p>
 <p>Try it— You'll Like it.</p> <p>Not so much? We Refund 100% until January 18!</p>	<p>12/3/2018</p> <p>“Try It – You’ll Like It”</p> <p>A friendly reminder to register for Spring Term Courses before they may disappear. No payments are due at that point.</p>
 <p>Congrats to Christine Simokaitis! FYE FACULTY OF THE YEAR AWARD</p>	<p>12/3/2018</p> <p>“FYE Faculty of the Year Award – Christine Simokaitis”</p> <p>Congratulation card for the award-winning colleague.</p>
 <p>Words of the Week</p> <p>Women are growing honest, braver, stronger, more healthful and skilful and able and free.</p> <p>Woman and Economics, 1898</p>	<p>12/7/2018</p> <p>“Words of the Week – C. P. Gilman”</p> <p>A quote from the famous book Women and Economics by C.P. Gilman, 1898.</p>
 <p>WHAT NEIU ALUM CHRIS CASTILLO IS DOING</p> <p>TEACHING HIS OWN COLLEGE Hip-Hop Composition THIS SUMMER 2019—WATCH FOR IT!</p>	<p>12/7/2018</p> <p>“Chris Castillo – NEIU Alum”</p> <p>What he is doing and how? A quick professional bio with an invitation to Castillo’s Hip-Hop Composer course.</p>

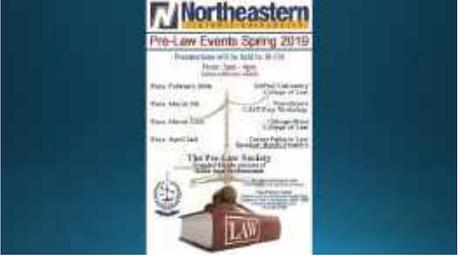
	<p>12/7/2018</p> <p>“What NEIU Alum Liz Rodrigues is doing...”</p> <p>L. Rodrigues is currently a coordinator of learning innovations at NEIU.</p>
	<p>12/10/2018</p> <p>“What NEIU Alums are Doing?”</p> <p>Kristina Garcia, Associate Director, Community Student Advocacy and Student Engagement, UIC.</p>
	<p>12/17/2018</p> <p>“What NEIU Alums are Doing?”</p> <p>Rachel Brown, currently working as a freelance photographer.</p>
	<p>1/4/2019</p> <p>“The Jackie Taylor Antiracism Drama Series 2019”</p> <p>In the Shadow of Justice written by L. Maceo.</p>
	<p>1/11/2019</p> <p>“What NEIU Alums are Doing?”</p> <p>Mimi Cross taught in Japan 2014-2016, recruited by Steinmetz College Prep.</p>
	<p>1/16/2019</p> <p>“Did You Know?”</p> <p>A reminder for the undergraduate students to have 120 total credits to graduate.</p>

 <p>ARS A Monthly Reading Series of Student Work</p>	<p>1/22/2019</p> <p>“ARS – A Monthly Reading Series of Student Work”</p> <p>Students present their own works to the audience.</p>
 <p>BECCA IS BACK! DON'T MISS HER NEW PLAY <i>A PRIVATE HELL</i> FRIDAY 7:30 OR SATURDAY 2:00 OR 7:30 STAGE CENTER THEATRE</p>	<p>1/22/2019</p> <p>“Becca is Back & Spring Play Nuevas Voces 2019”</p> <p>Stage Center Theater presents a new play by Becca & Nuevas Voces play festival.</p>
 <p>TALKING BLACK IN AMERICA</p>	<p>1/22/2019</p> <p>“Talking Black in America”</p> <p>A screening of Dr. Walt Wolfram’s</p>
 <p>The Linguistic Significance of Dr. Martin Luther King, Jr. Implications for Sociolinguistic Justice Dr. Walt Wolfram Co-Director, Center for Language Acquisition</p>	<p>1/23/2019</p> <p>“The Linguistic Significance of Dr. M.L. King, Jr.”</p> <p>Dr. Walt Wolfram talks about the implications of sociolinguistic justice.</p>
 <p>BLACK HISTORY CELEBRATION HARAMBEE LIVE PERFORMANCES MONDAY FEB 4TH 6PM - 7PM</p>	<p>1/29/2019</p> <p>“Harambee”</p> <p>Free live performances in Fine Arts Recital Hall.</p>
 <p>BLIND DATE WITH A BOOK</p>	<p>2/4/2019</p> <p>“Blind Date With a Book”</p> <p>Book sale for the English Honors Society. A fundraiser organized by Sigma Tau Delta Society of NEIU.</p>

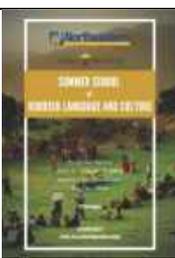
	<p>2/4/2019</p> <p>“Bake Sale Fundraiser”</p> <p>A sale fundraiser to raise money to send members of Sigma Tau Delta to the International Conference.</p>
	<p>2/5/2019</p> <p>“Information Session for Faculty”</p> <p>Presented by the Center for Diversity and Intercultural Affairs. Information session for faculty.</p>
	<p>2/5/2019</p> <p>“Bake Sale”</p> <p>A sale fundraiser to raise money to send members of Sigma Tau Delta to the International Conference.</p>
	<p>2/5/2019</p> <p>“ARS – A Monthly Reading Series of Student Work – Rescheduled”</p> <p>Students present their own works to the audience.</p>
	<p>2/6/2019</p> <p>“What Does It Mean to Have a Revolution in Culture? Frantz Fanon’s Speculative Method of Critique”</p> <p>The talk by W. Paris, Northwestern Univ.</p>
	<p>2/11/2019</p> <p>“Rally to the Future: Turn Up for Teaching”</p> <p>All students celebrate and learn about the field of education.</p>

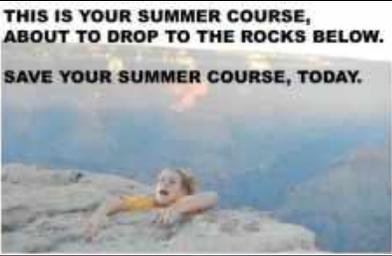
	<p>2/11/2019</p> <p>“Our Stories Matter”</p> <p>A conversation with John Fountain, Chicago’s Sun-Times journalist and author.</p>
	<p>2/11/2019</p> <p>“Particularization of Sand and Masks”</p> <p>Congratulations to our student Jenn Lee on her latest publication.</p>
	<p>2/13/2019</p> <p>“The 82: Creative Writing Minor Reading Series”</p> <p>Readings occur at Ronald Williams Library Café.</p>
	<p>2/13/2019</p> <p>“Someday Soon It’ll Be Summer”</p> <p>A friendly reminder for students to register for the upcoming Summer term.</p>
	<p>2/14/2019</p> <p>“Erin Brockovich”</p> <p>The famous Erin Brockovich answers all the questions about her life, work, and books.</p>
	<p>2/15/2019</p> <p>“Philosophy, Democracy, and Mass Incarceration”</p> <p>A public lecture and discussion of the topic with Dr. Seth Mayer.</p>

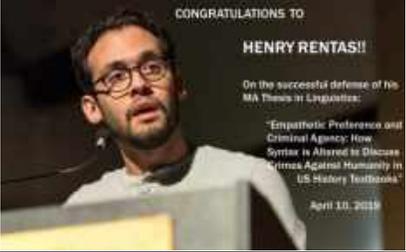
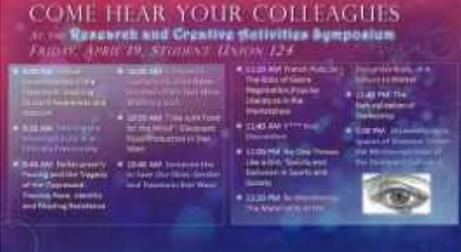
 <p>Join us on Thursday, February 28, 2019, for a special event featuring Dr. Troy Hicks: "Can I Cite That? Examining What Counts as Evidence in a Digital World"</p>	<p>2/18/2019</p> <p>"Can I Cite That?"</p> <p>A special event featuring Dr. Troy Hicks examining what counts as evidence in a digital world.</p>
 <p>Mixing and Mastering Literacy: Multimodal Literacy and the Hip Hop Generation</p>	<p>2/19/2019</p> <p>"Mixing and Mastering Literacy: Multimodal Literacy and the Hip Hop Generation"</p> <p>Speaker: Chris Castillo, NEIU Alum.</p>
 <p>SUMMER 2019 COURSE OFFERING (7th Edition - 3rd ed.)</p> <p>BINGO</p> <p>ENGL 376 Advanced Composition</p> <p>...is at least a TRIPLE!</p> <ul style="list-style-type: none"> Counts for an ELE-X Counts toward the English major as an elective Counts toward the secondary ed minor as a requirement Counts toward your 48 credit hours in the 300 level! 	<p>2/19/2019</p> <p>"ENGL 376: Advanced Composition"</p> <p>Summer 2019 course offering, that counts as ELE-X, an elective towards major, and a 300-level requirement.</p>
 <p>COME SEE OUR MA STUDENT MARWEN DAHER IN...</p> <p>OPPOSITES ATTRACT</p> <p>MOVEMENT REVOLUTION dance crew</p> <p>PERFORMANCE 1 Saturday, March 9th, 2019 Dance 6:45 PM Show 1:00 PM</p> <p>PERFORMANCE 2 Sunday, March 10th, 2019 Dance 12:45 PM Show 1:00 PM</p>	<p>2/21/2019</p> <p>"Marwen Daher in Opposites"</p> <p>Come see our MA student performing with the Movement Revolution dance crew.</p>
 <p>Chris Castillo BRINGS IT</p>	<p>2/21/2019</p> <p>"WOW Bout – Chris Castillo"</p> <p>NEIU Alum's open microphone. Discusses literacy and the hip-hop generation.</p>
 <p>SUMMER 2019 COURSE OFFERING</p> <p>ENGL 353 Writing About Music</p> <p>MAY 20 – JUNE 21 MW 6-9:25 PM</p>	<p>2/22/2019</p> <p>"ENGL 353: Writing About Music"</p> <p>Summer 2019 course offering.</p>

	<p>2/25/2019</p> <p>“Explore Your Future, It’s a Major Deal”</p> <p>Explore majors through a new-hands experience and learn about recourses for career opportunities.</p>
	<p>2/25/2019</p> <p>“Pre-Law Events Spring 2019”</p> <p>Advertisement for joining the pre-law society for a series of presentations.</p>

 <p>Classes for BOTH 2019 TERMS are available NOW. Schedules are posted to your right NOW is your best opportunity to secure the classes you need!</p>	<p>2/28/2019</p> <p>“Register for Summer/Fall Courses”</p> <p>A friendly reminder for students to register for the upcoming terms. Registration is available now.</p>
 <p>ON HAVING THE MOST STUDENTS REPRESENT AT THE INTERNATIONAL CONFERENCE IN ST. LOUIS</p>	<p>3/7/2019</p> <p>“Sigma Tau Delta Presented at the International Conference in St. Louis”</p> <p>Congratulations to the students and faculty on having the most students’ presenters.</p>
 <p>In honor of Women's History Month Latino/a & Latin American Studies Proudly presents A documentary film screening and talk with director Lathaine Murphy MAESTRA (TEACHER) Thursday March 26, 2019 3:00 p.m. – 5:00 p.m. Pedroza Center</p>	<p>3/12/2019</p> <p>“Maestra Film Screening and Talk”</p> <p>Presented by Latin American Studies, the film talks about 1961 Cuban Literacy Campaign.</p>
 <p>American notions of race are the product of racism, not the other way around. Ta-Nehisi Coates</p>	<p>3/12/2019</p> <p>“Words of the Week – Ta Nehisi Coates”</p> <p>“American notions of race are the product of racism, not the other way around.”</p>
 <p>WHAT ARE NEIU ALUMS DOING? EMANUEL CRUZ # Bachelor's in English, NEIU, 2009 # Program Analyst/Manager for the FAA's Unmanned Aircraft Systems Office (ONONES!!!) # Endorsed for Technical Writing and Editing skills</p>	<p>3/12/2019</p> <p>“What Are NEIU Alums Doing?”</p> <p>Emanuel Cruz, Program Analyst for FAA’s Unmanned Crafts, endorsed for technical writing and editing skills.</p>
 <p>#MeToo in Muslim America Dr. Saba Fatima</p>	<p>3/14/2019</p> <p>“#meToo in Muslim America”</p> <p>Speaker: Dr. Saba Fatima, the talk examines challenges of Muslim women within #metoo movement.</p>

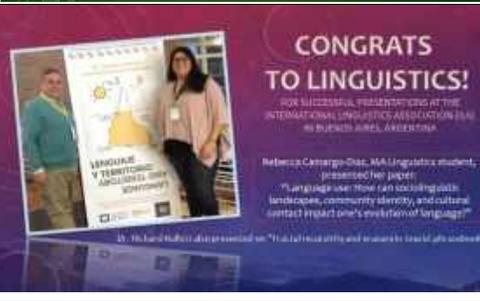
 <p>ENGLISH DEPT STUDENT AWARDS</p> <p>Competition open to all English Majors/Minors, Graduate Students, and others who have produced work for an English Major course.</p> <p>Writing: SHORT FICTION, creative non-fiction, literary analysis, and RESEARCH PAPERS considered.</p> <p>and The Portlano of the Year Award for exceptional work in the classroom.</p> <p>Available of the year will be held on Sat. at 10:00 AM in the Student Center Ball Room on the 3rd floor of the Student Center, 1155 State Street, NEIU, Chicago, IL 60642. Maximum of 25 entries per category.</p>	<p>3/15/2019</p> <p>“English Department Awards”</p> <p>A competition is open for any student’s work produced for an English course for the past school year.</p>
 <p>THE JACKIE TAYLOR ANTI-RACISM DRAMA SERIES 2019</p> <p>THE PLEA</p> <p>WRITTEN BY D. BROOKS AND DIRECTED BY D. BROOKS</p> <p>MARCH 14, 15, 18</p> <p>NEIU STAGE CENTER THEATRE</p> <p>Tickets are \$20. One of three plays in the series for 2019 have sold out. Free for NEIU Faculty, Staff, Students, and Alumni.</p> <p>Northeastern UNIVERSITY</p>	<p>3/18/2019</p> <p>“The Jackie Taylor Antiracism Drama Series 2019”</p> <p><i>The Plea</i> by D. Brooks at NEIU Stage Center Theatre.</p>
 <p>CCICS</p> <p>2nd Annual Poetry Slam</p> <p>Hosted by Carruthers Center for Inner City Studies.</p>	<p>3/21/2019</p> <p>“CCICS Second Annual Poetry Slam”</p> <p>Hosted by Carruthers Center for Inner City Studies.</p>
 <p>Show Your Excellence! Apply by APRIL 12 for the SUMMER 2019 English Undergraduate Merit Scholarship</p> <ul style="list-style-type: none"> ✓ Dedicated English Major (1st or 2nd) ✓ GPA 3.3 or higher ✓ Illinois resident ✓ Earning first B.A. <p>Apply now at www.northeastern.edu/merit. Email: merit@northeastern.edu</p>	<p>3/26/2019</p> <p>“Apply for Summer 2019 Merit Scholarship”</p> <p>Merit scholarships are available for the English Dept. undergraduate students.</p>
 <p>ENGLISH DEPARTMENT 2019 SCHOLARSHIPS \$\$\$</p> <p>AWARD: \$700 DEADLINE: MAY 15, 2019</p> <p>AWARD: \$700 DEADLINE: APRIL 12, 2019</p> <p>AWARD & TUITION DEADLINE: APRIL 12, 2019</p>	<p>3/27/2019</p> <p>“English Department Scholarships 2019”</p> <p>List of English Department scholarships with deadlines and with links for applications.</p>
 <p>SUMMER SCHOOL OF KURDISH LANGUAGE AND CULTURE</p>	<p>3/29/2019</p> <p>“Summer School of Kurdish Language and Culture”</p> <p>Program dates July, 2019-August, 2019. Application deadline May 15th, 2019.</p>

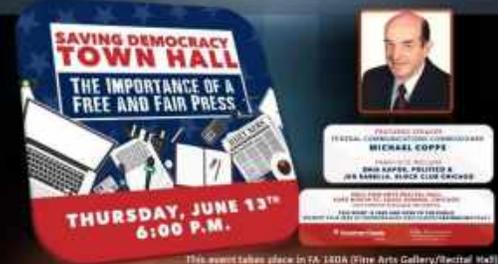
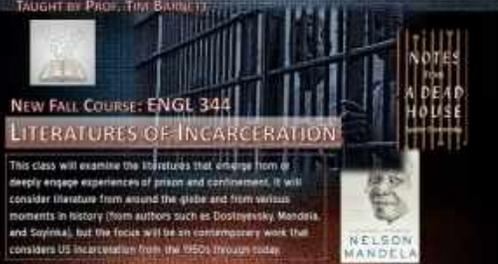
 <p>THIS IS YOUR SUMMER COURSE, ABOUT TO DROP TO THE ROCKS BELOW.</p> <p>SAVE YOUR SUMMER COURSE, TODAY.</p>	<p>4/2/2019</p> <p>“Save Your Summer Course Today”</p> <p>A friendly reminder to register for Summer Courses before they gone.</p>
 <p>ENGLISH DEPT 2019 STUDENT AWARDS DEADLINE APPROACHING!!</p> <p>Submit all entries (including Portfolio of the Year) by Midnight, April 25</p>	<p>4/4/2019</p> <p>“Student Awards Deadline”</p> <p>A reminder for the best student’s English course work submission. Deadline is a month away.</p>
 <p>SAVE THE DATE</p> <p>APRIL 12 2019</p> <p>Kurdish Studies Informational Session</p>	<p>4/9/2019</p> <p>“Kurdish Studies Informational Session”</p> <p>Save the date- Kurdish Studies coming to Northeastern this summer.</p>
 <p>UNDERGRADUATES: APPLY NOW FOR THE LEGISLATIVE BLACK CAUCUS SCHOLARSHIP!</p> <p>DEADLINE: MAY 8</p>	<p>4/9/2019</p> <p>“Legislative Black Caucus Scholarship”</p> <p>Undergrad application for the ILBCF</p>
 <p>2019 English Department Student Awards SUBMISSION RULES:</p> <ul style="list-style-type: none"> ◊ Awarded for an English class from Spring 2018, Fall 2018 or Spring 2019 ◊ NOT PREVIOUSLY SUBMITTED ◊ Submit as MS Word or PDF file ◊ Subject Line: Student Awards (Year) Submission - and Category ◊ Indicate class in which entry was made ◊ Indicate if work is from a Graduate-level class <p>DEADLINE: Thursday, April 25th</p>	<p>4/9/2019</p> <p>“2019 English Dept Student Awards Submission Rules”</p> <p>A list of rules for any writing submission plus names of the categories for it.</p>

	<p>4/11/2019</p> <p>“Seeds Book Launch”</p> <p>When, where and what. Launch for 2019 Seeds Literary Journal edition.</p>
	<p>4/11/2019</p> <p>“Activist Graduation”</p> <p>Invitation to an Activist Graduation, where students can celebrate their achievements and decorate sashes.</p>
	<p>4/12/2019</p> <p>“Congratulations to Henry Rentas”</p> <p>Congratulations on his successful defense of MA thesis in Linguistics.</p>
	<p>4/15/2019</p> <p>“It’s the Final Countdown”</p> <p>A detailed schedule of all English Department Events for the upcoming month.</p>
	<p>4/15/2019</p> <p>“Come Hear Your Colleagues”</p> <p>Invitation to the Research and Creative Activities Symposium with detailed schedule of that Symposium.</p>
	<p>4/16/2019</p> <p>“Creative Activities List”</p> <p>A detailed schedule of all upcoming creative activities at NEIU.</p>

	<p>4/18/2019</p> <p>“Chicago Gangs Research Symposium”</p> <p>NEIU’s Justice Studies present a research about Chicago’s Gangs, Social Media, and youth involvement.</p>
	<p>4/22/2019</p> <p>“Symposium Congrats”</p> <p>Congratulations to all English Department presenters at the 27th student Symposium.</p>
	<p>4/24/2019</p> <p>“Kurdish Language Summer Class”</p> <p>Kurdish Language Summer class ad and invitation to take Fall Middle East classes.</p>
	<p>4/26/2019</p> <p>“English Department 2019 Student Awards”</p> <p>Detailed schedule of the Awards Ceremony and after party.</p>
	<p>4/29/2019</p> <p>“Ravenswood Run”</p> <p>Congrats to NEIU CAS Run for a Smarter Society for raising almost \$2500 for the Northeastern University Foundation!</p>
	<p>4/30/2019</p> <p>“Good Luck with Finals”</p>

 <p>INDUCTION CEREMONY FOR SIGMA TAU DELTA AT PEDROSO CENTER Tuesday, May 7 4-5 pm</p> <p>SIGMA TAU DELTA INTERNATIONAL ENGLISH HONOR SOCIETY</p>	<p>5/2/2019</p> <p>“Induction Ceremony for STG”</p> <p>Invitation to the Sigma Tau Delta induction ceremony at Pedroso Center.</p>
 <p>2019 SIGMA TAU DELTA HONOREES CELEBRATE</p>	<p>5/8/2019</p> <p>“2019 Sigma Tau Delta Honorees Celebrate”</p>
 <p>2019 STUDENT AWARDS HONOREES CELEBRATE</p>	<p>5/8/2019</p> <p>“2019 Student Awards Honorees Celebrate”</p>
 <p>CONGRATULATE VANESSA MACIAS ON WINNING THE PRESTIGIOUS EAGLE AWARD THE HAPPY CHILD WRITING AWARDS AND HER ELECTION AS ASSOCIATE STUDENT REPRESENTATIVE FOR SIGMA TAU DELTA!</p>	<p>5/9/2019</p> <p>“Congratulate Vanessa Macias”</p> <p>On winning a prestigious Eagle Award and her election as Associate Student Representative for STG.</p>
 <p>CONGRATULATIONS BECCA PETERSON! SO PROUD TO HAVE YOU AS COMMENCEMENT SPEAKER May 2019</p>	<p>5/10/2019</p> <p>“Congratulations to Becca Peterson”</p> <p>On her amazing speech as the 2019 Commencement Speaker.</p>
 <p>Summer 2019: Kurdish (Kurmanji Dialect) KUJD 101 Beginning Kurdish I, KUJD 201 Intermediate Kurdish I, WLC 200K Kurdish Culture Fall 2019: Arabic, Aramaic, Persian ARAB 101, ARAM 101, PERS 101, PERS 102</p> <p>WLC is preparing to enroll you in pre-reading courses in the less commonly taught languages. register today!</p>	<p>5/14/2019</p> <p>“Middle Eastern”</p> <p>Middle Eastern Language courses available in WLC for Summer and Fall 2019</p>

	<p>5/16/2019</p> <p>“Congratulations Jack Konrath”</p> <p>On winning the 2019 Las Vegas Screenplay Contest for Best TV Pilot</p>
	<p>5/16/2019</p> <p>“ISACorps”</p> <p>Information on ISACorps, a program for recent grads to mentor 1st-generation college applicants.</p>
	<p>5/20/2019</p> <p>“Dean’s List FA18”</p> <p>English Dept. Dean’s List for Fall 2018</p>
	<p>5/22/2019</p> <p>“Welcome to the English Department”</p> <p>Welcoming new students to the English Department, featuring Ryan Poll.</p>
	<p>5/29/2019</p> <p>“NEIU Alum in the News: Matt Keifer”</p> <p>On being awarded Stanford’s John S. Knight Journalism Fellowship</p>
	<p>6/4/2019</p> <p>“Congrats to Linguistics!”</p> <p>Dr. Richard Hallett and Rebecca Carmago-Diaz’ successful presentations at the ILA in Buenos Aires.</p>

	<p>6/5/2019</p> <p>“Red Scare”</p> <p>New course ENGL 209A-1 offered in Fall 2019</p>
	<p>6/13/2019</p> <p>“Common Cause Town Hall”</p> <p>Common Cause table discussion featuring former FCC member Michael Copps.</p>
	<p>6/13/2019</p> <p>“Literatures of Incarceration”</p> <p>New Fall 2019 course ENGL 344 on Literatures of Incarceration</p>
	<p>6/14/2019</p> <p>“ENGL 381 Fall”</p> <p>Promoting Dr. Eze’s course ENGL 381: African American Literature.</p>
	<p>6/21/2019</p> <p>“Sara Jackson Congrats”</p> <p>Congratulations to Sara Jackson on her early acceptance to Dominican University’s Library Science Master’s program</p>

ENGLISH LANGUAGE PROGRAM

Annual Report 2018-2019

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 area of listening and speaking. In most of our courses, there is a substantial overlap between these two populations. Ultimately, our focus is on bringing our students to a point where they can compete effectively in college-level general education and major coursework regardless of their language heritage. As such, the Program makes a substantial contribution to the University’s mission to “prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.”

Administration of the ELP has continued with Tina M. Villa in the role of coordinator. We had no faculty retirements or resignations this year and our headcount remained at eight full-time instructors. We had a full-time program support specialist whose time was divided among the TESOL, ELP, and SAELL programs. One of the Program’s instructors continued to teach part of her appointment in the TESOL Program, and a second instructor splits her time between ELP and the Learning Success Center. Due to a very significant decrease in initial course enrollments, no adjuncts were hired this year.

In the spring of 2019, a new course (ELP 098) whose corequisite course is ENGL 101 was piloted. Enrollment numbers were low (11), but 80% of the ELP 098 students in the corequisite ENGL 101 course successfully completed their ENGL 101 requirement. We are confident that these results will hold for future semesters, and that the addition of this corequisite with ENGL 101 will help boost our students' retention and success at NEIU.

The summer of 2019, the Enrichment, Readiness & Growth Experience (EMERGE) program in English was unable to be offered due to low interest. The EMERGE program offers an intensive 3-week writing workshop to new incoming freshmen students who placed into ELP 095, ELP 096, or ELP 097 and who choose to participate in the program. The goal of the program is simply to hone the students' writing skills in preparation for retaking the placement test and advancing one or more levels in their placement for the upcoming Fall semester.

II. Program Plan

A. Long term goals

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

B. Projected needs

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

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Annual Report 2018 – 2019

Submitted by Erick Howenstine

I. Executive Summary

2017-18 was in many ways a transition year, as Dr. Erick Howenstine returned from a year-long ACE Fellowship to resume duties as chair, relieving interim chair Dr. Michael Wenz. Dr. Melinda Storie, interim G&ES Coordinator, returned to teaching her full load, and Dr. Scott Hegerty took on Economics Coordinatorship from Wenz who joined the Budget Task Force and then was appointed Interim Budget Director. Office Manager Cindy Jones had moved from the College of Education to take on G&ES office management when Michael Partipilo, long-time G&ES Administrative Assistant was moved during the fiscal crisis of 2017-18. The position then expanded beyond G&ES to span Economics, Anthropology, and Global Studies: six degreed programs and two certificates. Jones left the position early Spring; a temporary staff member Augustine Solanki filled in until Lauren DeMaat was hired in May. Four departments had a hand in all these transitions. As a result of this experience Dr. Howenstine proposed to President Gibson that he help NEIU move from paper to electronic forms, and simplify workflows. He was relieved of a teaching assignment to do this work, requiring an adjunct hire to carry his class.

Dr. Melinda Storie was promoted to Associate Professor and was tenured. She continues as Graduate Coordinator and was Assessment Coordinator during the 2018-19 year. Dr. Ting Liu continues as Coordinator of the GIS Certificate programs and approaches tenure in 2020. Also in 2018-19 the Department revised 130 descriptions and conducted its most thorough inventory of equipment in decades. Dr. Alex Peimer worked with Earth Science designing an interdisciplinary program on Global Climate Change and continued to advise NEIU's environmental club Green Conservation Group and the Green Fee Committee which improved natural areas on campus, installed efficient lighting, and improved planters. Dr. Peimer also organized NEIU's 4th Annual Green Initiative Conference, held in April.

Instructors and Adjunct faculty carried 16 courses, with Drs. Thomas Brecheisen and Kari Burnett leading in that regard. During its biweekly meetings, the Department designed and instituted a rigorous hiring process for new adjuncts who now give formal presentations and are interviewed by the Department Personnel Committee. Six such interviews yielded two hires for the 2019-20 Academic Year.

Faculty members were active in conference presentations, publications, and university service as is documented below.

II. Program Plan

A. Long term goals

Enrollment growth, program quality, and student success remain the primary goals of G&ES. We are reaching out to feeder institutions with program-specific recruitment efforts. We are exploring the provision of courses to ELC and CICS and continuing to improve and apply program assessment. We purchased a professional quality drone with alumni donations and have specific plans for future technological additions to our curriculum. We continue to promote NEIU as an “Environmental Campus” spanning many programs and opportunities including Environmental Studies, Environmental Science, Earth Science, Green Fee, Green Conservation Group, Tree Campus USA, campus prairie burn, community gardens, vegetation GIS, LEEDS certification, and the Center for Science Engagement. We are working with Earth Science toward another interdisciplinary program focused on Climate Change. We intend to continue to connect with more alumni for events, networking, and fundraising.

1. Revenue Streams/ Efficiencies

According to the Development Office the 1,400 G&ES alumni have made 776 gifts, totaling \$49,541. In 2018-19 a targeted campaign to help the department purchase a professional quality drone was successful. Our new JI Mavic Pro 2 will be used for research, teaching, and (by recent invitation) university public relations. It was used immediately by the President, who assembled a human NEIU in front of the library for marketing purposes. The resulting image is the all-time “most liked” NEIU Instagram post.

A major goal and one that is relevant to revenue is to increase enrollment. To that end, we will reach out directly to high schools, community colleges, and organizations which have programs relevant to ours. We expect to appeal again to alumni and local businesses for financial support of our endowed scholarship fund.

The conversion to electronic forms system-wide would represent huge cost savings in materials and time. That project has involved approximately 70 staff so far, and has been presented to groups across campus.

Dr. Howenstine created a wiki for chairs, coordinators, and office managers with which they can easily share information and resources relevant to running a department. He presented this to the CAS leadership group during Faculty Institute, and to the Chairs and Coordinators’ Forum on Oct. 8.

Two professional development workshops are planned for the coming year:

It's Not Easy Being Green: Infusing Sustainability Studies Across Disciplines (Dr. Melinda Storie)

Enrich Spatial Thinking in the Classroom Through Open Source GIS (Dr. Ting Liu)

G&ES is working with Institutional Research to improve the quality of information provided to all departments while planning and revising schedules. This may significantly improve Department-level scheduling in all colleges.

2. Enrollment and Retention

G&ES enrollment has decreased in G&ES as it has done elsewhere at NEIU. However, once a student declares Geography or Environmental Studies as a major their retention rate improves dramatically. Hence, by attracting majors we will improve NEIU retention. Ongoing assessment efforts will also help us identify ways to improve our programs.

The Department also supports Enrollment Services with geospatial analysis including students, commuting patterns, spatial trends in retention, neighboring institutions, and potential new target areas for recruitment. We regularly help Institutional Research and others with our GIS skills.

Dr. Howenstine surveyed all residents and former residents of the NEST to map local amenities of potential interest to new students and residents. Howenstine, with Dr. Frank Gaytan, supervised an Honors Thesis student (Katherine Shah) who studied the relationships of neighborhood, race, commuting distance, commuting time, with student success and retention.

3. Social Media/Promotion

The Department regularly uses databases by IR or Alumni Affairs, as well as self-service listservs to reach alumni, graduate students, undergraduates, and those interested in GIS. Howenstine, Storie, Liu, and DeMaat maintain the web page; all faculty help manage the Facebook page and group. Listservs for undergraduates, graduate students, alumni, and GIS students are used for periodic communication: department announcements, campaign solicitations, and job opportunities.

In 2018-19 we improved our literature including new displays, posters, digital displays, bulletin boards, and brochures (some of which are now in Spanish). One large poster promotes all environmental efforts and programs on campus including Environmental Science and Earth Science, Green Fee Committee, Green Conservation Group, the prairie burn, Tree Campus USA, and of course our excellent program Environmental Studies. We have distributed this to other units, to advising, and recruiting. Our web site includes an "alumni update" section that is regularly appended.

4. Assessment

The Department has undertaken one program goal annually for each undergraduate program. Dr. Storie designed the assessment in 2018-19 and Dr. Grammenos is doing that work for the coming year. In addition, the Department is considering incorporating

e-portfolios into our WIP class, conducting an exit survey for formative feedback, and an alumni survey for ideas for improvement, to measure retrospective program satisfaction, and to track progress meeting program goals. Our last Program Review contains specific suggestions which we will revisit during faculty meetings Fall term.

B. Projected needs

1. Faculty

We recognize the fiscal constraints on NEIU in 2019 and the declines in enrollment, and also note the attractiveness of exciting new programs and efforts. We hope to see support for the new interdisciplinary plan for a Changing Global Climates major, but will not ask for new fTP aculty.

2. Equipment

In lieu of purchasing a new printer we continue to repair our failed 15-year-old 42-inch HP DesignJet 510. We hope to solve an issue with fading. aspire to build a topographic “sandbox” with projection equipment which will create interactive contour maps; this will require some additional technology, materials, and a good deal of volunteer effort. Many faculty laptop computers need replacing, and equipment in our computer labs require regular maintenance. We also hope to purchase VR set for student use in classes.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Storie, M. & Vining, J. (2018). From oh to a-ha: Characteristics and types of Environmental Epiphany experiences. *Human Ecology Review*, 24, 155-179.

Storie, M. *TIMBER: A Tree Dating Game: Find your Tree Mate* presented at the Green Initiative Conference, April 2, 2019.

Hill, Libby *The Chicago River: A Natural and Unnatural History; Second Edition*. 2019 Southern Illinois University Press.

Dr. Melinda Storie represented all NEIU environmental programs at the Fifth Annual Daniel L. Goodwin Distinguished Lecture presentation by Erin Brockovich (Feb. 25, 2019).

Dr. Storie was awarded a Committee on Organized Research (COR) Grant (\$2,335.00) in 2018-2019 for a project entitled *Exceptional Experiences in Nature: Working Toward Theoretical Stability and Diverse Perspectives*. She won an NEIU Travel Award (\$500.00) to attend ISSRM conference, June, 2019, and a Sabbatical Award for Spring 2020. Dr. Storie was granted tenure and promoted to Associate Professor in 2019.

Dr. Alex Peimer won a Faculty Excellence Award in Teaching 2017-18 (Awarded Spring 2019).

Liu, T. and Yang, X, 2019. Monitoring urban growth and land changes in Beijing, China's capital city by remote sensing: progress and challenges. In: X. Yang and S. Jiang (Eds.), Challenges Towards Ecological Sustainability in China: An Interdisciplinary Perspective. Springer Nature Switzerland. Book Chapter

Schirmer, A. E., Gallemore C., Liu, T., Magle, S., DiNello E., Ahmed, H., Gilday, T. 2019. Mapping behaviorally relevant light pollution for urban habitat planning. Accepted by Scientific Reports (AES, CG, and TL contributed equally to the writing of this manuscript)

Dr. Ting Liu was awarded a U.S. National Committee (USNC) Travel Award (2019) by the USNC to the International Cartographic Association (ICC)

Dr. Ting Liu, along with Ryan Gallagher, Economics, was awarded a Research Community Award (\$4,800) in 2018-2019 for a project entitled "An Historical Investigation into the Evolution of Land-Use Patterns and Residential Segregation in the Chicago Metropolitan Area and their Relationship to Land-Use Zoning, 1920-2010"

2. Conference Presentations, Group Shows

Storie, M. & Weed, T. (2018, August). Climbing the tree: Exploring the research branch of forest preschools. Paper presented at the World of Wonder International Conference, Chicago, IL.

Storie, M. & Vining, J. (2019, June). Ecological restoration near home: Exploring and comparing restoration perceptions of Chicago-area residents, managers, and volunteers. Paper presented at the International Symposium on Society & Resource Management Annual Meeting, Oshkosh, WI.

Liu, T. and Yang, X. 2019. Characterizing Spatial Variations of Urban Growth Patterns in Beijing, China through Spatial Analysis and Geovisualization. Presented at the 29th International Cartographic Conference (ICC 2019), July 19, 2019, Tokyo, Japan

3. Service

All G&ES TP faculty attend biweekly Faculty Meetings Fall and Spring.

Faculty Retreat: All G&ES TP faculty and most Instructors convened for an off-campus half-day retreat to discuss department business including program assessment and strategic plans. 10/19/18

Working with Alumni Affairs the Department has identified 338 known alumni jobs. G&ES's 11th Annual Student Faculty, Alumni and Friends potluck picnic was held Sept 7, 2019, drawing 27.

Drs. Liu and Howenstine are working with Adjunct Faculty members Drew Thomas and Derek Barthel who will lead the 24th Belize trip in 2020, with significant enhancements. Wil Mahia, E.S. graduate and Belizian environmentalist and entrepreneur, is assisting again this year.

G&ES combined its annual picnic with NEIU's annual picnic in 2018 and hosted a party for graduating students in Fall of 2018.

Dr. Alex Peimer attended "Politics of the Yellowstone Ecosystem Seminar" at Yellowstone National Park from May 19-25, 2019. Sponsored and led by the American Association of State Colleges and Universities and the non-profit Yellowstone Forever. Funding was provided by the College of Arts and Science, Career Development and Community Partnerships, and the Department of Geography and Environmental Studies.

Dr. Peimer also worked with Earth Science toward a Climate Change certificate program, and developed a partially team-taught course offered for the first time in Fall 2019.

Dr. Peimer continued to serve as faculty advisor to the Green Conservation Group, NEIU's environmental club. He assisted students in the GCG in planning and presenting the 4th Annual Green Initiative Conference, April 2019.

Dr. Peimer was the lead faculty member on Green Fee Committee until September 2019, at which time Dr. Dennis Grammenos took on that leadership position. In the past year Dr. Peimer submitted a proposal to the GFC to convert turf to native plantings on the west side of the library.

Dr. Peimer organized a session for the annual meeting of the Association of American Geographers, and the Green Initiative Conference at NEIU April 2 2019.

Dr. Peimer serves on the North River Commission's Environmental Committee and as an alternate University representative for NEIU on the North Park Village Advisory Council. He also served on the technical and marketing committees of the 2020 Upper Midwest Stream Restoration Symposium, put on by the Partnership for River Restoration and Science in the Upper Midwest, to be held in February 2020 in the Twin Cities

Dr. Peimer's summer 2019 GES 338 Sustainable Development class participated in the first river recreation audit for the North Branch of the Chicago River upstream of River Park with Friends of the Chicago River, Chicago Park District, and the North River Commission

Dr. Peimer started a multi-method research project on river recreation management and governance, including dam removal, on the North Branch of the Chicago River

Dr. Ting Liu Organized the 2018 GIS days event at NEIU on November 14 and 15, 2018 to promote the uses and practices of GIS.

Dr. Liu coordinates the GIS Certificates, now with 40 students.

Dr. Robyn Flakne convened an interdepartmental meeting to retain and advance NEIU's designation as Tree Campus USA, by the National Arbor Day Foundation, now for the 4th consecutive year. This involves ongoing maintenance, improvements, and community involvement relating to the campus' natural landscaping.

Dr. Flakne also participated in a 500 mile fundraiser for Tour Des Trees, bicycling through the hills of Tennessee while broadcasting her progress with GPS.

Dr. Erick Howenstine attended training sessions for Budget management, COGNOS, Drupal web editing, CIM curricular change software, CLSS scheduling software, International Programs, FERPA laws, Banner screens, and Banner modules, SURS, and a full day Financial Managers training. He also interviewed users of Banner modules at Northeastern, Oakton, and San Jacinto College, Pasadena TX.

Dr. Howenstine serves as mentor to a 2019-20 ACE Fellow Nick Wiggington.

Dr. Howenstine supervised, supported, and evaluated 18 faculty members and three staff members, involving 15 classroom observations, formative feedback, and one formal grievance. He was primary supervisor of the Office Managers during a period including two new hires.

Dr. Howenstine coordinated a targeted campaign in 2018- 2019, with the Development Office, to raise funds toward the (successful) purchase of a DJI Mavik 2 Pro drone.

In collaboration with many offices, Dr. Howenstine is helping move exempt timesheets to digital format. For this project and for faculty hiring and assignment he has consulted with more than 100 people on three campuses, diagrammed the workflow for hiring and assignments for Tenure Track, Instructors, and Adjunct Faculty and is working toward the technical solution with University Technology.

GIS projects by Dr. Howenstine this year have included an honors thesis assessing the impact of distance of commute, race, and ethnicity on first year retention (K. Shah, with F. Gaytan), sociocultural landscape in NEIU's service region and NEST residents for every term since its opening in 2016,

Dr. Howenstine conducted an electronic survey of more than 700 students who had lived in the NEST and is creating a map of amenities and transportation options and thereby to promote the NEST to students who may not know Chicago well.

Dr. Howenstine also mapped 115,000 student records fall all terms from Fall 2012 through Fall 2018 to identify high school and college transfers, and other trends for Enrollment Services. A map combining distinct market segmentation "Tapestry" neighborhoods, census data, and students was designed to help recruitment and enrollment efforts. He began working with International Programs toward a web-based map highlighting NEIU's international faculty, students, and partners. He also updated the GIS map of campus vegetation – now with more than 1,000 woody shrubs and trees, with field data provided by Dr. Robyn Flakne.

Dr. Howenstine edits the Undergraduate Handbook, Faculty Handbook, Chair Handbook and is converting the latter to a semi-public wiki format for collaboration by chairs, coordinators, and office staff across colleges.

Dr. Howenstine Committee Service

- Member: Banner Functional Administrative Computing Committee (BFAAC)
- Member: Faculty Council on Academic Affairs (FCAA)
- Member: University Planning and Budget Council (UPBC)
- Member: Branding and Reputation committee of the President's Transition Team
- Ambassador: NEIU Climate Study
- Attendee: Carnegie Dartlett workshops on Defining NEIU's Character
- Appoints two faculty members to the Green Fee Committee

Dr. Melinda Storie Redesigned a FYE class and incorporated service learning into two classes: G&ES 309: Principles and Methods of Environmental Interpretation and 308: Conservation Psychology.

Dr. Storie continued to serve as Graduate Program Coordinator and also as undergraduate advisor for a large number of students. She edits the Graduate Program Handbook, which is now online.

Dr. Storie maintains the Department's google groups (undergraduate, graduate, alumni) and Facebook social media page

Dr. Storie Committee Service

- CAS Merit Award Committee
- Faculty Research Symposium Steering Committee
- Student Research Symposium Steering Committee.

Dr. Storie hosted, along with Drs. Liu and Peimer, a G&ES table at West Lakes Division of the American Association of Geographers 2018 Annual Meeting (November 1-3, 2018; LaCrosse, WI)

She planned and coordinated (with Alumni Services) two public events: a lecture and student workshop by G&ES alumna, Kathleen Kelly, of the National Park Service (November 6, 2018).

Dr. Storie hosted a table at the large-scale environmental conference, Wild Things, (2-23-19) to promote and recruit for G&ES programs. Chicago, Illinois.

Dr. Dennis Grammenos reviewed an article submitted for publication to the Journal of Urban Affairs: "Gentrification in the Barrio: Displacement and Urban Change in Southern California."

Dr. Grammenos continued to curate a Facebook group "Gentrification & Urban Redevelopment," a hub for over 1,500 scholars, researchers, and activists to connect on issues of gentrification and urban redevelopment.

He also curates a Facebook group titled "Health & Medical Geography."

Dr. Grammenos continues to serve as chair of the Departmental Personnel Committee and has taken the lead on Assessment, the Graduate Coordinatorship, and Green Fee Committee lead in 2020.

Lauren DeMaat is Office Administrator since May 13 after Augustine Solanki who had filled in when Cindy Jones left the position mid-January.

Ms. DeMaat serves approximately 20 faculty members and the following programs: Geography B.A., Environmental Studies B.A., Economics B.A., G&ES M.A., Anthropology B.A., Global Studies B.A., and the two undergraduate GIS Certificate programs. She has attended the following training workshops in the first four months of her hire

- Budget management
- Drupal website editing
- Student Employment and Hiring
- Cognos
- FERPA
- Ethics and Title IX trainings
- Full day Financial Manager's training

B. Student Achievements

1. Presentations, conference papers, symposium, publications.

Picciuca, Harmony (2018). Farm dreams, rubble lots, and cracks in between: Land tenure and urban farming in the city of Chicago. Graduate Thesis and public presentation.

Senow, Robert (2018). Chicago's backyard environmental concerns. Graduate Thesis and public presentation.

Brown, Geoff (M.A. 2018). The Truth is Out Where?: Rurality and heterotopia in two decades of UFO sighting reports. Graduate Thesis and public presentation.

Bredrup, Marjory (M.A. 2019). Cloth diapering habits and environmentally responsible behavior: Applications for Chicago. Graduate Research Paper.

Shah, Katherine (current honors student) with F. Gaytan and E. Howenstine (August 2019) Examining the Relationship Between Commute and Student Success at an Urban Four-Year University. Undergraduate Honors Thesis

Ashley Baber (Current GIS Certificate Student) "Growing Labor Market Precarity: An Exploratory Investigation of the Uneven Development of Contingent Labor in the United States." April 2019. American Association of Geographers Annual Meeting. Washington, DC

Brown, Geoff (M.A. 2018) presented "The Truth is Out Where?: Rural tropes in two decades of UFO sighting reports" to the American Association of Geographers April 2019, Washington D.C. and the Illinois Geographic Society Annual Meeting, Dubuque April 27 2019. He was awarded a \$500 IGS grant for the latter presentation.

Brundidge (M.A. G&ES) presented “A Capacious Historicism of NFIP Risk Modelling: Exploring themes of monism to negotiate dualistic critical perspectives of hazard risk finance” to the American Association of Geographers April 2019, Washington D.C.

Matt Anderson, (M.A. G&ES 2008), professor Eastern Washington University received his PhD in Geography, U. of I. Matt published two peer-reviewed Articles

Anderson, M.B. (2019). Class Monopoly Rent and the Redevelopment of Portland’s Pearl District. *Antipode*

Anderson, M.B. & Radil, S. M. (n.d.) A Hard Binary to Shake: The Limitations and Possibilities of Teaching GIS Critically. *The Canadian Geographer / Le Geographe Canadien*

Lazar Ilic (B.A. '08) Geography (M.A. 2010 G&ES) PhD student in Department of Geography, Environment and Geomatics at the University of Ottawa.

Ilic L., Sawada M., Zarzelli A. (2019) Deep mapping gentrification in a large Canadian city using deep learning and Google Street View. *PLOS ONE* 14(3): e0212814.

Dorceta E. Taylor (B.A. '83 Environmental Studies) is a James E. Crowfoot Collegiate Professor of Environmental Justice and Director of Diversity, Equity, and Inclusion at University of Michigan. Her current research includes an assessment of food access in Michigan and other parts of the country.

Taylor Dorceta E. (2019) Food Availability and the Food Desert Frame in Detroit: An Overview of the City’s Food Systemstates. *Environmental Practice*

Alec Solberg (current M.A. in G&ES), has been working with Dr. Ryan Gallagher, Economics, on a historical urban GIS projects.

Amador Castro, current M.A. in G&ES, has been working with Troy Harden, Director of Social Work, on a violence reduction project of Englewood.

Students in GES 387 – Interactive Cartography created interactive maps for changes of Perkins Woods trees <https://cmtilley1.github.io/PerkinsWoods/#>

2. Acceptance to graduate or professional school

Destinie Green (B.A. 2018 E.S.) has been accepted into the Master’s program in Public Health at Purdue University and will start the program Fall 2019. She has also been accepted into the Area Health Education Center (AHEC) Fellowship, a two-year fellowship providing education and healthcare to underserved populations.

Derick Anderson (B.A. '11 Geography) has been accepted into the Ph.D. program in Urban Planning and Policy at the University of Illinois at Chicago and expects to start the program Fall 2019. Derick is Director of Development at Northside Community Resources in Chicago.

C. Alumni News

Sonia Morales, (M.A., current) has been awarded a Graduate Dean's Research and Creative Activities (RCA) Graduate Assistantship for 2019 - 2020 academic year in support of an urban remote sensing project with Dr. Ting Liu.

Brittany Harthan (B.A. Environmental Studies, Minor in Geography 2016) is working as a Program Manager and Garden Educator at Gardeneers, a non-profit that provides ongoing, full-service garden programs with schools on the South and West Sides of Chicago.

Chris Parson (M.A. 1997) won Friends of The Chicago River's 2019 Spirit of the River Award. He started Friends' Chicago River Schools Network in 1997 and has been a volunteer canoe guide and regular volunteer at FCR events since that time.

Joan O'Shaughnessy (M.A. 1994) is Ecologist for the Prairie & Skokie River Corridor in the Restoration Ecology Department for the Chicago Botanic Garden in Glencoe. She got this position in 1994, just out of our program. She's been Chicago Area Program Director for the Illinois Environmental Council, and received a J.D. from Northwestern University School of Law.

Nina Tilly (Environmental Studies, current) worked with the NEIU Programming Board to bring Bill Kurtis to campus for an Earth Matters lecture: Ethics in Action (April 15, 2019).

Briana Jarnagin (B.A. 2017 Geography, Minor in GIS) is American Library Association (ALA)'s Member Services Assistant in the Office for Diversity, Literacy and Outreach Services.

Anja Claus (M.A.) is the Senior Development Editor of the Center for Humans and Nature's journal, *Minding Nature*.

Andrew Waple (M.A. 2017) teaches courses including AP Human Geography at Loyola Academy in Wilmette teaching. His students have a 100 percent pass rate on the APHG exam.

Genesis (Reyes) Self-Fordham (B.A. Geography 2015; Undergraduate GIS Certificate) is writing code for a green UK energy company Ecotricity (where a percentage of profits goes back into funding conservation and green space).

Richard Snyder (Undergraduate GIS Certificate 2013) has been the GIS Analyst for the city of Elgin, Ill. since 2015. He started as the first GIS intern for Elgin in 2014 and was promoted as the city's first GIS Analyst in 2015. Richard manages a team of seven interns and heads multiple projects, including the mapping of all sanitary, storm, streets, and water utilities for all 37.94 square miles of the City.

Derek Barthel (M.A. , Graduate GIS Certificate, 2016) is data acquisition analyst at HERE Technologies. In 2018-19, he traveled around the U.S and internationally. He earned his PADI Advanced Open Water SCUBA diving certification, and will co-lead the Spring 2019 G&ES field course to Belize.

Aaron N Durnbaugh (M.A. 2005) is Director of Sustainability at Loyola University Chicago's Center for Urban Environmental Research & Policy.

Libby Hill (M.A. 1994 Geography, 20-year G&ES Instructor) is the volunteer steward of Perkins Woods, a regular volunteer at the Clark Street Beach Bird Sanctuary. Volunteer steward of Perkins Woods, a regular volunteer at the Clark Street Beach Bird Sanctuary.

GLOBAL STUDIES

Annual Report 2018 – 2019

Submitted by Tracy Luedke

I. Executive Summary

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. In 2018-19, we maintained our number of majors (ending the year with 20 majors) and increased our number of graduates to five (our largest graduating cohort yet), three of whom graduated magna cum laude.

A key development for the Global Studies program this year was moving from Academic Affairs into the College of Arts and Sciences (joining the Department of Anthropology, ELP, Global Studies, Philosophy, and TESOL/SAELL), which took place in Summer 2018. The shift has allowed for important institutional support of the program from the Chair and the Dean and increased the program's visibility on campus, both of which are important for the program's continued growth.

The Global Studies program continues to foster Academic Excellence (Strategic Plan, Goal 2) through its design and pedagogical approach. Goal 2.3 calls for the university to "Support, create, and sustain interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning." Global Studies is broadly interdisciplinary, including elective courses from African and African American Studies; Anthropology; Communications, Media, and Theatre; Economics; English; Geography and Environmental Studies; History; Justice Studies; Linguistics; Philosophy; Political Science; Sociology; Social Work; Teaching English as a Second language; Women's and Gender studies; World Languages and Cultures; Educational Foundations; Inner City Studies; and Bilingual/Bicultural Education.

To further enhance our ability to carry out this interdisciplinary mission and to further ground the program in the range of disciplines offered across the university, this year we expanded our core faculty from five to ten members. The expansion of faculty was undertaken purposefully, in order to both increase faculty engagement with the program more generally and to diversify the disciplines, research interests, pedagogical perspectives and experiences, and potential contributions to the program of the GS faculty group. As the program moves forward, this faculty group will be an important asset toward growing and enriching Global Studies. As a part of expanding and

enhancing faculty participation in the program, during this year we also developed bylaws. Created through a collaborative process among the GS faculty, we established guidelines, expectations, and protocols for program membership, decision making, and leadership.

Global Studies experienced its first program review this year. Our outside reviewer, Dr. Margaret King from Chicago State University, visited campus in April 2019 and submitted her report in August 2019. In her report, Dr. King lauded the program for the strengths of its interdisciplinary approach, its timely and important content, its flexible curriculum, its excellent faculty, and its diverse student body. Dr. King also made several suggestions for additions to the curriculum, including more require courses and greater emphasis on study abroad and internship opportunities for majors. The GS faculty are considering how best to address these suggestions while still maintaining the flexibility and accessibility that allow our students (especially those with schedules that include work and family commitments) to readily complete the program. Dr. King also made useful suggestions regarding marketing the program locally, regionally, nationally, and even internationally, which will inform our existing outreach and recruitment initiatives.

The Global Studies program also fosters Strategic Goals 2.5 (Support and create academic and professional development opportunities for students through internships, international study, research, service learning, and career services), 3.4 (Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners), and 3.5 (Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment), through the internship possibilities attached to the program. Luedke ran an internship program for Anthropology and Global Studies students with the Pan-African Association, an organization that serves African refugees in Chicago. In Spring 2019, GS majors Sulma Jimenez and Sarah Chavez completed the internship.

As a part of the GS curriculum, this year we followed up on a goal from previous years by adding a career readiness component to our capstone course in order to mentor students in their transition to work and/or graduate school after graduation. In GS 399 in Spring 2019, students developed a resume and job cover letter and/or statement of purpose for graduate school applications. Students were taught best practices for creating these sorts of documents and through both instructor and peer review of drafts, produced a polished set of documents by the end of the semester that can be utilized toward next steps after graduation.

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

- Identify ways of partnering with other programs/departments to offer and market double-major and/or major-minor combinations that might attract students
- Establish connections with the College of Business, especially around their global business minor
- Increase internship opportunities for Global Studies majors
- Expand and enrich the relationship between the GS program and International Programs so that majors are more able to and interested in participating in study abroad
- Explore potential joint faculty hire that could serve GS as well as other program(s)

B. Projected needs

GS has limited needs at this point.

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.
3. Other Resources: The program needs a minimal budget that will allow for funding campus events.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Lee, J., Choi, J., Park, K., Choi, S., **Mun, S.**, Kim, H., ... Kim, J. (Eds.). (2019). *Korean American population and household statistics in the US*. Chicago, IL: Hansa Institute.

2. Book Chapters, Regional Exhibitions or Performances

Eze, Chielozona. "Afropolitan Aesthetics as an Ethics of Openness." *Afropolitan Literature as World Literature*, edited by James Hodapp. London: Bloomsbury, Jan. 2020

---. "Ethics and the Politics of the Ordinary in African Literature" *Handbook of African Literature*. Edited by Moradewun Adejunmobi and Carli Coetzee. London: Routledge. 2018.

3. Articles and Abstracts, Local Exhibitions or Performances:

Eze, Chielozona. "The Aesthetics of Proximity and the Common Good" *Cambridge Journal of Postcolonial Literary Inquiry*, 6(2) April 2019), pp 283–290.

Hegerty, S.W. A Comparison of Tract-Level, Nationwide Indices of Economic Deprivation. (2019) *Economics Bulletin* 39(1), 256-263.

---. Commodity Prices, Credit Cycles, and Consumption in Russia, Ukraine, and Belarus. (2019) *Journal of International Studies* 12(2), 9-21.

---. Do Capital Flows Drive Credit Growth and Consumption in Central and Eastern Europe? (2019) *Post-Communist Economies* 31(1), 36-51.

Poll, Ryan. "Jordan Peele's 'Us', Postmodernism, and Free-Floating Racism," *PopMatters*, March 2019.

---. "Disclosure, Dasien, and the Divine in Terrence Malick's 'The Tree of Life,'" *PopMatters*, January 2019.

---. "Social Media and Identity Formation in Bo Burnham's Film, 'Eighth Grade,'" *PopMatters*, August 2018.

---. "The Limits of Hospitality in Fred Rogers Documentary, 'Won't You Be My Neighbor,'" *PopMatters*, July 2018.

Skribans, V. and S.W. Hegerty. Data Mining Application for Used-Car Market Analysis. (2019) Proceedings of the 10th International Multi-Conference on Complexity, Informatics and Cybernetics (IMCIC 2019), 35-40.

4. Conference Presentations, Group Shows

Hegerty, S.W. "Are Urban and Suburban Poverty Converging in the Rust Belt?" *Illinois Economic Association, Chicago, October 12, 2018*

---. "Banking Deserts,' Bank Branch Losses, and Neighborhood Socioeconomic Characteristics in the City of Chicago: A Spatial and Statistical Analysis" Poster session at University of Illinois-Chicago GIS Day, November 16, 2018

---. "Banking Deserts,' Bank Branch Losses, and Neighborhood Socioeconomic Characteristics in the City of Chicago: A Spatial and Statistical Analysis" Paper presentation to the Chicago Public Health GIS Network, December 13, 2018

Mun, S. (Moderator/Discussant). (2019, May 16). *Understanding Millennials for economic and cultural changes in Chicago* at the 2019 Spring Forum of Hansa Institute. Korean Cultural Center of Chicago (KCCOC), Wheeling, IL.

Ryan Poll. "DIRTY COMPUTER AND POST-HUMANIST JUSTICE," *WISCON 43*, MADISON, WI, MAY 2019.

---. "A WORKING-CLASS HERO IS SOMETHING TO BE: LOCATING WORKING-CLASS AGENCY IN THE ERA OF NEOLIBERALISM." MIDWEST CONFERENCE ON LITERATURE, LANGUAGE AND MEDIA, NORTHERN ILLINOIS UNIVERSITY, APRIL 2019.

---. "COMMUNITIES OF HATE: WORKING-CLASS THEATER AND THE POLITICS OF HATE," MIDWEST POLITICAL SCIENCE ASSOCIATION, CHICAGO, IL, APRIL 2019.

---. "TEACHING BLACK LIVES MATTER THROUGH YA FICTION," JUSTICE IN AMERICA: COUNCIL FOR AMERICAN STUDIES EDUCATION, CHICAGO HISTORY MUSEUM, CHICAGO, IL, JANUARY 2019.

---. "MODERN MYTHS: THE UNFOLDING CLASS WAR OF *STAR WARS*," MIDWESTERN MODERN LANGUAGE ASSOCIATION, KANSAS CITY, KC, NOVEMBER 2018.

---. "THE BANALITY OF MASS VIOLENCE," FIFTH ANNUAL SYMPOSIUM ON GENOCIDE AND HUMAN RIGHTS RESEARCH IN AFRICA AND THE DIASPORA," NORTHEASTERN ILLINOIS UNIVERSITY, CHICAGO, IL, NOVEMBER 2018.

---. "STAR WARS: CULTURES, ECONOMICS, POLITICS," COMMUNITY CONVERSATIONS, NORTHEASTERN ILLINOIS UNIVERSITY, CHICAGO, IL, OCTOBER 2018.

---. "THE VIOLENCE OF POVERTY: WALT DISNEY WORLD AND THE HIDDEN HOMELESS," 9TH INTERNATIONAL ART IN RESPONSE TO VIOLENCE CONFERENCE, NORTHEASTERN ILLINOIS UNIVERSITY, CHICAGO, IL, OCTOBER 2018.

---. "MODERN MYTHS: THE UNFOLDING CLASS WAR OF *STAR WARS*," MIDWEST POPULAR CULTURE ASSOCIATION AND MIDWEST AMERICAN CULTURE ASSOCIATION, INDIANAPOLIS, IN, OCTOBER 2018.

---. "THE MAGICAL AESTHETICS OF NEOLIBERALISM: CAPITALIST WORLDS AND WORKING-CLASS ECOLOGIES IN *THE FLORIDA PROJECT*," WORKING-CLASS STUDIES ASSOCIATION," STONY BROOK UNIVERSITY, STONY BROOK, NY, JUNE 2018.

5. Funded grants

Denise Cloonan Cortez de Andersen: Co-recipient and Co-director with Jeanine Ntahirageza: STARTALK Combination Program: Arabic Children's Language Program, Arabic Language Teacher's Program. Summer 2019 (\$97,500)

Denise Cloonan Cortez de Andersen: Co-recipient and Co-director with Jeanine Ntahirageza: National Endowment for the Humanities Grants for HSI Initiatives. Kurdish Studies Institute and International Conference. Summer 2019 (\$100,000)

Tracy Luedke: contributor to NCI U54 Partnership to Advance Cancer Health Equity, 2015-2020: ChicagoCHEC (partnership includes NEIU, Northwestern, UIC)

6. Service

S.W. Hegerty:

- Economics Discipline Expert, Latvian Academy of Sciences
- Steering Committee, Chicago Public Health GIS Network
- Editorial Board, *Journal of Economics and Management*
- Associate Editor, *Economic Research Guardian*
- Editorial Board, *Eastern European Business and Economics Journal*
- Editorial Board, *Bulletin of Applied Economics*

Tracy Luedke.

- Editorial Board, *Journal of Religion in Africa*
- Co-lead of the Outreach Core of the Chicago Cancer Health Equity Collaborative (ChicagoCHEC)

Mun, Seung-Hwan

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

Christopher Schroeder:

- Editorial Board, *Composition Studies*

HISTORY

Annual Report 2018 – 2019

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 2018-2019 with respect to enrollment. The number of majors dropped from 103 in Fall 2017 to 81 in Fall 2018, and the number of History/Secondary Ed students dropped from 21 to 12. (Note that History/Secondary Ed students complete the same program within the History Department that History majors do).

The number of History courses offered decreased from 30 in Fall 2017 to 28 in Fall 2018, with 24 planned for Fall 2019. The number of Student Credit Hours decreased from 1,918 in Fall 2017 to 1,404 in Fall 2018.

Enrollment in the History Masters Program grew slightly from 13 in History and 4 in Teacher Licensure Programs (TLP) to 17 in History and 3 in TLP, or from 17 to 20 overall.

The department has been particularly hard hit by the decline in overall enrollment in general education courses at the university. In the past, many students in general education history courses became interested in the history major.

The department is working to increase enrollments through the creation of new ELE-X courses of interest to a wide range of students. It has developed annual career sessions that bring alumni to campus to help students appreciate a wide range of careers the History major makes possible. It is also exploring reworking our general education offerings to give them broader appeal. It participates actively in all opportunities the university provides to promote the History major.

Thanks to a generous donation from a former faculty member, we were able to increase the number of scholarships we offer from three to four, ranging from \$800 to \$1,200.

b. Academic Excellence and Innovation

The department developed and guided through governance four new ELE-X courses: History 309: The History of Disability; History 336: Work, Money, and Shopping—The

History of Capitalism; History 343: Science, Magic, and Religion; and History 346: Environmental History. Another course already in the catalog, History 315: Medieval Women, also was approved as an ELE-X course. Faculty developed and guided through governance a new course, History 328: Surveillance and Privacy in the U.S., 1898-Present and the creation of History 329C: The Long Civil Rights Movement as a temporary course.

ELE-X courses have expanded the appeal of our courses to students both within the major and outside the major. These courses routinely enroll more students than non-ELE courses.

We have almost completely eliminated the use of the History 392 “title varies” number that confused students and enrolled poorly. By contrast, as recently as 2015, the Department offered as many nine History 392 sections.

The department guided through governance the modification of our WIP course to make the course more attractive, to open it to non-historians, and to make it the 300-level course students need. We eliminated registration restrictions on our graduate courses that had required all students in the Goodwin CoE teaching programs to receive authorization to take history grad courses. These measures will make it easier for students to get into these courses and improve collaboration with the Goodwin CoE.

c. Urban Leadership

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.

Two faculty members, Christina Bueno and Francesca Morgan, led Professional Development Seminars for high school teachers that were very successful. The department will expand its seminar offerings next year.

Josh Salzman co-authored an op-ed piece in *Crain's Chicago Business*, provided commentary for WTTW, and gave a well-attended public lecture at the Chicago Maritime Museum. Mateo Farzaneh appeared on WGN's “Politics Tonight” five times and on WBEZ's Jerome McDonnell's show “Worldview” three times. Christina Bueno was invited to present on the subject, “Teaching the Conquest of Mexico” at Northtown Academy. Francesca Morgan gave a presentation, “The History and Influence of American Women's Clubs” to the Wilmette Women's Club.

d. Exemplary Faculty and Staff

As of June 30, 2019, the department consists of nine tenured/tenure-track faculty (including the chair) and four budgeted instructors whose course loads have dropped substantially over the last few years. Eight of nine tenure-line faculty in the department are tenured. Patrick Miller, who teaches U.S. History and African-American History, plans to retire as of December 31, 2019. Andrew Eisenberg declared his intention to retire in 2022.

Grants

The most notable achievement was Christina Bueno's winning the prestigious National Endowment for the Humanities Faculty Fellowship, which is an individual award of \$60,000. The fellowship is extremely competitive—only 8 percent of applicants nationwide received the award. Prof. Bueno was the only faculty member at a public university in Illinois to receive the grant.

Charles Steinwedel received a US Department of Education Title VI grant via National Resource Centers (NRCs) for Russia/Eastern Europe to develop an interdisciplinary course on capitalism including Russian and East European content, and another Title VI grant to fund his participation in the Summer Research Laboratory at the University of Illinois.

Publications

History Department faculty continued to produce scholarship at a high level. Andy Eisenberg published two articles: a book chapter in a Cambridge University Press volume on Eurasian Empires and an article in the *Journal of Nanjing Xiaozhuang University*. Christina Bueno published a book chapter and an encyclopedia entry in prominent Oxford University Press Publications.

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 chaired the Judy Ewell Award Committee of Rocky Mountain Council for Latin American Studies. Mateo Farzaneh chaired the biennial conference of the Association for Iranian Studies held at UC Irvine. Patrick Miller was a Peer Review Committee member of the Fulbright U.S. Scholars Program, which is administered by the Institute for International Education and a Fulbright Grant Evaluator, Fulbright Finland Foundation. Francesca Morgan served as Co-Convener of Newberry Library Seminar on Women and Gender.

II. Program Plan

A. Long term goals

Community Engagement and Internships

In order to foster greater engagement with the wealth of resources in the Greater Chicago area, the department would like to develop more partnerships with local historical institutions such as the Chicago History Museum, the Pritzker Military Library, and the Newberry Library, among other, smaller institutions. This would allow us to develop our offerings in the field of public history. We already have some graduates working in these institutions, but more systematic development of internships and coursework collaborations would improve our students' opportunities and NEIU's standing in the community.

Empowerment through Learning

The department's students would benefit greatly from more opportunities for the use of digital technology in historical work. Digital learning would not replace our traditional ways of research, writing, and discussing history, but enable students to innovate in how they organize and present their work. Doing so would give students critical skills and knowledge that expand the types of work for which they would be qualified.

Internships and digital learning could be part of a broader effort to develop professional skills and career planning among humanities and social science students in general. Whereas students in STEM fields have access to the resources of the Center for Scientific Engagement, students in the humanities and social sciences have minimal resources with which to make the transition from campus to professional careers. Offerings in digital humanities and social sciences would make our students more competitive in the job market and open new possibilities for them.

B. Projected needs

1. Faculty

With Patrick Miller's retirement in December 2019, the Department will be without a specialist on African-American History. Together with the department's lack of a specialist on Early America leave us with no coverage of areas essential to the university and for the training of our graduate students and future teachers. Early American history was identified as an area of need by our external reviewer in 2015.

2. Equipment

The computers in the department are growing old and inadequate to the increased demands placed on them as faculty use media in the classroom or for online course offerings.

We have basic needs for office furniture. We have no department budget for this. Facilities Management periodically comes around to tell us that our file cabinets, desk chairs, and other office furniture are in violation of safety codes, but we have no money to replace them. That should not be a requirement of the department. NEIU needs to provide safe and functional office equipment for every faculty and staff member.

3. Other Resources

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

The elimination of our department travel budget has meant that TP faculty can attend at best one conference a year. In some cases, faculty who have achieved scholarly excellence have not been able to attend any conferences to present their research. We are fortunate to have instructors with Ph.Ds who also conduct research, but with no funds for travel they cannot do it. The lack of resources directly and negatively impacts our ability to fulfill the teaching and research missions of the university.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Christina Bueno. "The Excavation and Exhibition of Pre-Columbian Artifacts during the Porfiriato." In *The Oxford Encyclopedia of Mexican History and Culture*, edited by William Beezley. New York: Oxford University Press, 2019.

_____. "The Excavation and Exhibition of Pre-Columbian Artifacts during the Porfiriato." In *Oxford Research Encyclopedia of Latin American History*, edited by William Beezley. New York: Oxford University Press, 2018.

Andrew Eisenberg, "Collapse of a Eurasian Hybrid – the Case of the Northern Wei." In *Eurasian Empires of Antiquity: Rome, China, Iran, and the Steppe ca. 250-750*, edited by Nicola di Cosmo & Michael Maas, 369-385. Cambridge: Cambridge University Press, 2018.

Nikolas Hoel, "A Study of the Unexpected: The Advantages of Being the 'Lone Medievalist.'" In *The Ballad of the Lone Medievalist*, edited by Kisha G. Tracy and John Sexton, 221-226. Brooklyn: Punctum Books, 2018.

2. Articles and Abstracts, Local Exhibitions or Performances:

Andrew Eisenberg. "The Impact of the Battle of Zhongli on the Northern and Southern Courts ." (In Chinese). *Journal of Nanjing Xiaozhuang University*, 2 (2018): 26-30.

Joshua Salzman. "How the Midwest will make America great. Again." (Co-authored with Theo Anderson), *Crain's Chicago Business*, December 11, 2018.

_____. “How Chicago Lifted Itself Out of the Swamp and Became a Modern Metropolis.” *What it Means to Be American: A National Conversation Hosted by the Smithsonian and Arizona State University*, October 11, 2018.

3. Conference Presentations, Group Shows

Christina Bueno. “The Tangled Journey of the Cross of Palenque,” Southeastern Council on Latin American Studies, Oaxaca, Mexico, March 2019.

_____. “The Vanishing History Major: Strategies for Recruiting Students in History,” Southeastern Council on Latin American Studies, Oaxaca, Mexico, March 2019.

_____. “Archaeology as Spectacle: Excavations in the Heart of Turn-of-the-Century Mexico City,” American Historical Association, Chicago, Illinois, January 2019.

_____. Roundtable Speaker, “Diversifying the American Historical Review,” American Historical Association, Chicago, Illinois, January 2019.

_____. Podcast Interview, “The History of Mexican Archaeology,” Southeastern Council of Latin American Studies, October 2018.

Nikolas Hoel. Presenter, “Monasticism in the Homilies of Gregory the Great,” 21st Biennial Symposium of the International Medieval Sermon Studies Society, Bristol, England, July 2018.

_____. Organizer, “Authorship: Saints Writing about Saints,” 53rd International Congress on Medieval Studies, Kalamazoo, Michigan, May 2019.

_____. Presenter, “Journey to the East: Crusading in the Middle Ages,” (a week-long seminar), 2018 Björklunden Seminars, Door County, Wisconsin, August 2018.

Joshua Salzmänn. “The Creative Destruction of the Chicago River,” (invited lecture) Chicago Maritime Museum, Chicago, IL, January 18, 2019

Charles Steinwedel. Discussant for a panel entitled, “Rethinking Regional Identities in the Urals: From Pugachev through the Great Reforms,” Association for Slavic, East European, and Eurasian Studies Annual Convention, Boston, MA, December 2018.

_____. Discussant for a panel entitled, “The Performance of *Poddanstvo* in Russia’s Empire,” Association for Slavic, East European, and Eurasian Studies Annual Convention, Boston, MA, December 2018.

4. Funded grants

Christina Bueno, National Endowment for the Humanities Faculty Fellowship, \$60,000

Charles Steinwedel, US Department of Education Title VI grant via National Resource Centers (NRCs) for Russia/Eastern Europe, \$2,000.

_____. US Department of Education Title VI grant from the U. of Illinois's Russian, Eurasian, and Eastern European Center to support research at the Summer Research Lab, July 2018, \$1,150.

5. Service

Christina Bueno served as chair of the Judy Ewell Award Committee of the Rocky Mountain Council for Latin American Studies.

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 chaired the biennial conference of the Association for Iranian Studies held in UC Irvine. He also co-chaired the program committee and organized the presentation of over 300 papers presented over 4 days.

Patrick Miller was a Peer Review Committee member for the Fulbright U.S. Scholars Program, which is administered by the Institute for International Education. He also served as a Fulbright Grant Evaluator for the Fulbright Finland Foundation.

Francesca Morgan served as Co-Convener of Newberry Library Seminar on Women and Gender.

B. Student Achievements

1. Conference Presentations

M.A. student Linley Erickson presented a paper: "Anna Adams Gordon: More than a Footnote" at The Loyola University of Chicago Graduate Student Conference in November 2018.

M. A. student Tim Lane presented a paper, "Republican Motherhood to Industrial Independence: Lowell Mill Women and the Everyday Rebellion for Women's Rights, 1830-1860," at the 24 th Annual James A. Barnes Club Graduate Student History Conference at Temple University in March 2019. He also presented a paper: "Rebelling Against Patriarchy: Everyday Rebellions of Textile Mill Women in Lowell, 1830-1850" at the Loyola University of Chicago Graduate Student Conference in November 2018.

M. A. student Ed Remus presented a paper: "A Eugene Debs for the New Left? Why There is So Much Socialism in the United States—But No Socialist Party" at the Socialism in Our Time conference in New York in April 2019. The conference was presented by the journal *Historical Materialism* and by the magazine *Jacobin*.

M.A. student Katie Shea presented a paper: "Toys Were Us: Examining How Gender, Race, and Technology Were Transmitted Through Toys in the Late 19th and Early 20th Century" at The Loyola University of Chicago Graduate Student Conference in November 2018.

2. Acceptance to graduate or professional school

Jeffrey Krause, B.A. 2019, was admitted to the NEIU Goodwin College of Education.

C. Alumni News

Angela Curry, B.A. 2015, received her J.D. degree from John Marshall Law School in 2018. She took a position as an Associate at John Buchmiller & Associates in 2019.

Juan Pablo Ruiz, B.A. 2007, exhibited his work in the NEIU Biennial Faculty Show at the Fine Arts Gallery and at The Gallery @ a+c architects in January 2009.

David Salgado, B.A. 2018, was admitted to UIC John Marshall Law School in 2019.

JUSTICE STUDIES

Annual Report 2018 – 2019

Submitted by Maria De La Torre

I. Executive Summary

This year the Justice Studies Department continued to undergo changes and transitions normal in academic units. Professor T. Y. Okosun completed a year-long tenure as chair of the department (January 2018-December 2018) and as 2019 began, he embarked in the editorship of the journal *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice*, which is a leading journal in our field. Another major transition in our program was the retirement of Professor Dragan Milovanovic who completed 32 years of service to the university. He achieved a high level of distinction throughout his faculty career at NEIU, publishing 22 books and 60 peer reviewed articles and essays, in addition to his teaching, mentoring, and service, thus advancing the mission of our university in meaningful ways. Professor Nancy Matthews founded an emergency fund for students through the University Professionals of Illinois, that made grants to students helping them with tuition emergencies and thus supporting their enrollment at NEIU. Associate Professor De La Torre helped win a grant that took ten Northeastern undergraduate students to Colombia and brought ten Colombian students to our university under a project to enhance students' mobility across the two countries and focused on peace education and strategies to address violence. Several Justice Studies faculty had publications and conference presentations this year, including Mesinger, Martensen, Castrejon, De La Torre, and Justice Studies undergraduate students. Several of the same faculty as well as Korda and Okosun, continued their service to professional organizations. Last but not least, in the spring the faculty engaged in a series of conversations aimed at curriculum review that will prepare us for a future program review and that will guide us in evaluating the JS curriculum and the preparation for our students' future careers.

II. Program Plan

A. Long term goals

We are in the midst of discussions about strategies to address the challenges ahead for our program. While the national trend of decreasing undergraduate enrollments is certainly impacting our majors, and while our senior faculty members retire, we anticipate the need for at least one tenure-line faculty in order to fully support the program's teaching, advising, and service needs of the program. We will continue discussing our curriculum in order to keep us abreast of the scholarship of the field, incorporate "best practice" teaching strategies, and to respond to student' career needs. These discussions will serve us well as we approach the time for the next program review in one year.

B. Projected needs

1. Faculty

In the last few years the department has lost four TP faculty (Shelley Bannister, Loretta Capeheart, Cris Toffolo, Dragan Milovanovic), two full-time instructors (Deberah Bernstein, Audrey Natcone) and two part time instructors (Rolanda West, Gilokwesi Logan). In this period of time we were able to hire three TP faculty only (Adam Messinger, Rachel Birmingham, Adrian Castrejon). In addition, two TP faculty expect to retire in the near future (T.Y. Okosun, Nancy Matthews). Unfortunately, we will be only four TP line faculty including the chair and this low number is leading us perilously to a point where we may not be able to have enough faculty to serve the students' needs for advising, teaching and mentoring, as well as to meet the required tasks of an academic program in terms of updating the curriculum and serving in the program and the university. We truly anticipate the need for a new TP line search next year.

2. Equipment

Our computer equipment in the main Justice Studies office has aged and we may need to replace or update it in the next year or so.

3. Other Resources

We have been requesting for several years now a designated classroom for the Justice Studies Department's use that we can always assign to our classes and that may contain information on its walls that is relevant in our field and easy to consult by students. This request may be easy to grant in that it only asks that a classroom is designated to us. In addition, we have also requested for some time now a meeting room for departmental use similar to meeting rooms other departments have (e.g., History).

III. Accomplishments

A. Faculty Research/Creative Activities

2. Book Chapters, Regional Exhibitions or Performances

Messinger, A. M., & Roark, J. (2018, October). LGBTQ partner violence. In W. S. DeKeseredy, C. Rennison, & A. Hall-Sanchez (Eds.) *The Routledge international handbook of violence studies*, pp. 277-285. Routledge: London.
[<https://www.taylorfrancis.com/books/e/9781315270265/chapters/10.4324/9781315270265-26>]

Messinger, A. M., & Roark, J. (2018, October). Transgender intimate partner violence and aging. In M. Houlberg (Ed.) *Transgender health and aging: Culturally competent care for transgender aging patients*. Springer: New York.
[https://link.springer.com/chapter/10.1007/978-3-319-95031-0_5]

3. Articles and Abstracts, Local Exhibitions or Performances:

Martensen, K. (2019). Media review: Stay woke. *Contemporary Justice Review*, 22(4).

- (2019). Book review: Complicated lives: girls, parents, drugs, and juvenile justice by Vera Lopez. *Criminal Justice Review*,
<https://doi.org/10.1177/0734016818824145>

Messinger, A. M., Birmingham, R. S., & DeKeseredy, W. S. (2018, July). Perceptions of same-gender and different-gender intimate partner cyber-monitoring. *Journal of Interpersonal Violence*, 0886260518787814.

[https://journals.sagepub.com/doi/abs/10.1177/0886260518787814?casa_token=n9xSFoscNdQAAAAA:MwbLm3M4oOl7jDTouMJRHtNPhwOHFUhBDCcgUVWBd9IopgyQIcoqBRTscsRxCf8EnyA75PFJEHFz]

Messinger, A. M., Sessarego, S. N., Edwards, K. M., & Banyard, V. L. (2018, October). Bidirectional IPV among adolescent sexual minorities. *Journal of Interpersonal Violence*, 1-20. DOI: 10.1177/0886260518807218.

[<https://journals.sagepub.com/doi/abs/10.1177/0886260518807218>]

DeKeseredy, W. S., Nolan, J., Hall-Sanchez, A., & **Messinger, A. M.** (2018, December). Intimate Partner Violence Victimization among Heterosexual, Gay, Lesbian and Bisexual College Students: The Role of Pro-Abuse Peer Support. *Journal of Aggression, Maltreatment & Trauma*, 28(9), 1057-1068.

[<https://www.tandfonline.com/doi/abs/10.1080/10926771.2018.1551820>]

Dyar, C., **Messinger, A. M., Newcomb, M. E., Byck, G. R., Dunlap, P., & Whitton, S. W.** (2019, May). Development and initial validation of three culturally-sensitive measures of intimate partner violence for sexual and gender minority populations. *Journal of Interpersonal Violence*, 1-28. DOI:

10.1177/0886260519846856.
[<https://journals.sagepub.com/doi/abs/10.1177/0886260519846856>]

4. Conference Presentations, Group Shows

Castrejon, J. A. (2019, May). *(Un)sustainable community projects: An urban ethnography in a Las Vegas barrio*. Justice Studies Association Annual Meeting. Bridgewater, MA.

- (2019, May). *Keynote Speaker*. La Raza Annual Conference. University of Minnesota, Minneapolis, MN.

De La Torre, M. (2019, April). *The costs of unpaid emotional labor*. Paper presented at the Midwest Sociological Society Annual Meeting, Chicago, IL.

- (2019, May). *Teaching about Latino immigration from a social justice perspective*. Paper presented at the Justice Studies Association Annual Meeting, Bridgewater, MA.

Martensen, K. (2019, April). *DFI fellow presentation: Stuck in a 'web of detainment': The carceral control of Latinx girls*. Illinois Latino Council on Higher Education (ILACHE). Chicago, IL.

—. (2019, February). *Stuck in a 'web of detainment': The carceral control of Latinx girls*. Roundtable presentation at Center for the Study of Women, UCLA. Los Angeles, CA.

Messinger, A. M., & Birmingham, R. S. (2018, October). *Perceptions of same-gender and different-gender intimate partner cyberstalking*. Southwestern Social Science Association Annual Conference, regular session paper, Orlando, FL.

Kurdyla, V., **Messinger, A. M., & Ramirez, M.** (2018, November). *Help-seeking patterns among transgender intimate partner violence survivors*. Northeastern Illinois University Faculty Research and Creative Activities Annual Conference, Chicago, IL.

Messinger, A. M., Dyar, D., Birmingham, R., Newcomb, M., & Whitton, S. (2019, March.). *Sexual and gender minority intimate partner violence and childhood violence exposure*. Pacific Sociological Association Annual Conference, Oakland, CA.

Messinger, A. M., Birmingham, R. S., Arce, J., & Newton, T. (2019, April). *The impact of sexual orientation and childhood violence exposure on intimate partner violence*. Midwest Sociological Society Annual Conference, Chicago, IL. (Note: Co-presented with NEIU undergraduate research assistants, who had collaborated on my NEIU Research Communities Grant-funded study for which I was co-Principal Investigator.

Holt, A., & LaGrow, C. (Oct. 2018). *'The Day Ahead' looks at LGBTQ domestic violence*. Newsy. Interview with A. M. **Messinger** about his research and book on LGBTQ intimate partner violence, aired live online and on TV. <https://www.newsy.com/stories/the-day-ahead-looks-at-lgbtq-domestic-violence/>

JS Undergraduate Student Presentations

Gonzalez, E. (2019, May). *Contributing to the public good in a democratic context*. Justice Studies Association Annual Meeting. Bridgewater, MA.

Lapadat, A., & Iqbal, F. (2019, May). *Religion, conflict and its implications on democracy and public goods*. Justice Studies Association Annual Meeting. Bridgewater, MA.

Silvera, R. (2019, May). *Rich/poor conflict and public good*. Justice Studies Association Annual Meeting. Bridgewater, MA.

Stewart, B. (2019, May). *UASs (Drones): Threat to rights, privacy, freedoms, and democracy*. Justice Studies Association Annual Meeting. Bridgewater, MA.

5. Funded grants

De La Torre, M. E., & Prieto-Mendoza, M. A. (2018). Student Mobility Partnership, United States and Colombia. *100,000 Partners of the Americas Grant*, U.S. Department of State, Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior (\$25,000).

Martensen, K. (2019, Spring). Center for the Study of Women Travel Award. The University of California Los Angeles. (\$1,000).

Matthews, N. (2018). FAST Fund (NEIU UPI), Believe in Students Foundation. (\$5000).

6. Service

Academic Organizations – Officer/Committee Assignments

De La Torre, M. E.. (2018-2020). Vice President, *Justice Studies Association*.

— (2017-2020). Women in the Profession Committee, *Midwest Sociological Society*.

Korda, C. President, Friends of Peterson.

— Chair, Peterson Parent Advisory Council.

— Team Member, Hate Has No Home Here National Project.

Martensen, K. (2019-2020). Managing Editor. *Contemporary Justice Review*.

— (2019-2020). Reviewer. *Social Compass*.

Matthews, Nancy. Board member, Take Back the Night Foundation.

— University Professionals of Illinois, Chapter President. UPI FAST Fund, Founder and Committee Chair – established an emergency fund for student through UPI that made grants to students totalling \$9549.44. Most of these grants helped students with tuition emergencies, so this directly helped students and NEIU.

Okosun, T. Y., (2019, January-). Editor-in-chief of *Contemporary Justice Review* (CJR).

— (2018-2019). Michigan City Aviation Commissioner.

LATINA/O and LATIN AMERICAN STUDIES

Annual Report 2018-2019

Submitted by Brandon P. Bisbey

I. Executive Summary

This academic year the Latino and Latin American Studies (LLAS) Program completed its seventh year of offering a major and minor in the College of Arts and Sciences. The LLAS major supports the university's mission to provide an exceptional environment for learning, teaching, and scholarship and prepares a diverse community of students for leadership and service in our region and in a dynamic multicultural world. It also focuses on the Strategic Plan Goal 3.2 "Position and promote Northeastern as a leading Hispanic Serving Institution in the recruitment, retention, and graduation of Latino students," given the program's focus on Latino culture, which research has shown to benefit Latino students.

The LLAS program is dedicated to promoting research, training and engagement in the complex histories, cultures and politics of Latinos and Latin America. As part of a public, urban university whose mission is to provide high quality academic, the LLAS program offers students the opportunity to study the ever-growing Latino population in the United States. Currently, the Latino population consists of approximately 55 million people in the United States, or about 17% of the U.S. population; by the year 2050 the U.S. Census estimates that the Latino population will make up at least 30 percent of the total U.S. population. In the state of Illinois, Latinos are 16.5% or approximately 2 million residents; in the city of Chicago, Latinos are 29% of the city's residents. Chicago has the fifth largest Latino population in the U.S. As economic and demographic trends continue, the importance of providing the insight and understanding of Latinos and Latin Americans will also increase. The growing number of Latinos in the United States and the increasing importance of relations between Latin America and the United States generate the need for competent professionals to address social, economic, and cultural needs through professional roles in the field of education, business, politics, and community services. As such, the LLAS major and minor are essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural U.S.

The LLAS Program has continued to develop in exciting and productive ways in order to promote the goals of the University overall and of the program. Specifically, the Coordinator, Dr. Brandon Bisbey, and the interim coordinator Dr. Richard Grossman (Fall 2018) focused on the following areas:

- Working to strengthen relationships with LLAS students and LLAS faculty
 - Invited/encouraged new faculty hires to participate in LLAS
 - Visited LLAS courses to encourage students to consider the LLAS program as a potential minor or major.
- Advising LLAS students academically and professionally.
- Actively supporting the co-sponsorship of numerous activities in the University with other programs and departments.
- Supporting student organization collaboration with LLAS.

II. Program Plan

A. Projected needs

Other Resources

- **Administrative personnel:** Since 2017, Jeanette Hernández, Administrative Aide for the department of World Languages and Cultures, has also been charged with administering LLAS, AFAM and WGS. Previously, there was an administrative aide dedicated solely to these interdisciplinary programs. Ms. Hernández is required to split her time between the WLC and the interdisciplinary program office (LWH 2096), which entails difficulties for all four programs mentioned, particularly in keeping the interdisciplinary program office space staffed and open for students. If we are to successfully grow LLAS we will need dedicated administrative support in the future.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Bueno, Christina. “La Biblioteca Nacional de Antropología e Historia de México: Un legado del nacionalismo Porfiriano,” in Carlos Aguirre and Ricardo Salvatore, eds., *Bibliotecas y cultura letrada en América Latina. Siglos XIX y XX* (Lima, Peru: Fondo Editorial de la Pontificia Universidad Católica del Peru, 2018), 205-223.

Bueno, Christina. “The Excavation and Exhibition of Pre-Columbian Artifacts during the Porfiriato,” in William Beezley, ed. *The Oxford Encyclopedia of Mexican History and Culture*, (New York: Oxford University Press, 2019).

2. Articles and Abstracts, Local Exhibitions or Performances:

García, Emily. "Interdependence and Interlingualism in Santiago Puglia's *El desengaño del hombre* (1794)" *Early American Literature* 53:3 (October 2018) p. 745 – 772.

3. Conference Presentations, Group Shows

Bisbey, Brandon, organizer and moderator. “Drugs in the Western Hemisphere: Reading and Teaching Cultural Portrayals of Addiction.” 134th Annual Modern Language Association Convention. Chicago. January 3-6, 2019.

---. "Who gets to be a junky? Carlos Velázquez and the Appropriation of Addicted Subjectivity from the Global South." XXV Annual Juan Bruce-Novoa Mexican Studies Conference. Irvine, CA. May 2-4, 2019.

Bueno, Christina. "The Tangled Journey of the Cross of Palenque," Southeastern Council on Latin American Studies, Oaxaca, Mexico, March 2019.

---. "The Vanishing History Major: Strategies for Recruiting Students in History," Southeastern Council on Latin American Studies, Oaxaca, Mexico, March 2019.

---. "Archaeology as Spectacle: Excavations in the Heart of Turn-of-the-Century Mexico City," American Historical Association, Chicago, Illinois, January 2019.

De La Torre, M. (2019, April). *The costs of unpaid emotional labor*. Paper presented at the Midwest Sociological Society Annual Meeting, Chicago, IL.

—. (2019, May). *Teaching about Latino immigration from a social justice perspective*. Paper presented at the Justice Studies Association Annual Meeting, Bridgewater, MA.

García, Emily. "Interdependence and Interlingualism" at the Society of Early Americanists' Biennial Conference. Eugene, OR. February 28, 2019.

Stockdill, Brett. Panelist, Queer in the Classroom (Committee on Women in the Profession Session). Midwest Sociological Society Annual Meeting, April 18, 2019, Chicago, IL.

4. Funded grants

Bueno, Christina. National Endowment for the Humanities, Faculty Fellowship, 2019 (Calendar Year)

De La Torre, M. E., & Prieto-Mendoza, M. A. (2018). *100,000 Partners of the Americas Grant*. (\$25,000). U.S. Department of State, NAFSA: Asociación de Educadores Internacionales. USA

Ortiz, Victor. "Social Cohesiveness in a Chicago Suburb." National Science Foundation, 2018-2021, \$149,000.

5. Service

Bueno, Christina. Judy Ewell Award Committee 2019, Rocky Mountain Council for Latin American Studies.

---. Officer, Health, Science and Technology Section, Latin American Studies Association, 2018

---. Reviewer/referee: INAH: National Institute of Anthropology and History, Mexico

---. Reviewer/referee: *Hispanic American Historical Review*

---. Reviewer/referee: *Mexican Studies-Estudios Mexicanos*

---. Reviewer/referee: *Nineteenth-Century Art Worldwide*

---. Reviewer/referee: Oxford Research Encyclopedia of Latin American History, Oxford University Press

De la Torre, María. Vice President, Justice Studies Association, 2018-2020

---. Women in the Profession Committee, Midwest Sociological Society, 2017-2020

B. Student Achievements

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

Adolfo Romero, M.A. Program in Latin American Studies. University of Florida at Gainesville.

Wallace, Anne (2017). Admitted into Portland State University's Masters in Sociology Program for fall 2018.

LINGUISTICS

Annual Report 2018-2019

Submitted by Richard W. Hallett

I. Executive Summary

Having graduated twenty new Master of Arts (MA) students this fiscal year, the Linguistics Department remains one of the largest graduate programs in the College of Arts and Sciences (CAS) despite only having two tenured/tenure-track faculty members on staff. As in the past, the MA in Linguistics still serves as a bridge to various Ph.D. programs. During the 2018-2019 academic year, four recent MA graduate students in Linguistics were accepted into doctoral programs: one into the linguistics program at Arizona State University, one into the linguistics program at Newcastle University in the United Kingdom, one into the Hispanic studies program at the University of Illinois at Chicago, and one into the comparative Semitic studies program at the University of Chicago. Furthermore, two of our MA alumni completed their doctoral work: one received his Ph.D. in linguistics from Yale University and another received her Ph.D. in linguistics from the University of Southern California.

The current graduate students in the MA Program gave presentations at conferences in Argentina, Florida, Georgia, and Illinois. One of the undergraduate students minoring in linguistics won an award in a campus play-writing competition. The Department also (co-)sponsored a colloquium on poetry as well as a colloquium on the linguistic significance of Dr. Martin Luther King, Jr.'s speeches as part of the Fiftieth Celebration of the Foundation of the College of Arts and Sciences. Also in celebration of the humanities in the College of Arts and Sciences, the Department screened the documentary "Talking Black in America." Dr. Lewis Gebhardt gave invited presentations at Northern Illinois University and Northeastern Illinois University. Dr. Richard W. Hallett gave an invited plenary and a valedictory address at the Linguistics across Disciplines (LAD) Symposium, which was held in India, and an invited colloquium at Leiden University in the Netherlands. He also served as an outside reader on two Ph.D. dissertations in linguistics, one at Brussels Free University in Belgium and the other at Andhra University in India.

Assessment

Seven primary goals exist for the Linguistics Program: 1.) to introduce students to the nature and structure of language; 2.) to teach the principles and methods of linguistic study; 3.) to provide students with the tools to look at language as a part of culture; 4.) to foster an appreciation of the role of language as a medium of intercultural understanding; 5.) to foster an understanding of how language functions in relation to the society and culture of which it is a part; 6.) to teach the application of linguistic

theory to language teaching; and 7.) to attain the knowledge of language and language use necessary for careers in language teaching and other language-centered careers such as curriculum development, speech pathology, forensic linguistics, computational linguistics, etc., in a quantitative way, we have relied primarily on student evaluations of our classes. Departmental evaluations focus primarily on instructors' effectiveness of instruction, ability to interest students in the learning process, development of students' critical thinking, fair and respectful treatment of all students. The Linguistics teaching professionals/instructors met these stated goals in the 2018-2019 academic year.

II. Program Plan

A. Long term goals

The major long term goal for the Department of Linguistics remains to create a Ph.D. Program. As the Department has argued in writing elsewhere, Linguistics 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.

As mentioned in our last annual report, the Department of Linguistics has also noticed a need among its undergraduates minoring in Linguistics that, to date, has not yet been able to address: a number of its undergraduates want to pursue degrees in speech pathology. Speech pathology programs in Chicago are small in number, quite competitive, and very costly. The Department of Linguistics is considering developing a speech pathology certificate 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. At this point, these considerations are merely the products of a brainstorming session; it is hoped that a new faculty hire in the area of phonetics and phonology could bring forth some opportunities for students who want to pursue careers in speech pathology. As an Hispanic-Serving Institution (HSI), the Department could easily distinguish itself in this area by offering a certificate in bilingual speech pathology. Perhaps one day the Department could also offer an undergraduate degree in bilingual speech pathology. 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 this proposed new program could be offered online.

B. Projected needs

1. Faculty

With the retirements of two tenured full professors in the summer of 2018, the number of tenure-line faculty members in the department was reduced to two: one tenured full professor who served as the program coordinator and the undergraduate advisor and one untenured assistant professor who served as the graduate advisor. During 2018-2019, two faculty members did all of the programming, advising, recruiting, and service,

in addition to their teaching duties. The Department was allowed to hire one new tenure-track faculty member. She began teaching at NEIU in the Fall 2019 semester.

In order to address our disciplinary and personnel gaps and critical programmatic needs and focus on strategic growth, innovation, and interdisciplinary opportunities, the Department needs to hire at least one more assistant professor specializing in phonology and, preferably audiology and hearing sciences. Given our student population, this hire should have an extensive knowledge of a language other than English (LOTE). Before beginning a Ph.D. program in linguistics, the Department will need at least six full-time tenure/tenure-track faculty members.

2. Equipment

The Department needs to upgrade the laptop computers used by the two tenured faculty members as neither one contains a camera. As the Department plans to start offering more online courses beginning in the summer of 2020, these faculty members will need to be supported with technology to be able to interact with students online. Moreover, as the Department hopes to develop a 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.

III. Accomplishments

A. Faculty Research/Creative Activities

3.1. Articles

Gebhardt, L. (2019). Prefix order and interpretation in Crow. In Kasak, R.M. (ed.), *Proceedings of the 38th Annual Siouan and Caddoan Languages Conference (SCLC)*. Chicago, IL: Northeastern Illinois University Linguistics Department. 145-153. [www.siouan.org/s/SCLC-38-Gebhardt1.pdf]

Gebhardt, L. (2019). Incorporation in Crow. In Kasak, R.M. (ed.), *Proceedings of the 38th Annual Siouan and Caddoan Languages Conference (SCLC)*. Chicago, IL: Northeastern Illinois University Linguistics Department. 69-78. [www.siouan.org/s/SCLC-38-Kasak-Lundquist.pdf] [www.siouan.org/s/SCLC-38-Gebhardt2.pdf]

Kasak, R.M., & Lundquist, S. (2019). Nasal harmony in Hoocak and Mandan. In Kasak, R.M. (ed.), *Proceedings of the 38th Annual Siouan and Caddoan Languages Conference*. Chicago, IL: Northeastern Illinois University Linguistics Department. 99-122. [www.siouan.org/s/SCLC-38-Kasak-Lundquist.pdf]

Torres Carolan, J., & **Kasak, R.M.** (2019). Phonetic analysis of obstruent series in Hidatsa. In Kasak, R.M. (ed.), *Proceedings of the 38th Annual Siouan and Caddoan Languages Conference (SCLC)*. Chicago: IL: Northeastern Illinois University Linguistics Department. 123-144. [www.siouan.org/s/SCLC-38-Torres-Kasak.pdf]

4. Conference Presentations

4.1. Refereed International Conference Presentations

Duchaj, K. (2018). Which “there” is there? George Harrison’s dialect shifting in his late 1960s songs. The Beatles’ The White Album: An International Symposium. West Long Beach, NJ. (November 8-11).

Hallett, J. (2018). Was it merely contentious or were there casualties?: Metaphor and microculture in world Englishes. Met(V)iew3: Metaphors in Englishes around the World 3rd Annual Workshop. Klagenfurt, Austria. (September 20-21).

Hallett, R.W. (2018). “Will you come to America/Australia/Europe with me?”: A critical look at tourist phrasebooks. Twenty-fourth International Conference of the International Association for Intercultural Communication Studies (IAICS). Chicago, IL (July 5-8).

Hallett, R.W. (2018). “We belong to different worlds”: A CDA/CAD examination of tourist phrasebooks. Seventh Critical Approaches to Discourse Analysis across Disciplines (CADAAD) Conference. Aalborg, Denmark. (July 4-6).

Hallett, R.W. (2019). Fractal recursivity and erasure in tourist phrasebooks. Sixty-fourth Annual Conference of the International Linguistic Association (ILA). Buenos Aires, Argentina. (May 30-June 1).

4.2. Refereed National Conference Presentations

Gebhardt, L. (2018). The syntax and semantics of person prefix order in Crow. Western Conference on Linguistics (WECOL). Fresno, CA. (November 29 – December 2).

Hallett, J. (2019). Addressing literacy needs in the multilingual and multidialectal classroom. Journal of Language and Literacy Education Winter Conference. Athens, GA. (February 2-3).

Torres Carolan, J, & **Kasak, R.M.** (2019). Variable production of sublaryngeal frication in Hidatsa. Society for the Studies of the Indigenous Languages of the Americas Annual Meeting. New York, NY (January 3-6).

4.3. Refereed Regional Conference Presentations

Hallett, J., & Hallett, R.W. (2019). Errors, patterns, and non-targetlike forms. Ninth International Education Summit. Palatine, IL (April 5).

4.4. Refereed Local Conference Presentations

Duchaj, K.A., & Stone, W. (2018). Accent shifting in the singing of George Harrison. Ninth Northeastern Illinois University Annual Faculty Research and Creative Activities Symposium. Chicago, IL. (November 16).

Nauman, A., & **Hallett, J. (2019).** What is faculty's role in retention? Ways to promote academic success and a sense of belonging. Sixth Northeastern Illinois University Annual Learn & Lead Symposium on Excellence in Teaching, Leadership, and Service. (February 5).

Kasak, R.M. (2018). When is a suffix not a suffix? Ninth Northeastern Illinois University Annual Faculty Research and Creative Activities Symposium. Chicago, IL. (November 16).

4.5. Invited Presentations

Gebhardt, L. (2018). Some curious facts about words in Crow. Northern Illinois University, Dekalb, IL. (November 12).

Gebhardt, L. (2018). Language endangerment and revitalization. Northeastern Illinois University, Chicago, IL. (November 19).

Hallett, R.W. (2019). Critical and cultural discourse analysis of tourist phrasebooks. Leiden University, Leiden, the Netherlands. (May 16).

Hallett, R.W. (2018). "From *baksheesh* and *bazaar* to *cheque* and *kiosk*": The consilience of linguistics and tourism. Linguistics Across Disciplines (LAD) Symposium. Aligarh, India (November 2-4).

4.6. Conference Posters

Hallett, J., & Flanagan, C. (2018). Rethinking the privilege walk: Centering pride in literacy practices. Illinois Reading Council (IRC) Conference. Peoria, IL. (October 4-6).

6. Service

International Service

Richard W. Hallett served as an outside reader on Steven Van den Berghe's linguistics dissertation, "The Language of taste: Discursive Aspects of 20th-Century Brussels Restaurant Reviews," at Vrije Universiteit Brussel in Belgium, and as an outside reader on Alganesh Mulugeta Girma's Ph.D. dissertation, "Gender-based Linguistic Variations: The Comparative Study of Raya and Agame Tigrigna Speakers in Southern and Eastern Tigray Respectively," for Andhra University in India. He gave the valedictory address at the Linguistics across Disciplines (LAD) Symposium in Aligarh, India. He also reviewed a manuscript for the *Open Psychology Journal*.

Local Service

Jill Hallett participated in the College and Career Day at Carl Schurz High School in Chicago, Illinois on November 7, 2018.

B. Student Achievements

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

Camargo-Díaz, R. (2019). Language use: How can sociolinguistic landscapes, community identity, and cultural contact impact one's evolution of language? Sixty-fourth Annual Conference of the International Linguistic Association (ILA). Buenos Aires, Argentina. (May 30-June 1).

García, I. (2019). Tones in Yorùbá: A ritual language. Twenty-seventh Annual Northeastern Illinois University Student Research and Creative Activities Symposium. Chicago, IL. (April 19).

Kaufmann, M. (2019). The effect of L2 grammatical gender on L1 pronoun interpretation after a study-abroad. American Association for Applied Linguistics (AAAL) Conference. Atlanta, GA. (March 9-12).

Kaufmann, M. (2019). The effect of L2 grammatical gender on L1 pronoun interpretation after a study-abroad. Southeastern Conference on Linguistics (SECOL) LXXXVI. Boca Raton, FL. (May 30-June 2).

Kaufmann, M. (2019). The effect of a second language on first language pronoun interpretation after a study-abroad. Twenty-seventh Annual Northeastern Illinois University Student Research and Creative Activities Symposium. Chicago, IL. (April 19).

Lederman, E. (2019). Investigating linguistic and cultural attitudes in Rick Steves's tourist phrasebooks. Twenty-seventh Annual Northeastern Illinois University Student Research and Creative Activities Symposium. Chicago, IL. (April 19).

Peterson, R., Linguistics minor, received third place (\$100) for the play she wrote, 'A Private Hell', for the 2019 Nuevas Voces: A Ten-Minute Play Festival, which was staged January 25-26, 2019.

Rajkovich, S. (2019). Critical discourse analysis and the case of Roper v. Simmons. Twenty-seventh Annual Northeastern Illinois University Student Research and Creative Activities Symposium. Chicago, IL. (April 19).

Rentas, H.L. (2019). Empathetic preference and criminal agency: How syntax is altered to discuss genocides in US history textbooks. Twenty-seventh Annual Northeastern Illinois University Student Research and Creative Activities Symposium. Chicago, IL. (April 19).

Thomas, P. (2019). Evidence for ‘gating’: The frontloading of low-frequency academic vocabulary by high-profile columnists and essayists. Twenty-seventh Annual Northeastern Illinois University Student Research and Creative Activities Symposium. Chicago, IL. (April 19).

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

Muneer Alzahrani (MA Linguistics, 2014) was accepted to the Ph.D. Program in Linguistics at Arizona State University.

Adam Cleveland (MA Linguistics, 2017) was accepted to the Ph.D. Program in Hispanic Studies at the University of Illinois at Chicago.

Sami Jiries (MA Linguistics, 2018) was accepted to the Ph.D. Program in Comparative Semitics at the University of Chicago with six years of guaranteed funding.

Foad Kherd (MA Linguistics, 2016) was accepted to the Ph.D. Program in Linguistics at Newcastle University in the UK.

C. Alumni News

Ahlam Almohissen (MA Linguistics, 2015) is an English language lecturer at Taif University in Saudi Arabia.

Ariana Bancu (MA Linguistics, 2012) published an article, “Contact-induced variation in Transylvanian Saxon verb clusters,” in *Language*.

Mike Ferris (MA Linguistics, 2010) is an adjunct at Elgin Community College.

Jill Hallett (MA Linguistics, 2006) presented a paper titled “‘A line I don’t cross’: A CDA/CAD approach to teacher identity construction” at the International Association to Dialogue Analysis (IADA) Conference in Milwaukee, Wisconsin in July 2019.

Sami Jiries (MA Linguistics, 2018) presented a paper titled “Phonology as a marker of national and gender identity: /θ/ and /ð/ in the Arabic of Jordan” at the High Desert Linguistic Society Conference in Albuquerque, NM in November 2018.

James Jones (MA Linguistics, 2015) presented a paper titled “ATA’s new Chinese to English certification exam and modern Chinese orthography” at the American Translators Association’s 59th Annual Conference in New Orleans, Louisiana in October 2018.

Kia London (MA Linguistics, 2017) is an elementary and secondary Spanish teacher in Park Ridge-Niles School District 64.

Ryan M. Kasak (MA Linguistics, 2011) successfully defended his Ph.D. dissertation, “Affix ordering and templatic morphology in Mandan,” at Yale University on August 16, 2018.

Erin Marks (MA Linguistics, 2018) presented a paper titled “We are born on this planet as people too’: Interactional identity and Nonverbal Autism in the writing of Naoki Higashida” at the Sociolinguistics Symposium at the University of Illinois at Urbana-Champaign on April 25, 2019.

Binh Nha Ngo (MA Linguistics, 2012) received her Ph.D. in linguistics from the University of Southern California on May 11, 2019.

Jonnia Torres Carolan (MA Linguistics, 2013) co-authored a paper with **Ryan M. Kasak** (MA Linguistics, 2011) that they presented at the Society for the Studies of the Indigenous Languages of the Americas Annual Meeting in January 2019. (See Section 4.2.) They also co-authored a paper that was published in the *Proceedings of the 38th Annual Siouan and Caddoan Languages Conference*. (See Section 3.1.)

MATHEMATICS

Annual Report 2018 – 2019

Submitted by **Joseph E. Hibdon, Jr.**

I. Executive Summary

The Department of Mathematics takes pride in the ongoing accomplishments of its students and faculty.

Overall during the academic year 2018-19 we graduated 13 majors (compared to 16 in 2017-2018) and 8 (16 in 2017-2018) with a Master degree. There were 28 students enrolled in graduate programs (compared to 25 in 2017-2018) offered by our department and 87 (86 in 2017-2018) declared math majors enrolled in our undergraduate programs. We observed an increased number of minors, 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 department, at the initiative of **Nabil Kahouadji**, developed two courses for Actuarial Sciences. These courses are to help encourage more students to study mathematics and to provide courses that meet the needs of our majors interested in being actuaries.

In Fall 2018, math classes contributed 5561 Student Credit Hours (SCH). This is a significant portion of 53,787, the total number of SCH in the College of Arts and Sciences and 75,557 of the University. This translates to approximately 10.3% and 7.4% contribution respectively.

The department continues to provide a supportive environment to assist a broader NEIU student population in succeeding in mathematics. Opened in Fall 2016, the Math Community Center and its coordinator, Professor **Cordell** play an integral part in those efforts.

The Department continued to offer a variety of initiatives in order to create a student friendly environment, increase math awareness, enrich student support, and provide extra curricula experience important for students' academic development and their future career. All were very successful and we plan to continue organizing them. Among them are:

EMERGE (English & Math Enrichment, Readiness, and Growth Experience)– successfully offered for three years, due to financial crisis, to change its format (merged with the Summer Transition Program, an alternative to EMERGE) and the name to the Summer Bridge Program in Summer 2017 and back to EMERGE in 2018. This free program supports incoming freshmen to gain the skills needed to successfully place into English 101 and into higher levels of Math for their first fall semester—saving them tuition and fees, and time to graduation. Profs **Cordell, Bird** and **Hibdon** coordinated the **Summer Bridge Math Program**.

In July 2018, 93 students completed the program and retook the math placement test. The scores of 43% of students who retook the math placement test advanced them one level in Math, 19% two levels, and 9% three levels,.

Math Dept. Open House – initiated in Fall 2013 and organized traditionally in Fall around the time when registration for the next semester starts. Students can meet faculty, advisors, get authorizations for classes, etc It was coordinated this year by **Shan Wang** and **Katy Bird**.

Celebration of Pi Day – initiated in Spring 2014 and organized every Spring since then around March 14 in collaboration with faculty from other departments. It was coordinated by **Katy Bird** and **Shan Wang**.

Department Seminars provide a stimulating forum for faculty and students for discussion and exchange of ideas on research in different areas of mathematics, their applications, and interdisciplinary research. Our Applied Mathematics Seminar is coordinated by Professor **Kahouadji** and Mathematics Education Seminar by Professor **Graham**

Workshops on Mathematical and Statistical Modeling of Complex Systems. They were designed to provide participants with hands-on experience in interdisciplinary quantitative analysis. In 2018-2019, Professors **Hibdon, Filus, Kahouadji, Wang**, and **Turian** organized two workshops on Mathematical and Statistical Modeling of Complex Systems. The first took place on December 7-8, 2018 and next on May 3-4, 2019. They focused on Modeling for Cancer Risk Assessment; Modeling in Health, Sciences, Business and Economics. Both were very successful with over twenty students participating in each workshop, and with speakers coming from Northeastern Illinois University, University of Chicago, Arizona State University, and Warsaw School of Economics.

Departmental initiative “Family Math Night@NEIU”, as a way to celebrate Mathematics and Statistics Awareness Month, organized by **Nabil Kahouadji** on Friday, April 26, 2019 was the third edition of this event. **Zhonggang Zeng (Zeke), Matt Graham**, and **Nabil** (in order) led a hands on activity: **Zeke** did magic tricks for kids, **Matt** did a Mobius band and orientation, and **Nabil** did 2D curve animations.

The department continues to look at ways to offer free open source material for our courses. Multiple courses have gone to fully open course material, including college algebra, piloted by **Philip Wagala Gwanyama**, and other faculty including **Nancy Wrinkle**, **Matt Graham**, **Katy Bird**, **Sarah Cordell**, **Emma Turian**, and **Nabil Kahouadji**.

Philip Wagala Gwanyama continues to operate a Free Problem Solving Seminars for Graduate students in the M.S in Mathematics program preparing for their M.S. Qualifying Examinations.

II. Program Plan

A. Long term goals

The long term goals for the mathematics department are the following:

Provide quality and innovative education in mathematics and related fields addressing the current job market and community needs.

Create a center for students' success in mathematics.

Cooperate with other departments to develop interdisciplinary programs in highly demanding areas such as biomathematics, actuarial science, data science and analytics, and other areas which require mathematical science skills.

Cooperate with other departments in developing innovative programs for teachers.

Improve student outcomes at all levels: developmental, service, and undergraduate major and graduate courses, by pursuing evidence-based pedagogical innovations that reflect best practices in mathematics education.

Play a leading role in the university's work to increase the proportion of underrepresented minorities successfully pursuing STEM majors.

B. Projected needs

1. Faculty

New tenured line positions to support and enhance academic excellence, and develop innovative programs.

- a) Statistics - At the moment the department does not have a statistician.
- b) Biomathematics
- c) Math Education
- d) Analytics/Data Science

2. Equipment

More up-to-date computer equipment for instructors is needed.

3. Other Resources

Increased financial support for faculty to present at 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.

Faculty Excellence Award

Emma Turian - Teaching Excellence Award received in April 2019

Matt Graham - Teaching Excellence Award received in April 2019

A. Faculty Research/Creative Activities

List only sections where you have something. E.g., if your department does not have any of the items listed in number one through four below, but does have *funded grants*, then *funded grants* should be the first item in your report in this section. Under each section that you include, list the entries by name and then the description of the item, using either the APA, Chicago or MLA style for the citation.

1. Book Chapters, Regional Exhibitions or Performances

Chapter 8. On Parameter Dependence and Related Topics: The Impact of Jerzy Filus from Genesis to Recent Developments (with discussion) Jerzy Filus, **Lidia Filus**, Barry C. Arnold, Pavlina K. Jordanova, Ludy Núñez Soza, Ying Lu, Silvia Stehlíková, Milan Stehlík, *Reliability Engineering: Theory and Applications*, I. Vonta & M. Ram (eds), CRC Press, Taylor & Francis Group, ISBN 13-978-0-8153-5517-5, 143-172, 2018

Intuitive interface for solving linear and nonlinear system of equations, **Zhonggang Zeng**, in *Mathematical Software – ICMS 2018, Lecture Notes in Computer Science* 10931, Springer, pp. 498-506, 2018

On the sensitivity of singular and ill-conditioned linear systems, **Zhonggang Zeng**, *SIAM J. Matrix Analysis and Applications*, Vol. 40, No. 3, pp 918-942, 2019

Chapter 3. A Multidisciplinary Approach to Incorporating Computational Thinking in STEM Courses for Preservice Teachers, Slate, Jennifer E.; Adler, Rachel F.; **Hibdon, Joseph**; Mayle, Scott; Kim, Hanna; and Srinivas, Sudha, *Integrating Digital Technology in Education: School-University-Community Collaboration*. 55-80, 2019.

2. Articles and Abstracts, Local Exhibitions or Performances:

On an Alternative to Copula Methodology, Bivariate Case, Jerzy Filus and **Lidia Filus**, *Proceedings of the International Conference on Industrial Engineering and Operations Management Pretoria/Johannesburg, South Africa*, © IEOM Society International, 332, 2018

Building Cross-Institutional Collaborative Infrastructure and Processes: Early Lessons from the Chicago Cancer Health Equity Collaborative, M.A. Simon, M. Fitzgibbon, C. Ciecierski, J.M. Cooper, E. Martinez, L. Tom, J. Kanoon, J. Feinglass, R. Warnecke, M. Stuart, M. Stern, **L. Filus**, R.A. Winn, *Progress in Community Health Partnerships: Research, Education, and Action*, Volume 13, Special Issue 2019, 5-13, John Hopkins University Press, 2019

Construction of Universal Representation of k-Variate Survival Functions, J. Filus and **L. Filus**, *Book of Abstracts of the 18th Applied Stochastic Models and Data Analysis International Conference with Demographics 2019 Workshop*, ed. Christos Skiadas, published by: ISAST: International Society for the Advancement of Science and Technology, 84-85, 2019

http://www.asmda.es/images/Book of Abstracts_ASMDA2019-Demographics2019.pdf

3. Conference Presentations, Group Shows

Lidia Filus, Universal Representation of Bivariate Survival Functions, *13th International Conference on Statistics, Mathematics and Computation*, Lisbon, Portugal, June 3-5, 2019 (invited speaker)
<https://conferencesstat.wixsite.com/wsmc2019>

Jerzy Filus and **Lidia Filus**, *Construction of Universal Representation of k-Variate Survival Functions*, ASMDA2019, 18th Applied Stochastic Models and Data Analysis International Conference with Demographics Workshop, Florence, Italy, June 11-14, 2019 (invited Survival Session talk)

Joan Birman, Matt Morse, and **Nancy Wrinkle**, *Studying distance in the curve graph of a surface*, AMS Spring Southeastern Sectional Meeting, Special Session on Mapping Class Groups, Auburn University, Auburn, AL, March 15th-17th 2019.

Ruth B. Church, **Joseph Hibdon**, Dorina Bizhga, and Emina Stojkovic, *NIH MARC USTAR program: Preparing nontraditional students for PhD programs from an Urban, Non-Research Intensive, Commuter Campus*, ACS National Meeting 2018, Boston, MA, August 19-23, 2018. (Poster and Oral Presentation / Invited talk).

Joseph Hibdon, *Student Response to an Interdisciplinary Minor in Mathematics and the Effect of Inquiry Based Learning on Student Success*. JMM 2019 National Meeting, Baltimore, MD, January 16-19, 2019.

Joseph Hibdon and Britany Pines, *Geometry, Art and Cultural Relevance with Computational Thinking*. (STEAM)² St. Charles, IL, April 26-27, 2019.

Matthew Graham, *Impacts of Sustained Community College Partnerships on a STEM Teacher Preparation Program*. AAC&U and PKAL: Transforming STEM Higher Education National Meeting Atlanta, GA, November 8-10, 2018.

Matthew Graham, *Scientifically Updating Beliefs: Bringing Cognitive Psychology to Pedagogy*. (STEAM)² St. Charles, IL, April 26-27, 2019.

Emma Turian and Krista Lotesto, *Tumor Dynamics under Immunotherapy: A Modified Predator-Prey Model*, The International Conference on Risk Analysis and Design of Experiments (ICRA8) - Vienna, Austria, April 2019.

Emma Turian, *Linear Analysis of Tumor Morphology during Growth using Bending Energy*, 9th Faculty Symposium - Northeastern Illinois University, Chicago, November 2018.

Emma Turian, Participant in a Panel Discussion: *Understanding the Job Market: Careers rooted in Mathematics with highlights from Women in the Field*, Women in Science Conference - Northeastern Illinois University, Chicago, October 2018.

Emma Turian, Kara Pham, Kai Liu, Shuwang Li and John Lowengrub, *Testing the suitability and sensitivity of parameters for a tumor morphology model*, COMPSTAT 2018 - Iasi, Romania, August 2018.

4. Funded grants

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. Marzenna Weresa (Warsaw School of Economics, Poland), Christina Ciecierski (Economics), **Lidia Filus** (Math)

Chicago Cancer Health Equity Collaborative (ChicagoCHEC), National Institute of Health/National Cancer Institute, U54 Comprehensive Cancer Partnership to Advance Cancer Health Equity, \$17.4 million, 9/2015-8/2020, partnership of NEIU (U54CA202995) - C. Ciecierski (Economics) and **Lidia Filus** (Math), University of Illinois in Chicago (U54CA202997), and Robert H. Laurie Comprehensive Cancer Center of Northwestern University (U54CA203000)

NU*STAR MARC, NIH, \$1,500,000.00. Breckie Church (Psychology), Emina Stojkovic (Biology), **Joseph E. Hibdon, Jr.** (Math).

Integrating Science, Mathematics, and Computing within an Elementary and Middle School Pre-Service Teacher Education Curriculum, NSF, \$700,000, Rachel Adler (Computer Science), Sudha Srinivas (Physics), Jennifer Slate (Biology), **Joseph E. Hibdon, Jr.** (Math), Durene Wheeler (Education).

Peer Enhanced Experiential Research in STEM (PEERS), NSF, \$426,000, Paulo Acioli (Physics), Ken Nicholson (Chemistry), Rachel Trana (Computer Science), Elisabet Head (Earth Science), **Joseph E. Hibdon, Jr.** (Math).

HSI Conference: Catalyzing Progress in Undergraduate STEM Education with Insights from Midwestern HSIs, NSF, \$100,000.00, Laura Sanders (Earth Science), Sudha Srinivas (Physics), Pamela Geddes (Earth Science), Graciela Perera (Computer Science), **Joseph E. Hibdon, Jr.** (Math).

Regularization of Hypersensitive Problems for Numerical Computation with Empirical Data, NSF, \$179,992, **Zhonggang Zeng** (Math)

NSF Noyce Scholars University and Community College Collaboration for Mathematics and Biology Scholar Teacher Education Grant, NSF, \$909,481.00, Huseyin Colak (Education), **Matthew Graham** (Math), Joel Olfelt (Biology), Mahesh Gurung (Biology at Truman), Sharda Gudehithlu (Math at Wilbur Wright)

5. Service

Lidia Filus served on three editorial boards: *Stochastic Modeling and Applications*, *Journal of Applied Mathematics and Computational Mechanics*, and *Universal Journal of Mathematics*. She served on the Program Committee of *Organization Review (Przegląd Organizacji)* <http://www.przeglądorganizacji.pl/>,

She was a member of the Scientific Committee of the following conferences: the 18th Applied Stochastic Models and Data Analysis International Conference (ASMDA2019), June 11 -14, 2019, Florence, Italy, the WSMC13- 13th International Conference on Statistics, Mathematics and Computation, June 3-5, 2019, Lisbon, Portugal, the International Conference on Risk Analysis, ICRA 8, April 23 - 26, 2019, Vienna, Austria and the 12th Workshop on Statistics, Mathematics and Computation, Nov. 9-10, 2018, University of Beira Interior, Portugal.

She served as President of the Chicago Chapter of the Kosciuszko Foundation and a member of its National Advisory Council. Also, as President of the Council of Educators in Polonia. She continued to serve as co-Founding President of the Polish and European Academic Center for Exchange and Research (PEACER) at NEIU in partnership with University of Warsaw (UW), Poland. PEACER allows for international interdisciplinary research, events, and activities, increasing NEIU visibility in the local and international community. The PEACER co-organized several events at NEIU and UW.

Joseph Hibdon, Society for the Advancement of Chicanos and Native Americans (SACNAS) National Chapter Committee Board Member

Nancy Wrinkle, Pacific Journal of Mathematics, referee

Philip Wagala Gwanyama served as a Reviewer and Reviewed for the Electronic Journal of Spreadsheets in Education (eJSiE) 2018-2019

Emma Turian Session organizer and session chair at the International Conference on Risk Analysis and Design of Experiments (ICRA8) - Vienna, Austria, April 2019.

B. Student Achievements

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

Paul Brinkmann (Math '18), Lily Radom, **Joseph Hibdon**, Brittany Pines, and Rachel Adler, *Geometry, Art and Cultural Relevance with Computational Thinking*, SACNAS National Conference 2018, San Antonio, TX, October 11-13, 2018.

Paul Brinkmann (Math '18), Lily Radom, **Joseph Hibdon**, Brittany Pines, and Rachel Adler, *Geometry, Art and Cultural Relevance with Computational Thinking*, MAA-WI Regional Meeting, Carthage, WI, April 12-13, 2019.

Muhammad Abbasi, Alexander Delgado, Umama Fakher, Jaime Jimenez, Krista Lotesto, Mehmed Pasalic, Catalina Perricone, Claudia Rosales, Juliet Salivo, Ruth Solano, and **Emma Turian**, *Predicting Immunotherapy Responses through Mathematical Modeling using a Novel Effector Cell Recruitment Rate*, 13th Mathematical and Statistical Modeling of Complex Systems Workshop, Northeastern Illinois University, Chicago, December 2018.

Josue Franco, Jose Hernandez-Lopez, Russell Injerd, Sam Pate, and **Emma Turian**, *Modeling Radiotherapy Response for NSCLC using the Power Growth Law*, 13th Mathematical and Statistical Modeling of Complex Systems Workshop, Northeastern Illinois University, Chicago, December 2018.

Jeffrey Gurga, Russell Injerd, and **Emma Turian**, *Modeling the Response from Radiotherapy for NSCLC using Nonlinear Growth Laws*, The International Conference on Risk Analysis and Design of Experiments (ICRA8) - Vienna, Austria, April 2019.

Alan Giuliani, and **Emma Turian**, *Sheeps vs Rabbits: From Competition to Stable Coexistence*, 14th Mathematical and Statistical Modeling of Complex Systems Workshop, Northeastern Illinois University, Chicago, May 2019.

Sarah Redemalla, Ghazala Shaikh, and **Emma Turian**, *Competition between red and grey squirrels*, 14th Mathematical and Statistical Modeling of Complex Systems Workshop, Northeastern Illinois University, Chicago, May 2019.

Sunan Fatima, Brando Pawling, and **Emma Turian**, *A comparative analysis of diffusion for a spherical versus cylindrical tumor*, 14th Mathematical and Statistical Modeling of Complex Systems Workshop, Northeastern Illinois University, Chicago, May 2019.

Paul Rummelhoff, and **Emma Turian**, *Lotka-Volterra Model: Fishing Effect*, 14th Mathematical and Statistical Modeling of Complex Systems Workshop, Northeastern Illinois University, Chicago, May 2019.

Jeffrey Gurga, Russell Injerd, and **Emma Turian**, *Modeling the Response from Radiotherapy for NSCLC using Nonlinear Growth Laws*, 14th Mathematical and Statistical Modeling of Complex Systems Workshop, Northeastern Illinois University, Chicago, May 2019.

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

Rhys Gunther (Math '18) - PhD program in Big Analytics at the University of Central Florida.

Haiyang Zhu (MS Math '18) - MS program in Statistics at the University of Iowa

C. Alumni News

Alan Giuliani M.S. Mathematics Spring 2019 - Currently teaching at Northeastern Illinois University at NEIU.

MATHEMATICS DEVELOPMENT

Annual Report 2018-2019

Submitted by **Dr. Matthew Graham**

I. Executive Summary

Mathematics Development made great strides in our main goal to provide a mathematical pathway for each student that allows them to complete their first math requirement for their major within two semesters. **This year, all majors (including Psychology) except Sociology, Business, and STEM had a two semester pathway to complete their first math requirement for their major regardless of math placement.** Additionally, Biology majors choosing to use Math 275 for their math requirement that placed into Math 092 had a two semester pathway. We accomplished this by creating new pathways involving corequisite and stretch corequisite courses.

The stretch statistics course sequence Math 111A and Math 111B:

- outperformed all other pathways for students placing into Math 090 and saved up to two semesters of developmental work;
- outperformed standard pathway (090, 091, 092) for students placing in Math 091;
- allowed 41 students to save time towards satisfying their Quantitative Reasoning (QR) requirement;

The corequisite College Algebra Express Math 092C and Math 173C outperformed the 2 semester pathway and did it in half the time.

Said another way, **these pathways were significantly faster, and more successful than the standard pathway** (and partially addresses strategic goals 1.2, 1.3, 2.3, 6.2).

Developmental Mathematics paired up with the Learning Success Center to pilot an exam retake system, which allowed students in the new stretch and corequisite courses opportunities to retake exams (as long as they had 70% on all homework assignments for that section). We plan to expand this system to all developmental courses in the near future (partially addresses strategic goals 1.2, 1.3, 2.7, 5.3)

The 2018 Summer Bridge Program (EMERGE) collectively saved the 93 students who participated at least 66 semesters of math classes. Great success was had by many students: 71% advanced at least one level and 28% advanced at least two levels. Only 29% did not advance at least one level.

II. Program plan

- A. **Developmental Mathematics Long Term Goals:** The parenthetical numbers refer to the University's strategic goals.
1. Create a mathematical pathway for each major that allows *any* student to complete the first math requirement for their major within two semesters. (1.2, 1.3, 2.3, 6.2)
 2. Make all Developmental Mathematics courses free (besides tuition): implement the use of Open Educational Resource (OER) materials and free online homework servers. (1.2, 1.3, 5.3)
 3. Improve Universal Accessibility within course designs and course materials. (2.7, 2.8)
 4. Continue to contextualize and make relevant the mathematics in Developmental coursework in ways that elevate critical and analytical thinking. (1.2, 1.3, 2.3)
 5. Make the delivery of Developmental Mathematics courses consistent within the same semester and across semesters. (4.5)
 6. Establish metrics to gauge the effects of curriculum and course delivery changes and then, ideally, use this structure to identify variables, conditions, etc. that influence student success in order to modify/adjust our program accordingly. (4.5)
 7. Provide Professional Development for Developmental Mathematics faculty, tutors, and Peer Leaders that is culturally relevant. (2.7, 4.4)
 8. Continually improve course designs and materials to allow instructors to easily implement student centered classrooms, culturally responsive pedagogy, and mastery grading strategies. (2.7)
 9. Create summer versions of our stretch courses. (1.2, 1.3)
 10. Where appropriate create mathematical pathways that allow students to complete their first math requirement for their major in one semester. (1.2, 1.3)
 11. Align math components of Summer Bridge with mathematical pathways.

FY 2020 Goals

We will continue to redesign the math development program in the upcoming years. The Title III: EXITO--Exit on Time in STEM and Title V: Comprehensive System of Support grants have supported the beginning of this redesign (for details skip to the accomplishment section below). In order to create a viable 2-semester STEM pathway more support will be needed to accurately navigate all of the logistics of completing that goal. Below are specific near term goals that will move us in the direction of accomplishing many of the long term objectives above.

o Curriculum Modification Goals

- *Math 111A and Math 111B:*
 - Continue to expand and create more online MyOpenMath content for these courses as well as fix mistakes, typos, errors in coded questions.
 - Develop a summer option for this course to better support students who would like to complete (or begin completing) the quantitative reasoning requirement over the summer.
 - Continue to make this course uniform. The course already has common exams that students can retake if their homework scores for that section are above 70%. Implement a grading system that allows uniform grading between sections.
- *Math 148A and Math 148B:* This course was underenrolled and therefore cancelled in the Spring of 2019. We believe that getting better information to all of the advising units on campus about the new course options will help solve this underenrollment issue.
- *Math 092C and Math 173C (STEM Corequisite):* Although the success numbers this year are quite good we think Math 092C needs to be revised to better support the content in Math 173C. Specifically, the content in Math 092C needs to be reordered and contextualized so that the material covered supports the content in Math 173C in a just-in-time manner. Dr. Sarah Cordell and Dr. Matthew Graham have each been given a course release in order to complete this work in Fall 2019.
- *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:* Once a corequisite or stretch co-requisite option is in place for Math 113, phase out Math 097. This course has played a critical role in allowing the department to pilot new course materials that are being used in all of the stretch and corequisite options, however, there is no need for it if students can take a 2-semester pathway equivalent to Math 112 and a 1-semester pathway to Math 113 since these options are better and faster than Math 097 at getting students to and through the NEIU quantitative reasoning requirement.

- *Stretch Calculus:* We have learned quite a bit in delivering the Corequisite College Algebra course and believe in our ability to construct a 2-semester sequence starting from Math 092--or even Math 091--that would conclude with Math 187 (Calculus I). These ideas will require support from a grant and we believe that a course such as this is needed nationally as well at NEIU. These ideas may serve as a cornerstone to an NSF or DOE grant proposal that targets underrepresented students who want to pursue a STEM degree.
- *All math development classes:*
 - Continue to pilot course delivery changes based on best math development practices in existing research, including implementing a free online homework server and using a modular curriculum approach. The department is currently piloting the use of MyOpenMath, which has shown promising results.
 - 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 \$40 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**
 - Work with Sociology to help them decide if Math 111A would satisfy the prerequisite requirements for SOC 339. This would give their students the mathematical prerequisite to take SOC 339 in their second semester.
 - 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.
- **Peer Leader Program Goals**
 - Offload some of the logistical details of running this program to an administrator. Currently, Dr. Sarah Cordell is responsible for the hiring, scheduling, payroll paperwork, and training of all Math Peer Leaders. This structure is not maintainable and is not allowing the program to flourish as it should.
 - Obtain funds to have an administrator take over the hiring (of faculty recommended students), scheduling, payroll paperwork and the logistical details of professional development for our Peer Leaders.
 - Increase collaboration among Math Development tutors, Peer Leaders, and faculty throughout the semester.
 - Expand opportunities for tutors and Peer Leaders to strengthen their knowledge of the Math Development curriculum and resources including for the stretch and co-requisite courses
 - Develop a method of assessing the efficacy of our Peer Leader Program on student outcomes and Peer Leader Outcomes
 - Figure out how to get students to consistently meet with tutors and Peer Leaders outside the classroom environment
 - Increase students' awareness of tutor and Peer Leader support by collaboratively advertising LSC, SCSE, and MCC tutoring/Peer Leader services
- **Placement Testing Goals**
 - *Make Pre-Math Placement Support free:* We currently have a MyMathTest preparation 'course' that students need to spend \$10 to access. If a student has taken the placement exam twice within two years and would like to take it a third time they may pay the \$10 fee and work through the learning modules and sample exams on the MyMathTest preparation course to exhibit that they have been reviewing/learning about the concepts. The department would like to move this preparation course to MyOpenMath in order to make this process free.
 - Assess accuracy of math placement cutoff scores.

- **Student Support Goals**
 - Continue to provide early identification of struggling students to advisors including by using Starfish.
 - Develop an Intervention Strategy and Policy for students who are (chronically) repeating classes.
- **Communication/Professional Development Goals**
 - Provide additional professional development experiences for faculty.
 - Develop a strengthened math development program website.

B) Projected Needs

1. Faculty
2. Equipment
3. Other Resources

III. Accomplishments/Updates

We begin this section with traditional assessment data to indicate the current trends with respect to enrollment, retention, and success of students in developmental mathematics courses. After this we present success data of the various mathematical pathways. We end by detailing important updates and accomplishments.

- **Program Metrics and Trends: Traditional Assessment**
 - **Enrollment Data (over the past 10 years)**

The enrollment data table shows the total enrollment data in developmental mathematics for the years 2010 through 2019.

Enrollment Data

FY	90	91	92	092C	97	101A	101B	111A	111B	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								1372	-21.40%
2016	240	406	627								1273	-7.80%
2017	277	440	552								1269	-0.30%
2018	306	417	502								1225	-3.60%
2019	113	217	333	27	20	13	9	42	11	27	729	-40.49%

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 MPT was beginning to be used. **Compared to 2011, the 2019 developmental mathematics enrollment was 70% lower.** Although the EMERGE, STP, and Summer Bridge programs are contributing to fewer students enrolling in math development classes during the fall semester, there is also a recruiting / enrollment issue at NEIU that needs to be addressed and analyzed.

- **Class Retention Data (over the past 10 years)**

The class retention rate is the ratio of students going to grade (A, B, C, D, F, or I) to total enrolled in the course after the last day to drop the course without receiving a W.

Retention Data

FY	90	91	92	092C	97	101A	101B	111A	111B	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%		94%	50%	86%			
2018	60% ?	67% ?	71% ?		43% ?	67% ?	67% ?			
2019	89%	89%	91%	89%	75%	100%	100%	93%	91%	81%

The data in this table is copied from previous reports and the last row was added for this report. There are question marks for FY 2018 due to a discrepancy in FY 2018 and FY 2017 reports. I have assumed that the historical data is correct in the FY 2017 report and the data reported in FY 2018 is incorrect. We have a data request in to verify/correct the prior data, however, it was not available at the time of this submission.

- **Coarse Success Data (over the past 10 years)**

Success Data

FY	90	91	92	092C	97	101A	101B	111A	111B	173C
2010	69%	64%	66%							
2011	74%	71%	73%							
2012	62%	56%	73%							
2013	59%	56%	61%							
2014	64%	62%	63%							
2015	69%	65%	61%			89%	86%			
2016	61%	59%	57%			47%	92%			
2017	55%	55%	62%		71%	44%	80%			
2018	52%	56%	60%		38%	61%	57%			
2019	57%	59%	69%	63%	50%	54%	100%	60%	55%	67%

Math 090, 091, 092: There is a downward success trend in these courses with two increases in years 2011 and 2014. It is unclear why 2011 is markedly different. The change in 2014 has previously been attributed to a change in the 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 what spurred the action of the Mathematics Department to invest 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 (Intermediat Algebra II) in the same semester.

In 2019 the success rate of Math 092 significantly increased. This increase is mostly likely due to the existence of the stretch sequence Math 111A and 111B. The offering of an alternate pathway that is not as algebraically intensive---and is designed to highlight the relevance of statistics to the world--decreased the number of students who struggled with Math 092.

Pathway Success Data

This past year we made great strides towards our goal of creating pathways through developmental mathematics that allow ANY student to satisfy their first math requirement for their major by the end of the second semester.

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. Our successes this year are the green lines of this table.

For Students Placing Into Math 090						
Major	Pathway	# Sem. to		Credit		
		QR	FMR	College	Dev.	
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	
ELED, M.L.	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	5	4	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	
[†] Biology Majors may take Math 275 instead of Math 187						
# sem. to FMR = First Math Requirement for Major		1	2	3	4	> 5

The following table displays success data for the popular pathways above and there are three graphs by math placement that are discussed in more detail. CL stands for college level course that we assume has a 75% success rate.

Pathway Success Data (Assuming 75% College Level Success)

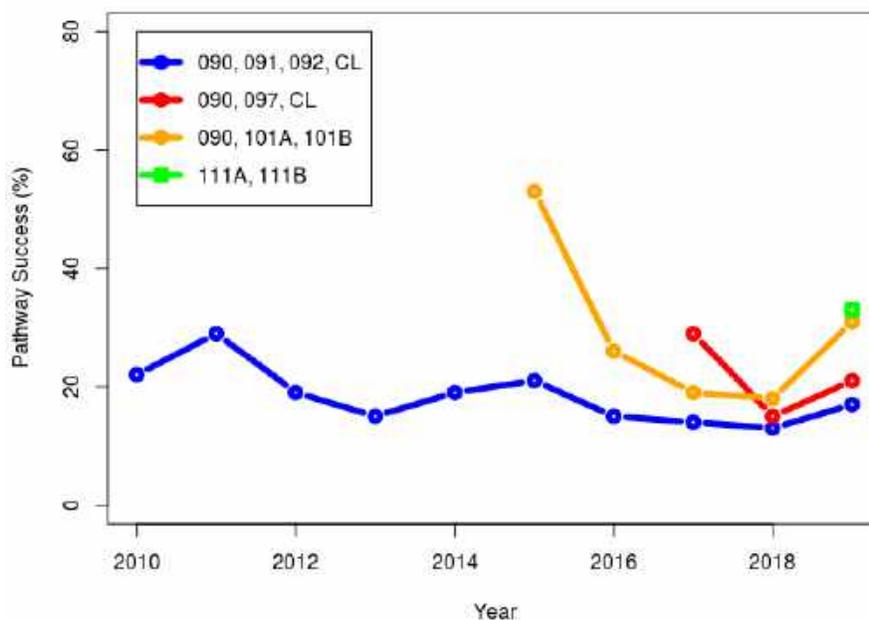
FY	Math 090 Pathways				Math 091 Pathways				Math 092 Pathways	
	090, 091, 092, CL	090, 097, CL	090, 101A 101B	111A 111B	091, 092, CL	97 CL	101A 101B	111A 111B	092, CL	092C 173C
2010	22%				32%				50%	
2011	29%				39%				55%	
2012	19%				31%				55%	
2013	15%				26%				46%	
2014	19%				29%				47%	
2015	21%		53%		30%		77%		46%	
2016	15%		26%		25%		43%		43%	
2017	14%	29%	19%		26%	53%	35%		47%	
2018	13%	15%	18%		25%	29%	35%		45%	
2019	17%	21%	31%	33%	31%	38%	54%	33%	52%	67%

Math 097, 101A, 101B, 111A, and 111B are alternate pathways to satisfying Quantitative Reasoning (QR) requirements equivalent to Math 112 and Math 113. The purpose of these courses are to speed up completion times along the pathway and therefore should be judged by comparing the pathway success completion times and completion rates. The following graphs do exactly this.

Note: This pathway success data is arrived at by multiplying all of the success percentages of the various courses within the pathway together to arrive at an approximate success percentage for the pathway. Any values that do not involve the stretch courses represent the situation quite well and the success percentages for pathways involving the stretch courses are a good approximation even though there will be some variation in the success percentage depending on the students math placement. We have a data request in that will allow us to calculate the actual success percentages by math placement exam which is one of our program assessment goals.

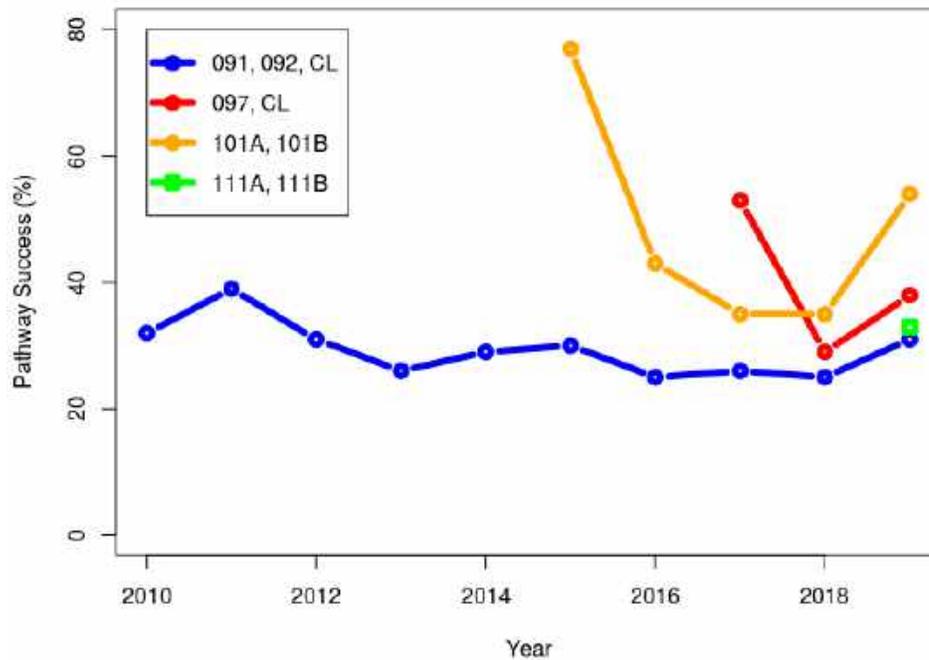
Below you will find graphical representations of these approximated data. These plots give an understanding of the relative success of the pathways by math placement (into 090, 091, 092).

Pathway Success for Math 090 Student

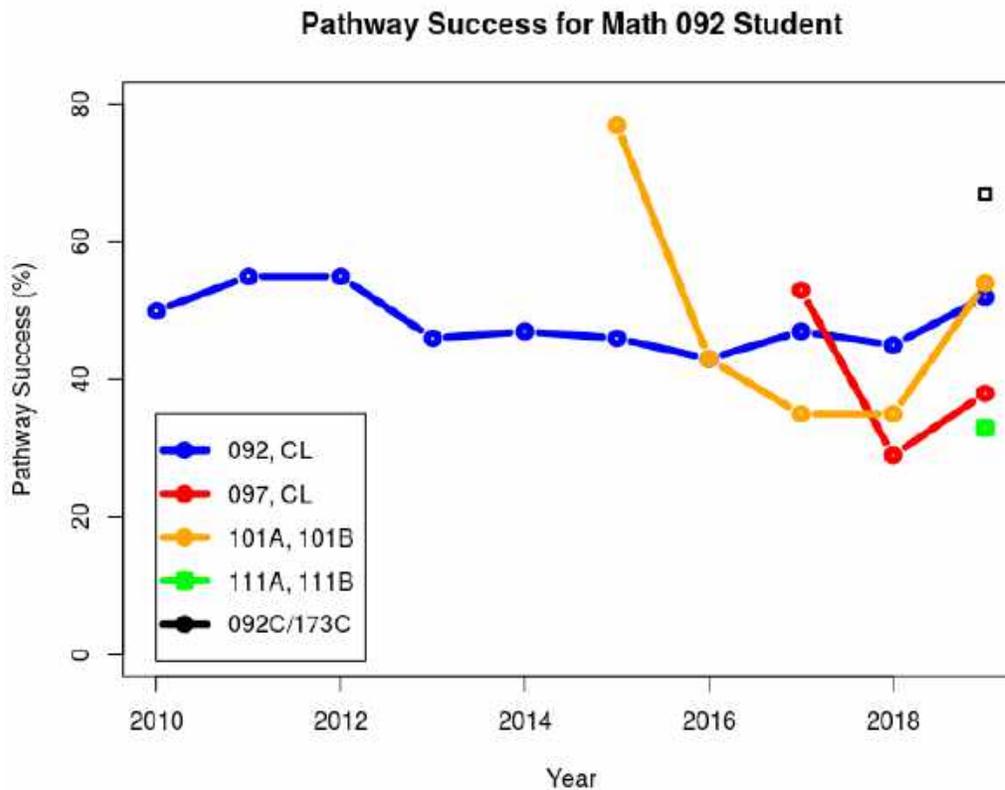


The Math 090 success graph depicts the pathway success rates of the various pathways over time. Over the last five years we have been shortening the math developmental pathway for our Math 113 and more recently for Math 112. Our most recent success is the Math 111AB two semester sequence which has similar success percentages to the other pathways (this green dot 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. There is a dip in success in the Math 097 sequence 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.

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 green dot in this graph may actually be higher once we disaggregate the Math 090 students that are also represented in this green dot. Since few Math 092 students took the stretch statistics course, **Math 111AB students complete this sequence with a similar success rate as the normal pathway but do it in half the time.** We expect to see this success rate increase as better supports and systems are implemented and once our instructors become more comfortable using the course materials that easily allow instructors to use culturally relevant pedagogy. Eventually the hope is that we will gain enough mastery to offer A one semester version of this course.



The success graph for Math 092 students shows the standard pathway performing similarly or outperforming the other pathways depicted. This is not a surprise since the Math 097, Math 101AB, and Math 111AB pathways were not built to serve Math 092 students. The black square depicts the success rate of the corequisite Math 092C and Math 173C course. **We are ecstatic with a success rate of 67% in the corequisite algebra course since this is better than the standard pathway by about 15% and students complete it in half the time.** This gives us confidence that we will be successful in achieving our goal of creating a STEM pathway that would allow students placing into Math 092 (and maybe even Math 091) a two semester pathway through Calculus I (Math 187).

- **Summer Bridge Program (EMERGE)**

During summer 2014 through summer 2018, the mathematics component of the EMERGE Summer Program (note: called Summer Bridge Program in 2017) had strong results, which we aim to improve upon in the future.

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%

The 2018 Summer Bridge offerings fall within this fiscal period. To measure the student improvement shown in the math EMERGE data table we compared students' initial Math Placement Test (MPT) scores prior to beginning the program to their final MPT scores at the end of the program.

As can be seen from the EMERGE data table, 93 students participated in EMERGE in 2018, however only 90 retook the math placement exam. It is significant that 71% of the students advanced at least one level and 28% advanced at least two levels. This means that the 93 students participating in Summer Bridge 2018 collectively saved themselves at least 66 semesters of math classes.

- **Curriculum Modification Updates/Accomplishments** Dr. Matthew

Graham has been coordinating all of the recent curriculum renewal in developmental mathematics and has greatly been assisted by Stevan Ranney, Dr. Sarah Cordell, and Dr. Katy Bird.

- **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 and Math 101B** will be phased out since the statistics stretch course allows students placing into Math 090 to enroll and it appears the pathway success will be similar to 101AB sequence. Additionally, national successes indicate that the better option for this course is a corequisite course.
- **Math 111A and Math 111B:** This pathway was created from the OER curriculum known as Statway developed by the Dale Carnegie Foundation.

Some of these course materials were piloted in our Math 097 course and we found that in order to support our students we needed to couple Statway to an online homework server. In order to keep the course free for the students (besides tuition), we chose to pilot free online homework servers, which wouldn't further tax our IT systems and staff. After piloting both WebWorks and MyOpenMath both Stevan Ranney, the previous Math Development Coordinator, and Dr. Matthew Graham the current coordinator decided to utilize MyOpenMath. There was quite a bit of work coding in problems into MyOpenMath. Although the bulk of the work is done and we will continue producing content to support our students, we also aim to release all of our work within MyOpenMath so that any instructor across the U.S. can take advantage of the product of our labor.

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.

In addition to choosing a nationally vetted curriculum we wanted to give students multiple chances to exhibit that they have internalized the material. So we partnered with the LSC and the LSC math specialist and designed a system that allows our students to retake exams (once they have 70% on all HW assignments for that section).

The success of this pathway needs to be studied in detail. The data we have presented indicate the success rate for Math 090 and Math 091 students is similar to the 101AB sequence and better than the traditional 090, 091, 092 pathway. This means the **111AB sequence is much better for students since it takes only two semesters (as opposed to three or four) to complete the QR requirement.**

- **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.

Unfortunately, these two courses have not been piloted due to under enrollment. Our hope is that after sharing information regarding this opportunity with all the advising units and College of Education we will see better enrollment.

- **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 pilot was more successful than the standard pathway and did it in half the time.
- **Math 097** has been used to pilot quite a few of the course materials being used in the Math 111AB sequence. There were various issues with the online homework system and sequencing of certain material that was worked out before the Math 111AB pilot that may explain the drops in student outcomes.
- **Math 111A or Math 097 is a prerequisite to PSYCH 202** came to fruition after reaching out to the Psychology department to inform them of the new prerequisite possibilities and the Department of Psychology decided to allow both Math 111A and Math 097 to serve as prerequisites for PSYCH 202.
- **Knewton**, an adaptive learning computer platform, has been used in some courses that are being taught in the emporium style. Students in an emporium style course do individual work at the computer and cover the material at their own pace with occasional 1-1 interaction with the instructor. Knewton can be thought of a less expensive version of Aleks. The main selling point of this delivery method is that students can work through more than one course during a single semester.

We need to get student feedback and assess this delivery method.

- **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 2018 – 2019

Submitted by Robert Heitzinger

I. Executive Summary

The Department of Music and Dance Program continues its high-profile position as a vital part of the cultural life of the university and the community. Working closely with The Office of Cultural Events, the department sponsored over 150 concerts, workshops, and master classes last year. The Chicago Brass Festival, Ensemble Español Spanish Dance Theater, Ruth Page Dance Series, Chicago Chamber Music Festival, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing high quality performances and positive media attention to Northeastern Illinois University.

The Department's new Bachelor of Arts in Music degree was approved by our accrediting body, NASM, and has now been fully implemented.

Recruitment continues to be a primary goal. The Department continued its local, state, and national recruitment efforts with representation at NEIU Open Houses, the Illinois Music Education Conference (IMEA) in Peoria, IL and participation at the Midwest Band and Orchestra Clinic. The Department is hosting annual summer camps in what will be the creation of a SummerFest series of performances. These camps include the Chicago Chamber Music Festival (CCMF) and the Northeastern Summer Band Camp. The camps target potential High School student recruits by bringing them to campus to participate in week-long immersion camps that culminate in a performance at the end of the week. Students work with our University Faculty members, which is a tremendous learning opportunity. They attend nightly professional concerts on campus and are bused to attend the Ravinia Festival or Grant Park Music Festival concerts. The Music Department continues to work closely with our grant writing department to secure funding to eliminate or reduce the cost of attending these camps.

The Department continues to host its annual Festivals on campus as highpoints of the year. In conjunction with the Jewel Box Series, the department hosted a master class with Harmonic Brass from Munich, Germany. The 11th annual Chicago Brass Festival, under the artistic direction of Dr. Travis Heath, showcased the Seraph Brass, an all-female brass ensemble from America's top orchestras. In addition, NEIU Music Faculty and Boston Brass member William Russell gave a master class, and we featured a class called "Brass for Beginners", a teacher training workshop. We also hosted over 30 High School students in an honors festival youth ensemble.

The Chicago Clarinet Ensemble, under the direction of Dr. Rose Sperrazza, held its annual woodwind ensemble competition, and presented concerts throughout the season. This included a trip to Plains, PA for a concert entitled “Face 2 Face with Lowenstern and Gould”, a concert with John Bruce Yeh of the Chicago Symphony and a world premiere by Noah Potter called “Unravel”.

The Chicago Chamber Music Festival, under the artistic direction of Dr. Susan Tang and Dr. Jaime Gorgojo, brought almost 40 pre-college students to campus for a week-long intensive camp working with our Music Faculty: Dr. Benjamin Firer, Paula Kosower, Dr. Jeff Kowalkowski and Dr. Kay Kim. Each year, the Festival sponsors a Concerto Competition and the winners perform with the NEIU orchestra. Invited artists for the Festival included pianists Sylvia Wang and Sergio Monteiro, cellists Oleksa Mycyk and Brian Snow, violinist Caroline Chin and violist Aimee Biasiello. The Festival culminated with a performance at the Thirsty Ears Festival in Chicago.

The Department successfully completed its fifth year running the NEIU Community Music Program. The program is partnered with the office of Community Adult Programs in Education (CAPE) to continue to broaden its reach and offerings. The Community Dance Program has been in existence since 1993, and under the direction of Prof. Rachel Burton continues to bring in many young dancers from the community.

Our faculty performed at the international, national and local levels. Performances, to name only a few, included Prof. Greg Sarchet’s performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago and Chicago Opera Theater; Dr. Travis Heath’s performances with Brass Roots Trio and Camerata Chicago; Dr. Robert Heitzinger’s performances with the Grant Park Chorus; Dr. Katherine Petersen’s performances with the Chicago Opera Theater and Folks Operetta, Dr. Rose Sperrazza’s performances with the Chicago Clarinet Ensemble, and Prof. Jamie Farrell and Dr. Venetia Stifler’s choreography for CDI as Artistic and Executive director of the Ruth Page Center for the Arts.

Academically, student ensembles continue to sustain their high performance standards. The NEIU Wind Ensemble, Jazz Bands, String Orchestra, Guitar Ensemble, Chorus, Chamber Singers, Opera Workshop, Percussion Ensemble, and Repertory Dance Ensemble gave fine performances in and around the NEIU Campus. The Brass Ensemble, Jazz Combos, Guitar Ensembles and other ensembles continued to provide music for important events such as the NEIU Civil Service Awards, the College of Education’s Mentors Reception, The NEIU Foundation annual meeting, the NEIU Faculty Authors Event, Academic Recognition Ceremonies, and Fall and Spring Commencement Ceremonies.

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

B. Projected needs

1. Hire one full-time faculty member each in Strings, Jazz, and Instrumental Music Education
2. Our equipment budget must be increased to maintain instruments
3. Marketing and promotional resources are needed to advertise and mobilize our performing groups and enhance faculty accomplishments and visibility– thus strengthening visibility and recruitment

III. Accomplishments

A. Faculty Research/Creative Activities

1.National/International Performances:

Heath, Travis

Solo trumpet. Brass Roots Trio. (Nov 2018). Festival of Arts. Rochester, MN.

Solo trumpet. Brass Roots Trio. (Dec 2018). Homestead, FL.

Solo trumpet. Brass Roots Trio. (Jan 2019). Arts Center. Lake Wales, FL.

Solo trumpet. Brass Roots Trio. (Jan 2019). First Methodist Church Concert Series. Sarasota, FL.

Solo trumpet. Brass Roots Trio. (Jan 2019). Chihuly Museum. St. Petersburg, FL.

Solo trumpet. Brass Roots Trio. (April 2019). Concert Series. Wellsboro Community Concert Association. Wellsboro, PA.

Solo trumpet. Brass Roots Trio. (April 2019). Waynesboro Community Concert Association. Waynesboro, PA.

Solo trumpet. Brass Roots Trio. (April 2019). Johnstown Concert Series Johnstown, PA.

Solo trumpet. Brass Roots Trio. (March 2019). Rumson, NJ.

Heitzinger, Robert

Grant Park Music Festival, (July 2017). “Grant Park Chorus in the Parks”, music by Samuel Barber, Anton Bruckner, Benjamin Britten and others, conducted by Christopher Bell; a cappella concert, Choral ensemble member. Chicago, IL.

Grant Park Music Festival, (July 2018.) “I Could Have Danced All Night”, music by Frederick Loewe, conducted by Kevin Stites; Choral ensemble member. Chicago, IL.

Grant Park Music Festival, (August 2018). “Theresienmesse”, (Mass in B-flat Major) music by Franz Josef Haydn, conducted Carlos Kalmar; Choral ensemble member. Chicago, IL.

Knights of Columbus International Conference, (August 2018). Concert conducted by Stu Hirsh; Vocal Soloist. Baltimore, MD.

Grant Park Music Festival, (June 2019). “Choral Symphony”, music by Carl Vine, and “Turn to the World: A Whitman Cantata”, WORLD PREMIERE, music by Kareem Roustom, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.

Grant Park Music Festival, (June 2019). “Missa Solemnis”, music by Ludwig von Beethoven, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.

Kim, Kyung-Hoon (Kay)

Pianist. Grant Park Symphony Orchestra, *Carmina Burana* by Carl Orff (September 2018). Chicago, IL.

Pianist. Chicago Symphony Orchestra’s Conductor/Soloist rehearsal. Maestro Riccardo Muti/Bass, Alexey Tikhomirov. (September 2018). Chicago, IL.

Pianist. World Premiere of a chamber work for Soprano, Horn and Piano by Dana Wilson (October 2018). Chicago, IL.

Pianist. World Premiere of a solo work for Horn and Piano by Dana Wilson (October 2018). Chicago, IL.

Pianist. Chicago Symphony Orchestra’s Conductor/Soloist rehearsal. Maestro Riccardo Muti/Soloists for Verdi *Missa di Requiem*. (November 2018). Chicago, IL.

Pianist. Chicago Symphony Orchestra’s Conductor/Soloist rehearsal. Maestro Riccardo Muti/Soloists for Mozart *Requiem* (February 2019). Chicago, IL.

Pianist. Winter Chamber Music Festival at Northwestern University, with flutist John Thorne (January 2019). Evanston, IL.

Pianist. Recording ‘3’ published with Trombonist Peter Ellefson (February 2019). Chicago, IL.

Pianist. Chicago Symphony Orchestra’s Outreach Concert. Maestro Riccardo Muti and Soprano Joyce DiDonato (May 2019). Chicago, IL.

Petersen, Katherine

Presenter. (January 2019). Hawaii International Conference for Arts and Humanities. Honolulu, Hawaii.

Sarchet, Greg

Grant Park Music Festival substitute member, June-August 2019. Chicago, IL.

Lyric Opera of Chicago orchestra member, 2018-19. Chicago, IL

Tang, Susan

Pianist. Solo and Chamber music performance for Concerts Café Classico with Borealis Quartet. October 2018. Langley, BC, Canada.

Adjudicator. Festival judge and masterclasses for senior level piano competition. October 2018. Langley Community Music School, BC, Canada.

Pianist. Recital performance and Masterclass at Queensborough Community College January 2019. Queens, NYC.

2. Regional Performances:

Cowan, Kathy

Music Director and Singer (July 2018) Town Memorial Service. Brooksville, ME.

Kim, Kyung-Hoon (Kay)

Pianist. Recital with violinist Jaime Gorgojo. Bowling Green State University (October 2018). Bowling Green, KY.

Pianist. Recital with trombonist Peter Ellefson. (November 2018). Jacobs School of Music. Bloomington, IN.

Pianist. Recital with Pete Ellefson. Trombone Conference Texas A&M Univ. (May 2019). College Station, TX.

Pianist. Recital with hornist Gail Williams. Western Illinois University (April 2019). Macomb, IL.

Pianist. Recital with hornist Gail Williams. Arizona State University. (May 2019). Tucson, AZ.

Pianist. Master Class for Collaborative Piano Class. Jacobs School of Music. (November 2019). Bloomington, IN.

Petersen, Katherine

Soloist. (November 2018). *Iolanta* (Brigitta). Chicago Opera Theater, Chicago, IL.

Soloist. (February 2019). *Musical Elements*, recital with Voice, Saxophone, and Piano. Lakeland Community College Lunchbox Recital Series. Cleveland, OH.

Tang, Susan

Adjudicator. Concerto Competition jury. Bowling Green State University. (November 2018). Bowling Green, OH.

Pianist. Mozart Concerto performance with the Midwest Mozart Festival. (December 2018). Woodstock, IL.

Pianist. Chicago Duo Festival. 2 piano performance with Dr. Louise Chan. (February 2019). Music Institute of Chicago, Evanston, IL.

3. Local Performances:

Cowan, Kathy

Conductor/Singer. (July 2019). Nat'l Tap Day, Old Town School, Chicago, IL.

Actor/Reader/Singer. (June 2018). Featured reader in Bloomsday Celebration of "Ulysses" by James Joyce. The Cliff Dwellers, Chicago, IL.

Producer/Writer/Performer. (September 2018). "From Ireland" a concert on Immigration. Chief O'Neil's Pub, Chicago, IL

Solo Radio Guest. (December 2018). The Craic, WCEV Radio, taped and broadcast. Chicago, IL.

Programmer/Conductor/Soloist. (December 2018). A Christmas Tea. The Irish American Heritage Center, Chicago, IL.

Soloist. (December 2018). The Park Ridge Civic Orchestra. Park Ridge, IL.

Soloist (February 2019). Chicago Clarinet Ensemble, Chicago, IL.

Singer. (March 2019). Faculty Recital at NEIU, with Steven Zivin, piano. Chicago, IL.

Actor/Singer. (April 2019). The Last Thoughts of Mary Stuart, The Phantom Collective, The Celtic Knot, Evanston, IL.

Firer, Benjamin

Conductor. NEIU String Orchestra Concert. (October 2019). Chicago, IL.

Conductor. NEIU Orchestra Concert. Chicago Chamber Music Festival Concerto Competition Winners Concert. (November 2018). Chicago, IL.

Guest Conductor. Merit School of Music Symphony. (November 2018). Chicago, IL.

Guest Conductor, Northwestern University Opera Theatre. Stravinsky's – *The Rake's Progress*. (March 2019). Evanston, IL.

Clinician. Shawnee Mission South High School (Kansas). (March 2019). Chicago, IL.

Guest Conductor, Midwest Young Artists. (March 2019). Highwood, IL.

Clinician. East River High School (Florida). Northwestern University. (March 2019). Evanston, IL.

Conductor. NEIU Orchestra and Choirs Combined Concert, *Ode to St. Cecilia*. (March 2019). Chicago, IL.

Guest Conductor, McHenry Youth Orchestras. (April, 2019). Chrystal Lake, IL.

Guest Conductor, Midwest Young Artists. (May 2019). Highwood, IL.

Heath, Travis

Principal Trumpet. (Sept. 2018- April 2019). Camerata Chicago, 4th Presbyterian Church, Christ Church, – performances of Handel’s Messiah, and World Premiere of *Ferdinand the Bull* with Joffrey Ballet. Chicago IL and Wheaton, IL.

Conductor. (Oct 2018). NEIU Wind Ensemble, Auditorium. Chicago, IL.

Trumpet. (Oct 2018). Cinco Brass Quintet. Music Foundation Grant performances. Chicago, IL.

Conductor. (Dec 2018). NEIU Wind Ensemble, Auditorium, Chicago, IL.

Director. (Nov 2018 April 2019). Brass Showcase. NEIU, Chicago, IL.

Trumpet. (Dec 2018, June 2019). NEIU Faculty Brass Quintet Northwestern University, Evanston IL.

Trumpet. (Feb 2019). Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL.

Heitzinger, Robert

Vocalist. (November 2018). Soloist on Music Faculty Convocation. Northeastern Illinois University. Chicago, IL.

Master of Ceremonies. (December 2018). Passavant Cotillion, Northwestern Memorial Hospital Women’s Board. Chicago, IL.

Vocalist. (January 2019). Baritone Recitalist with Pianist Kay Kim and Guest Artists; “Game of Thrones: Songs and Arias by, and about, Royalty” music by various composers. Northeastern Illinois University. Chicago, IL.

Kim, Kyung-Hoon (Kay)

Pianist. Chicago Philharmonic Orchestra, *Nightmare before Christmas* (October-November 2018). Chicago, IL.

Pianist. Recital with violinist Joseph Genualdi (Faculty at Univ of Kansas). Chicago Cultural Center (October 2018). Chicago, IL.

Pianist. Recital with hornist Gail Williams, Northwestern University (October 2018). Evanston, IL.

Pianist. Faculty Recital with clarinetist Steve Cohen, Northwestern University (October 2018). Evanston, IL.

Pianist. Rembrandt Chamber Musicians Gala Concert (November 2018). Chicago, IL.

Pianist. Chicago Chamber Musicians, Subscription Concert (November 2018). Chicago, IL.

Pianist. Chicago Chamber Musicians First Monday Concert (August, November, December 2018; February 2019). Chicago, IL.

Pianist. Musicians Club of Women Chicago Award Winners' Concert (January, June 2019).

Pianist. New Music Chicago's Impromptu Fest with Clarinetist Jenny Woodrum (March 2019). Chicago, IL.

Pianist. Chicago Philharmonic Orchestra, *Sherlock Jr.* with Buster Keaton/music by Tom Nazziola (March 2019). Chicago, IL.

Pianist. Recital with flutist John Thorne, Northwestern University (April 2019). Evanston, IL.

Pianist. Performance with flutist Leon Buyse (Faculty at Rice University) (April 2019). Chicago, IL.

Pianist. Recital with oboist Robert Morgan, Lyric Opera of Chicago. (May 2019). Chicago, IL.

Pianist. Musicians Club of Women Recital with Clarinetist Jenny Woodrum (June 2019). Chicago, IL.

Petersen, Katherine

Soloist. (July 2018). *The Csardas Princess* (Sylva Varescu). Folks Operetta. Chicago, IL.

Soloist. (November 2018). *Trial by Jury* and *Masque at Kenilworth* (Council to the Plaintiff and Lady of the Lake). Transgressive Theatre-Opera, Chicago, IL.

Soloist. (December 2018). *A Benefit Concert Honoring Ralph Wilder*. Chicago Clarinet Ensemble. Chicago, IL.

Soloist. (December 2018). *Angels in the Architecture*. NEIU Wind Ensemble. Chicago, IL.

Soloist. (February 2019). *Operetta in Exile*, music by German composers, produced by Folks Operetta. Temple Chai, Long Grove, IL.

Faculty Recital. (February 2019). *Musical Elements*, recital with Voice, Saxophone, and Piano. Northeastern Illinois University. Chicago, IL.

Soloist. (March 2019). *Merrie England*. Gilbert and Sullivan Opera Company. Chicago, IL.

Soloist. (April 2019). *Goodbye Berlin, Aloha Hawaii*, music by Paul Abraham, produced by Folks Operetta. Logan Center at the University of Chicago, Chicago, IL.

Soloist. (June 2019). *Operetta in Exile*, music by German composers, produced by Folks Operetta. Unity Temple, Oak Park, IL.

Sarchet, Greg

Chicago Philharmonic orchestra member (First Chair) 2018-19. Chicago, IL.

Vienna Waltz Ensemble historical informances, founding member, 2018-19. Chicago, IL.

Tang, Susan

Pianist. Benefit concert with Chicago Clarinet Ensemble. NEIU. (February 2019). Chicago, IL.

Artistic Director. Co-director of Chicago Chamber Music Festival. Faculty performances, coordinator for international pedagogy course, and managed over 30 pre-college young musicians from the region and internationally. (August 2018). Chicago, IL.

Pianist. Faculty convocation performance, NEIU. (November 2018). Chicago, IL.

Clinician. Masterclass for piano students at the University of Chicago. (December 2018). Chicago, IL.

Pianist. Women's Musical Club of Chicago. Performance with sopranos Nicole Cabell and Alyson Cambridge. Union League Club of Chicago. (January 2019). Chicago, IL.

Pianist. Faculty Recital, NEIU. (April 2019). Chicago, IL.

Clinician. Masterclass for piano students for the People's Music School SLAM (Service Leadership and Mentorship) Masterclass Series. May 2019. Chicago, IL.

Torosian, Brian

Master clinician, Lawrence University. (October 2018). Appleton, WI.

Soloist. Classical guitar and chamberworks. (July 2018). Harper College. Palatine, IL.

Soloist. Classical guitar recital, Second Sunday Concert Series. McHenry County College. (November 2018). McHenry, IL.

Soloist. Classical guitar with Ensemble Español. Holiday Concert at NEIU. (December 2018). Chicago, IL.

Soloist. Choreographed classical guitar piece with Dr. Venetia Stifler and Concert Dance, Inc. Ravinia Festival, Illinois Institute of Technology, and Ruth Page Center for the Arts. (January, March and June 2019). Chicago, IL.

Soloist. Classical guitar recitals. Wheaton College and Harper College, (February 2019). Wheaton and Palatine, IL.

Duos for flute and guitar at Wheaton College, (March 2019). Wheaton, IL.

Soloist. Chicago Classical Guitar Society Showcase Concert. Nichols Concert Hall, Music Institute of Chicago, (March 2019). Evanston, IL.

Solo classical guitarist with Ensemble Español. Tribute concerts for Dame Libby Komaiko at NEIU, (April 2019). Chicago, IL.

Solo classical guitarist. American Spanish Dance & Music Festival Concerts. North Shore Center for the Performing Arts. (June 2019). Skokie, IL.

Guest artist. Northwestern University Guitar Workshop. (June 2019). Evanston, IL.

3. Articles and Abstracts, Local Exhibitions or Performances:

Heath, Travis

Article. *Interview with Marcus Printup*. Published Dec 2018, Issue 76.

The Brass Herald, Philip Biggs Brass Festivals Ltd, 2 The Coppice -Impington Cambridge, England. UK CB24 9PP.

4. Conference Presentations, Group Shows

Heath, Travis

Director and Founder. (March 2019). Chicago Brass Festival. 10th Annual Festival and two-day event on the NEIU campus featuring world renowned brass musicians in master-class and performance. The Harmonik Brass from Munich, Seraph Brass form USA, Chicago Horn Consort.

Director and Founder. (July 2018). First Annual Summer Music Camp. NEIU, Chicago. CPS and near suburban High School Band Students participated i in clinics and performances with NEIU Music Faculty. Performances on campus and trips to Ravinia Festival Concerts featuring the Chicago Symphony Orchestra.

5. Service

Firer, Benjamin

Adjudicator. Chicago Chamber Music Festival. (August 2018). Northeastern Illinois University. Chicago, IL.

Adjudicator. Oak Park and River Forest High School Concerto Competition. (October 2018). Oak Park, IL.

Adjudicator for the Concord Chamber Orchestra Concerto Competition. (December 2018). Glendale, WI.

Heath, Travis

Acting Chair. (2018-19). Department of Music. Northeastern Illinois University. Chicago, IL.

Adjudicator. (September 2018) Northshore Jazz Festival. Glenview, IL

Adjudicator for the Chicago Chamber Music Festival (August 2019). Northeastern Illinois University. Chicago, IL.

Heitzinger, Robert

Co-sponsor. Youth Choral Festival for Select High Schools, in association with Chicago a cappella (December, 2018). Northeastern Illinois University. Chicago, IL.

Co-sponsor. "Cantare" Mexican Heritage Choral Festival for Select High Schools, in association with Chicago a cappella (May 2019). Northeastern Illinois University. Chicago, IL.

Kim, Kyung-Hoon (Kay)

Chair. Competition Planning Committee for Sejong Music Competition (November 2019). Seoul, South Korea.

Petersen, Katherine

Board Member. (2018/2019). Chicago Chapter National Association of Teachers of Singing. Chicago, IL.

Assistant Director of Auditions. (March 2019). Classical Auditions, Elmhurst College, Elmhurst, IL.

Assistant Director of Auditions. (April 2019). Music Theater Auditions, Harper College, Palatine, IL.

Choral Clinician. (April 2019). CPS High School Choral Festival, Kenwood Academy High School, Chicago, IL.

Assistant Director of Auditions. (May 2019). Youth Auditions, Hinsdale United Methodist Church, Hinsdale, IL.

Sarchet, Greg

Mayfair Park Advisory Committee: consulting for live concerts in Chicago Park District. (2018-19). Chicago, IL.

Torosian, Brian

Adjudicator, semi-final and final rounds of the Wilson Center Guitar Competition, Sharon Lynne Wilson Center For The Arts. (August 2018). Brookfield, WI.

President, Chicago Classical Guitar Society, various volunteer service and duties, (July 2018-June 2019).

Administered evaluations and observations of guitar faculty at Music Institute of Chicago for the benefit of the school's accreditation. (May, 2019).

Adjudicator, semi-final round of the Wilson Center Guitar Competition, Sharon Lynne Wilson Center For The Arts, (May 2019). Brookfield, WI.

B. Student Achievements:

Heitzinger, Robert

Cairns, Jeremy, (February 2019). Winner, Ruth Chakos Award for Voice. Northeastern Illinois University. Chicago, IL.

Gallagher, Samantha. (February 2019) Winner, Opera Piccola Award. Northeastern Illinois University. Chicago, IL.

Glaza, Anne. (April 2019) Winner, Orvieto Musica Award (trip to Italy). Northeastern Illinois University. Chicago, IL.

Cairns, Jeremy. (April 2019) Winner, Musica nelle Marche Award (trip to Italy). Northeastern Illinois University, Chicago, IL.

Hansen, Gretel. (March 2019) Graduate Lecture Recital. "Examining Robert Schumann's Opus 79, *Liederalbum für di Jugend* Through the Lens of Pedagogy and Performance for Developing Voices." Northeastern Illinois University. Chicago, IL.

Rashidee, Sasha. (April 2019). Graduate Lecture Recital. "Middle Eastern Characteristics in 19th Century French Song: Bizet, Saint-Saëns, Fauré and Delibes." Northeastern Illinois University. Chicago, IL.

Petersen, Katherine

Jargstorf, Beth (April 2019). Winner of the 2019 Elyse J. Mach Concerto Competition, Northeastern Illinois University, Chicago, IL.

Torosian, Brian

Altenberg, Henry. Performed guitar on a Chicago-area morning television news show, November 23, 2018.

Sanchez-Barberan, Nico. Released a CD of guitar music he composed, performed, and produced, entitled "Homenaje," February 2019.

C. Alumni News

Heitzinger, Robert

Coller, Typhanie Monique. Faculty, Jazz Studies Department, DePaul University; (September 2018). Chicago, IL. Music 2015

Egan, Theresa. Actress, singer, Surging Films Theater, Devonshire Playhouse, Edge Theater; (July, September, November 2018). Chicago, IL. Music 2012

PHILOSOPHY

Annual Report 2018 – 2019

Submitted by John Casey

I. Executive Summary

The Philosophy department is pleased to share the accomplishments of its students and faculty over the 2018-2019 academic year. By any measure, 2018-2019 was a successful year for the program. Here is a brief list of the highlights:

Students

- The number of majors has remained strong and prospects for growth are strong, despite continued declines in University enrollment.
- We maintained a steady graduation class (10 this year);
- We sponsored 5 student presenters at the Student Research and Creative Activities Colloquium;

Program

- We hosted six colloquia in the first full year of the Philosophy Colloquium Series featuring speakers from around the country;
- We hosted 5th Annual Sarah Hoagland TriVia lecture;
- We substantially revised and updated our curriculum and many course descriptions;
- We created and offered a new one-credit ELE-X course (Ethics Bowl);
- We developed a new dual-credit course to be taught at Roberto Clemente High School in Spring 2020.

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 books and articles;
- 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 sent out our first annual alumni newsletter;
- We updated alumni records and contacted each one personally, laying the groundwork for future fundraising;
- We cultivated a list of alumni willing to represent the value of Philosophy at NEIU.

Our program aims to foster a student-friendly culture by encouraging learning beyond the classroom and by developing student-student and student-faculty mentoring relationships. We believe that this accounts, at least partially, for our steady enrollment in a time of drastic reductions in overall undergraduate enrollment. Beyond the classroom, our faculty's research closely aligns with their teaching. Some of it originates in the classroom, some of it terminates there, as we shall discuss presently. Philosophy is more than teaching and research. It is activism. For this reason, the Philosophy Program takes university citizenship seriously. To this end, we are committed to university service and we maintain a presence on university committees disproportionate to our small faculty size. We are also eager to help foster a culture of intellectual engagement among the students, faculty, and staff at NEIU. Every year we host *Inspiring TriVia: The Sarah Lucia Hoagland Lecture Series* in March. In spring 2018, we inaugurated the "Philosophy Colloquium Series." The goal of the colloquium series is to host scholars from Chicago (and the world at large) who make their work accessible to NEIU undergraduates and faculty. In the 2018-2019 year, we had hosted six speakers from around the country. 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.

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. Dr. Casey also continued to explore the concept of adversarial argumentation in published work and conference presentations. He also served on the scientific committee for the European Conference on Argumentation, in Groningen, Netherlands. While at Groningen, he and colleague Katharina Stevens (University of Lethbridge) decided to propose to edit a special issue of the journal *Topoi* on the topic of adversarial argumentation. Their proposal was accepted and work is in progress. He was elected to serve on the Board of Directors at Large of the Association for Informal Logic and Critical Thinking (AILACT). He was awarded an NEIU Summer Research Stipend to support his research and, finally, was granted a partial Travel Award for his trip to Groningen.

Stacey Goguen

Dr. Stacey Goguen has just entered her fourth 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 and this year he ran a seminar on the Philosophy of Food that was, by all accounts, hugely successful. He also continues to serve on the board of directors at Herban Produce, a non-profit with a mission to foster economic development and urban farming in the East Garfield Park community of Chicago. He gave a talk on the new documentary about factory farming entitled "Eating Animals" that was open to the general public on the NEIU campus. Finally, he sponsored three of our NEIU Undergrad symposium papers (LLamas, Pandey, Skaja).

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.

Tyler Zimmer

We were saddened to see in summer of 2019 the departure of a dedicated and professionally active non-TT faculty member working for us, Tyler Zimmer. In his final year at NEIU, Dr. Zimmer pursued an active research agenda. He accepted a job as Lecturer and Assistant to the Director of Undergraduate Studies at the University of Chicago.

Roumiana Stankova

Roumiana Stankova is an instructor who also teaches a course for Computer Science. She often covers courses at El Centro. In 2018-2019 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 a teaching expertise in Business Ethics and Comparative Religion (which he offered this year for the first time at the 300 level).

II. Program Plan

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 planned for fall 2019. Others are in the works. We are offering a dual-enrollment course (PHIL 213: Ethics) at a Roberto Clemente High School as a part of a recruitment initiative. Philosophy faculty have worked with Dr. Fraire to offer sample classes for student recruitment visits. Last year we conducted an exhaustive survey of the available alumni data. Combing through LinkedIn and other social media, we were able to track down many lost alumni. We then reached out to each one for whom we had an email address. We asked them to provide us with a blurb explaining how their degree in Philosophy from NEIU has been useful for them. We have constructed a document that shows both the usefulness of Philosophy as a major and the value of an education at NEIU through stories of the individual successes of our graduates. We have shared this information with recruiters, advisors, and the marketing department. Finally, we have begun work on constructing a one-week Philosophy Summer Camp for high school students to be offered in the Summer of 2021. 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

Faculty Research

1. Books:

John Casey

In progress and under contract, *The Straw Man in Argumentation Theory and Practice*. (with Scott Aikin). Bloomsbury, anticipated publication in 2021.

Stacey Goguen

Overcoming Epistemic Injustice: Social and Psychological Perspectives (with Ben Sherman). Rowman and Littlefield, 2019.

2. Book Chapters

John Casey

“Free Speech Fallacy” (with Scott Aikin) in *Bad Arguments: 100 of the Most Important Fallacies in Western Philosophy* edited by Robert Arp, Steven Barbone, Michael Bruce. Wiley Blackwell, 2019. pp. 348-250.

“Straw Man” (with Scott Aikin) in *Bad Arguments: 100 of the Most Important Fallacies in Western Philosophy* edited by Robert Arp, Steven Barbone, Michael Bruce. Wiley Blackwell, 2019. pp. 223-226.

Tyler Zimmer

“Gentrification.” *Routledge Handbook of Philosophy of the City*. 2019.

3. Articles

John Casey

“Revisiting the Adversary Paradigm.” *Proceedings of the Ninth Conference of the International Society for the Study of Argumentation*. Edited by Bart Garssen, David Godden, Gordon R. Mitchell, Jean H.M. Wagemans. Sic Sat 2019: Sciential International Centre for Scholarship in Argumentation Theory. 155-163. 2019.

Tyler Zimmer

"Is a Revolutionary Rupture with Capitalism Possible?" in *New Politics*. Vol. XVIII No. 3, Whole Number 67

“Chicago Police Department’s Gang Database Raises Concerns.” *Chicago Defender*. September 11, 2018.

4. Conference Presentations

John Casey

“Heroic Arguments and Glorious Arguments.” (with Dan Cohen) European Conference on Argumentation. University of Groningen, Netherlands. June 24-27, 2019.

“What is Peculiar about Moral Dissent? Commentary on Freeman’s ‘Strength of Reasons for Moral Dissent.’” European Conference on Argumentation. University of Groningen, Netherlands. June 24-27, 2019.

“Bothsiderism.” NEIU Faculty Research and Creative Activities Symposium. November 16, 2018.

Stacey Goguen

“The Different Kinds, and Effects, of Stereotypes.” NEIU Faculty Research and Creative Activities Symposium. November 16, 2018.

Tyler Zimmer

“Gentrification and the Racialization of Space” at the Philosophy of the City Conference in October of 2018 in Bogota, Colombia.

“Intersectionality and Black Feminism.” Midwest Socialist Conference at De Paul in the winter.

Gave an interview on gentrification to PBS Kansas City.

Commented on a paper at the Bay Area Feminist Association of Philosophy conference in San Francisco in the Spring.

5. Service

John Casey

Board of Directors at Large of the Association for Informal Logic and Critical Thinking (AILACT)

Daniel Milsky

Board of Herban Produce.

Stacey Goguen

Mentor, Philosopher's Cocoon.

B. Student Achievements

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

Dennis Skaja, "Institutional Bioethics And The Repression Of Gender," NEIU Student Research and Creative Works Symposium. April 19, 2019.

Diana Llamas, "Analyzing The Intention Of The Law And How It Is Morally Problematic When Performing Transvaginal Ultrasounds Before Abortions" NEIU Student Research and Creative Works Symposium. April 19, 2019.

Grace Yu, "What *Is* "Asian American?": Asian American As A Socially Constructed Kind" NEIU Student Research and Creative Works Symposium. April 19, 2019.

Vivek Pandey, "Regarding Phenomenological Aesthetics" NEIU Student Research and Creative Works Symposium. April 19, 2019.

Mohamed Rage, "Cosmopolitanism: A Means For Perpetual Peace," NEIU Student Research and Creative Works Symposium. April 19, 2019.

C. Alumni News

We have recently embarked on a project to update our alumni information. The information provided by the University is spotty, so we reached out to each one personally. The following is a sample of what we found. Here are some highlights: we have three students with PhDs from Cornell University. One just graduated from Harvard Law School. The vast majority are thriving. In addition, they report a high degree of satisfaction with their course of study and their education at NEIU. Here is a sample of what we found.

Arcos, Eric

Philosophy '17

Claims Adjuster, Progressive Insurance

Bah-Kamara, Mahjula
BA Philosophy '11
JD Atlanta's John Marshall Law School, 2018
Civil Mediator, Georgia

Czarnecki, David
Philosophy '11
JD Loyola University Law School 2014
Immigration Service Office, United States Customs and Immigration Service

Fleischer, Avi
BA Philosophy '07
PhD Industrial Organizational Psychology, Illinois Institute of Technology 2015
Visiting Professor of Statistics (NEIU), Consultant, Developer of Assessments

Forgash, Rachel
Philosophy '16
PhD Candidate, Political Science, UCLA

Jagmohan, Desmond
Philosophy '05
Ph.D., in Political Theory at Cornell University.
Assistant Professor at University of California, Berkeley (previously: Princeton University).
2018-2019 Sabbatical Fellow at the Hoover Institution

Jaruchik Naveriras, Abraham
Philosophy '07
Export Manager, Noridane Foods A/S, Barcelona, Spain

Lawandow, Atoor
Philosophy '06
MA Middle Eastern Studies, The University of Chicago, 2011
PhD Near Eastern Studies, Cornell University, 2018
Assistant Professor of Arabic, The Defense Language Institute

Manno, Luke
Philosophy, '14
J.D., John Marshall law school, 2017
Immigration Attorney, Chicago area

Mann, John (Sean)
Philosophy, 1972
JD University of California, Berkeley
Attorney in Private Practice, Los Angeles California

Marazan, Dan
Philosophy, '13
JD Marquette Law School, 2017.
Immigration Attorney, Grayslake, IL

Moore, Rita
BA Philosophy '10
Master of Science in Occupational Therapy, University of Illinois at Chicago, 2014
Occupational therapist at Marklund, Geneva, IL

Montiel, Jorge
Philosophy, '13
ABD at Marquette University

Monterroso, Geraldine
Philosophy '10
PhD Latin American Literature, Cornell University 2017
Visiting Lecturer, Spanish, Cornell University

Moskovits, Israel
JD Loyola Law School 2010
Bankruptcy Attorney, Semirad Law Group, Chicago, IL

Myslinski, Sylvia
Philosophy '13
Graduated John Marshal law schools, June 2015.
Assistant Cook County Public Defender

Nelson, Chad
Philosophy '04
Lead Software Developer, Temple University Libraries, Philadelphia, PA

Pulido, Luis
Philosophy and Political Science, '04
Major, US Air Force (Reserves)
Police Officer, City of San Diego Police Department

Ramsey, Jonathan
Philosophy and Economics, '08
Filmmaker, Hotelier, Corporate Headhunter, Warsaw Poland
"Smog Wars" most recent film project

Reardon, Matthew
Philosophy and Economics, '14
JD Harvard Law School, 2018
Sidley and Austin (Chicago), Litigation Associate

Rousseau, Carly
Philosophy, '12
JD IIT Kent Law School 2019.

Skeppstrom, Fred
BA Philosophy, '13
Owner tapsnap1077.com, writer, vegan soap maker, consultant

Wagner, Ben
BA Philosophy, '08
JD Northern Illinois School of Law 2016
Public Defender, State of Wisconsin

Weiner, Sander
Philosophy, '14
J.D. IIT Kent Law School, 2017.
Admitted to the Illinois Bar, 2017.
Labor Attorney, Fraternal Order of Police

Zimmerman, Edward
BA Philosophy '06
Novelist

PHYSICS

Annual Report 2018 – 2019

Submitted by Paulo H. Acioli

I. Executive Summary

Offering a high quality education continues to be a priority of the Physics Department. Among the best practices used in the classroom are Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led Tem Learning, that are proven by the Physics Education Research (PER) community to improve content retention as well as conceptual understanding of physics. In addition, a high level of engagement is helpful in creating an inclusive environment in the classroom. These pedagogical practices have been used in our General Education, Service, as well as in courses offered for physics majors. Most of the implementation of these techniques relies on the individual efforts of the faculty teaching the course and are therefore not implemented in every single course in the curriculum. A funded NSF - Improving Undergraduate STEM Education (IUSE) that finished in September 2019, allowed the department to implement computational activities and mini-research projects in the Calculus based University Physics sequence, the results of these implementations have been presented in several regional and national meetings in STEM education.

The Physics Summer Program at NEIU continues to attract a significant number of students from other institutions in the Chicago area. In summer 2019, the College Physics I and II sequence produced 1050 SCH, a production of the same order as the SCH production of the department in either Fall 2018 or Spring 2019. We continue to study the option to offer the University Physics I and II sequence in future summers. This is the preferred sequence for students in the STEM disciplines pursuing post-graduate studies or students that intend to attend Engineering programs.

The Physics Department continues its strong support to the Environmental Science Program. The program is now on its fifth year of implementation. In addition, to coordinating the program, faculty from the Physics Department taught 2 of the 4 sections of ENVI 101 – Introduction to Environmental Science. In the 2018-2019 academic year the program had its second graduating class this year and the graduates are either attending graduate school or working in the field.

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 2018 in this project and continues his work on building a bubble chamber at NEIU.

Dr. Paulo Acioli was the principal investigator (with /Rachel Trana as the project coordinator and other STEM faculty as co-P.I.s) on an externally funded National Science Foundation scholarship project that ended in September 2019. The project introduced mini-research projects and a strong Peer Led component in introductory science courses with the aim to improve undergraduate STEM education (IUSE) at NEIU. Dr. Acioli has been a member of the Editorial Board of two peer reviewed open access journals as well as a reviewer for multiple peer reviewed journals in the physical chemistry and chemical physics. Dr. Acioli will work with three students on a project to model spiral waves in predator-prey-food system. Dr. Orin Harris is a co-PI in an NSF-MRI grant and on two grant proposals, one for the NSF and the other for the Department of Energy (DOE), that are currently under review.

Dr. Acioli published two manuscripts, one in the Journal of Physical Chemistry C and the second to the American Journal of Physics. Dr. Acioli presented his work locally at the NEIU Research Symposium and delivered the Bernard Brommel Distinguished Research Lecture. He presented his work in STEM education at the 2019 Winter meeting of American Association of Physics Teachers (AAPT). Dr. Acioli also made a presentation at the 2018 International Congress of Theoretical Chemists of Latin Expression (QUITEL 2018). Dr. Harris gave an invited talk at International Workshop on "Double Beta Decay and Underground Science" (DBD18), Oct. 22 2018, Hawaii Island, US.

II. Program Plan

As highlighted in our most recent program review (2017) the department's mission statements and the goals and learning outcomes are closely aligned with those of the university. In particular, as a result of the previous program review (2009), the physics major and minor were redesigned to add more rigor in its offerings and also to respond to a survey of graduate programs and prospective employers for our graduates as well as to align with current trends in discipline.

The physics program is also aligned, whenever applicable, with the State of Illinois Goals for higher education as found in the IBHE Public Agenda for Higher Education:

1. Increase educational attainment to match best-performing states.
2. Ensure college affordability for students, families, and taxpayers.
3. Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.
4. Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

Goals 1 and 3 have been addressed by intrusive advising that lead to an increase in the number of majors and the number of graduates in the program during the last program review period. Goal 2 is addressed in general by the university as NEIU is one of the most affordable 4 year institutions in the state, a fact that has been recognized by U.S. News & World Report Best Colleges List. Goal 4 is addressed by the current efforts of faculty in the department to integrate research and best practices in the introductory physics sequence as indicate by the currently funded National Science Foundation Improving Undergraduate Education in STEM (NSF-IUSE) PEERS project.

In order to improve on our success in the state goals we are recommending the addition of new lower- and upper-level coursework.

The lower-level classes are targeted to recruit and retain freshmen into the major. We are considering:

- An FYE course in physics at the National Laboratories
- Public Speaking in STEM
- Skills in STEM disciplines
- Introduction to Modeling in Physics (or STEM)

These courses are designed to keep our students interested in the major while they work on catching up on their college level mathematics.

- Upper level courses aimed at increasing the flexibility in the major and allowing students to attain a Bachelor's with focus or concentration in Medical Physics, Biophysics, and Engineering Physics. Below is a non-exhaustive list of courses we are considering::
 - Biophysics
 - Radiation Safety
 - Radiology
 - Medical Imaging
 - Atmospheric Physics
 - Statics
 - Dynamics
- Revision of the algebra based College Physics sequence to better integrate the laboratory with the lecture portion of the course and add an extra hour for recitation or problem solving.
- Propose new curriculum with more interdisciplinary focus, in particular with the Earth Science and Environmental Science programs at NEIU.
- Increase outreach activities that can lead to an increase in recruitment to the major.

B. Projected needs

1. A new hire in the program to replace our esteemed colleague that recently joined the administration so that we can grow in a sustainable manner. Ideally the hire faculty will enrich our diversity and enhance our efforts in recruiting more underrepresented groups.
2. Equipment: The physics department anticipates the need for new equipment to offer some of the new proposed experimental coursework. In consultation with the College and Arts and Sciences and the Office of Academic Affairs we would like to discuss which of the courses proposed in our program review should be developed so that we can better serve our majors and the overall NEIU student population.
3. Other resources:
 - Remodeling of the Physics I Laboratory to bring it to the same standards of the recently remodeled labs in the STEM disciplines.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

None in this academic year.

2. Book Chapters, Regional Exhibitions or Performances

None in this academic year.

3. Articles and Abstracts, Local Exhibitions or Performances:

- a. **P. H. Acioli**, "An example of computer modeling to teach energy conservation concepts", *Am. J. Phys.* 87, 543 (2019).
- b. **Paulo H. Acioli**, Xinxing Zhang, Kit H. Bowen Jr., and Julius Jellinek, "Electron Binding Energy Spectra of AlnMo_n Clusters: Measurements, Calculations, and Theoretical Analysis", *J. Phys. Chem. C* 123(13), 7810-7817 (2018).

4. Conference Presentations, Group Shows

- a. **Paulo H. Acioli**, "Computational Modeling: From the Classroom to Condensed Matter Physics", Bernard J. Brommel Distinguished Research Professor Lecture, April 24, 2019, NEIU, Chicago, IL.
- b. **Paulo H. Acioli**, Rachel Trana, Elisabet Head, Joseph Hibdon Jr., Ken Nicholson, "The NEIU PEERS Project: Embedding Research in the University Physics Sequence", presentation at the 2019 AAPT Winter Meeting, Jan. 12-15, 2019, Houston, TX.
- c. **Paulo H. Acioli**, "Density Functional Theory Explanation of Experimental Photoelectron Spectra of Mixed-Metal Clusters", oral presentation at the XLIV International Conference of Theoretical Chemists of Latin Expression (QUITEL 2018), at the Pontificia Universidad Católica de Chile, Santiago, Chile, Oct. 8-12, 2018.
- d. **Paulo H. Acioli**, Spiral Wave Modeling, talk at the 9th NEIU Faculty Research Symposium, Nov. 16, 2018, NEIU, Chicago, IL.
- e. **Orin Harris** "Updated Dark Matter Search Results from the PICO-60 Bubble Chamber", talk at the International Workshop on "Double Beta Decay and Underground Science" (DBD18), Oct. 22 2018, Hawaii Island, US.

5. Funded grants

- a. Orin Harris and collaborators from Indiana University South Bend and Penn State University -MRI Grant "MRI Consortium: Development of Instrumentation for the PICO-500 Bubble Chamber". (2018-2021) \$770,500
- b. Paulo Acioli (PI) NSF-IUSE Grant "Peer Enhanced Experiential Research in STEM (PEERS)" (2015-2019). \$426,738.

6. Service

- a. Paulo Acioli, referee for the American Journal of Physics.
- b. Paulo Acioli, referee for the Journal of Low Temperature Physics.
- c. Paulo Acioli, referee for Nature: Scientific Reports.
- d. Paulo Acioli, referee for Carbon.
- e. Paulo Acioli, referee for Journal of Physics and Chemistry of Solids
- f. Paulo Acioli, referee for the Journal of Molecular Modeling
- g. Paulo Acioli, Referee for the Journal of Physical Chemistry.
- h. Paulo Acioli, Referee for the Journal of Computational Science.
- i. Paulo Acioli, Referee for The Journal of Chemical Physics
- j. Paulo Acioli, Referee for the New Journal of Physics.
- k. Paulo Acioli, Referee for the New Journal of Chemistry
- l. Paulo Acioli, Referee for Physical Review A, Physical Review B , and Physical Review Letters
- m. Paulo Acioli, Referee for Coordination Chemistry Reviews.
- n. Paulo Acioli, Proposal reviewer for the Austrian Science Fund (FWF) .
- o. Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSCHEM).
- p. Orin Harris, NEIU Chapter of the Society of Physics Students (SPS).
- q. Orin Harris, Conference Coordinator for the PICO Collaboration.

B. Student Achievements

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

- a. Karl Amjad-Ali , Minhyeok Kwon, Vincent Vangelista , and Paulo H. Acioli, "Computational Modeling and Analysis of Spiral Waves", poster presented at the 2019 Illinois LSAMP Symposium – 25 Years of Building STEM Pathways, February 22 -23, 2019, Lisle, IL. (This poster was tied for first-place poster presentation in Physics)
- b. Karl Amjad-Ali , Minhyeok Kwon, Vincent Vangelista , and Paulo H. Acioli, "Computational Modeling and Analysis of Spiral Waves", poster presented at the 2018 National SACNAS Meeting, San Antonio, TX, October 11-13, 2018.
- c. Vincent Vangelista, Karl Amjad-Ali, Minhyeok Kwon, and Paulo H. Acioli, "Computational Modeling and Analysis of Spiral Wave Behavior", poster presented at the 2018 National SACNAS Meeting, San Antonio, TX, October 11-13, 2018.
- d. Vincent Vangelista, Karl Amjad-Ali, Minhyeok Kwon, Paulo H. Acioli, "A Computational Analysis of Spiral Waves", student podium presentation at the 10th SCSE Symposium, September 21, 2018, NEIU El Centro, Chicago, IL.
- e. Karl Amjad-Ali, Minhyeok Kwon, Vincent Vangelista, Paulo H. Acioli, "Computational Modeling and Analysis of Spiral Waves", student poster presentation at the 10th SCSE Symposium, September 21, 2018, NEIU El Centro, Chicago, IL.

- f. Adam Provost and Orin Harris "ACOUSTIC DETECTION OF ALPHA PARTICLES MOVING THROUGH ALCOHOL VAPOR", student poster presentation at the 10th SCSE Symposium, September 21, 2018, NEIU El Centro, Chicago, IL.

2. Acceptance to graduate school:

- a. Vincent Vangelista - Accepted to the Physics Ph.D. program at Indiana University Bloomington.
- b. Sam Pate - Accepted to the Physics Ph.D. program at Northern Illinois University
- c. Marcin Chojnowski - Accepted to the M.Sc. program in Computer Science at DePaul University.

C. Alumni News

- a. Vincent Vangelista (Physics'2019) Ph.D. candidate at Indiana University Bloomington, IN.
- b. Sam Pate (Physics'2018) Ph.D. candidate at Northern Illinois University, DeKalb, IL.
- c. Patrick Dowdle (Physics' 2017) is as a Particle Accelerator Operator at Fermi National Laboratory, Batavia, IL.
- d. David Capota (Physics'2016) accepted a position at Nidec Mobility. St. Charles, IL.
- e. Luiz Paz (Physics'2016) is a Facility Coordinator at Flywheel Sports, Chicago, Illinois.
- f. Marcin Chojnowski (Physics'2016) is a Engineering Support Associate at Century Link.
- g. Matt Jastrebski (Physics' 2016) is the Assisstant Center Director of Mathnasium, Lincolnwood, IL.
- h. Paul Vu (Physics' 2016) is a Test Technician at Hollister Inc. Libertyville, IL.
- i. Bilguun Woods (Physics'2016) is a Senior Associate, Strategy & Analytics at Mindshare, Chicago.
- j. Michael Yacobucci (Physics' 2016) programmer at Sports Awards, Chicago, IL.
- k. Micah Turner (Physics'2016) is a Software Engineer at DAIS Technology, Inc. Chicago, Illinois.
- l. John Hickey (Physics'2016) is a Laboratory Administration & Program Assistant, SASI at Home, Evanston, IL.
- m. Robert Ringstad (Physics'2016) is a Salesforce Administrator and Developer, Systems Integrator, Data Integrity Advocate at 3Points, LLC.
- n. Tom McLaughlin (Physics' 2015) is an Engineering Drafter at Ferrara Candy Company, he also worked as Project Engineer for Engineering Support Services.
- o. Marcin Combrzynski (Physics'2014) Bid Coordinator at Hanna Design Group, Inc., Schaumburg, IL.
- p. Bryan Loeding (Physics, 2013), Energy Engineer, Utilivate Technologies LLC.
- q. Dave McGovern (Physics'2013) works at AT&T Construction & Engineering - Fiber Optic Network Deployment, IL.
- r. Esosa Ogbomo, CEO VIR Insights, Chicago, IL.
- s. Sam Kolontouros (Physics'2011) is a Classification Analyst at Argonne National Laboratory, Lemont, IL.

POLITICAL SCIENCE

Annual Report 2018-2019

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 2018 to Fall 2019 undergraduate student retention rate was 82.3%. The retention rate is up from 70.8% during Fall 2017 to Fall 2018, however we have fewer students enrolled during the Fall 2018 (62) than Fall 2017 (89). For the College of Arts and Sciences as a whole the Fall 2018 enrollment equaled about 90% of the Fall 2017 enrollment, while for Political Science it was about 70%.

Ten years ago, in 2010, the Department of Political Science was enjoying a record number of undergraduate majors, with 146 majors. In subsequent years we experienced a steady decline. That decline decelerated between 2013, and 2015 when we counted 101 undergraduate majors. There was a sharp decline between 2015 and 2016 and another sharp decline between 2017 and 2018. We must view this performance in the context of enrollment declines elsewhere. Enrollment in the College of Arts and Science as a whole in Fall 2018 equaled about 78% of its Fall 2012 enrollment.

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 four to five sections. We acknowledge a need for more active recruitment and have addressed this in the section on Projected Needs. Briefly, we intend to use the Politics Club and its activities to recruit new majors. We also intend to use our expanding online offerings to recruit new students and to attract non-majors to our department.

Our graduate program has declined from its peak enrollment in 2011 (52 students). In the Fall of 2018 we had 24 graduate students, which is a decline from the 30 that we had in 2017. 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 2018 to Fall 2019 graduate student retention rate was 83.3%.

The number of minors in our department has declined, from 53 in 2008 to 18 in the Fall of 2018, including political science and public administration minors. We believe that the elimination of requiring undergraduate students to have a minor is responsible for some of this trend.

We inducted a new class of students into Pi Sigma Alpha, the national Political Science Honor Society. These inductees were honored with a reception in December and April.

Contributions to the University Core Curriculum

>>General Education Distributive Learning (title and number sections)

PSCI 109 First Year Experience: Civic Engagement, Community, and Social Change in Chicago (1)

PSCI 210 Introduction to Political Science (5)

PSCI 216 American National Government (10)

PSCI 251 WIP Comparative Political Systems (1)

PSCI 275 Introduction to World Politics (3)

PSCI 291 Concepts of Political Science (2)

Cross Listed Courses with Philosophy (Dr. Mihic)

PSCI 391 (PHIL 391) Modern Political Theory

PSCI 392 WIP (PHIL 345) Contemporary Political Philosophy

Writing Intensive Program Courses

PSCI 251 WIP Comparative Political Systems (Dr. de Bruyn)

PSCI 344 WIP Public Organization Theory (Dr. Hill)

PSCI 392 WIP Contemporary Political Philosophy (Dr. Mihic)

Online Courses:

PSCI 210 Introduction to Political Science (Dr. Thompson)

PSCI 216 American National Government (Dr. Adler)

PSCI 251 Comparative Political Systems (Dr. de Bruyn)

PSCI 275 Introduction to World Politics (Dr. de Bruyn)

PSCI 377 International Organizations: Theory and Practice (Dr. Bae)

>>Engaged Learning Experiences:

PSCI 309A Moot Court and Appellate Advocacy (Dr. Neddenriep)

In short, during the review period we have contributed 22 courses to the general education program, taught two cross listed courses with Philosophy, taught three WIP courses, taught five different online courses and nine sections in total, and one engaged learning experience boundary crossing course.

Academic Excellence and Innovation and Assessment

During this year department faculty, under the guidance of our assessment coordinator, Dr. Neddenriep, performed a direct assessment of undergraduate Program Goal IV. Goal IV states that students should be able to “communicate in . . . oral forms and . . . demonstrate effective and critical use of information-gathering and research media within the broad context of social science.” Within Goal IV, Learning Outcome 4.1 calls for speaking to consist of “clear and accurate empirical descriptions and [the development of] express coherent arguments.” The purpose of this year’s assessment is, therefore, to describe our students’ public speaking abilities and to determine whether greater exposure to our curriculum increases their aptitude in oral communication. The oral presentation skills of twenty-six students were assessed based on organization, content, and delivery in class presentations in three political science classes. The assessment revealed that students are competent in the organization, content, and delivery of their oral presentations. In addition it Dr. Neddenriep investigated whether the number of credit hours completed in Political Science affected the quality of the oral presentations. The results indicated no meaningful correlation between the number of PSCI hours and the various measures of oral communication skills. The full details on methodology, data, and analysis may be found in “Political Science Department: Undergraduate Assessment Report 2019.”

During the review period Dr. Neddenriep developed and taught our new required course for undergraduate majors: PSCI 308 Research Methods and Techniques in Political Science. The course will be offered every Fall semester and will teach our students both qualitative and quantitative research skills as well as an overall understanding of the research process.

During Spring 2019 Dr. de Bruyn took the Online Design course at the Center for Teaching and Learning and developed a new online class: PSCI 358 Modern European Governments. Additionally, during Fall 2018 Dr. de Bruyn also developed an online version of our WIP course, PSCI 251 Comparative Political Systems. Dr. Bae also developed a new online class: PSCI 377 International Organization: Theory and Practice, which was taught during summer 2018. The department now has developed six online courses, including four introductory courses and two 300-level courses.

Exemplary Faculty and Staff

As detailed below, department faculty members published four journal articles and two book chapters. Faculty members also delivered six conference presentations and were

successful in applying for three grants. Moreover, department faculty members continued to serve the NEIU community as well as to engage broader communities. Below here I will highlight some of the particularly noteworthy achievements of my colleagues.

Professor Ellen Cannon was instrumental in the creation of the Jewish Studies minor at Northeastern. She developed and taught American Jewish Politics in 2018 and developed a second course on Global Anti-Semitism. Professor Cannon's very productive sabbatical leave resulted in the publication of two scholarly articles. Because of her excellence in scholarship on anti-Semitism Professor Cannon was invited to join Academic Engagement (AEN), a national organization of faculty members and staff in American university and college campuses, which seeks to promote campus free expression and academic freedom, and to counter anti-Semitism when it occurs on campus. She was also invited to join the Board of Directors of the American Jewish Committee (AJC), one of the oldest and foremost Jewish policy forums in the United States. Professor Cannon's excellence was quickly recognized and she was entrusted with a national leadership role on the Board of Directors of the American Jewish Committee. Furthermore, Professor Cannon was awarded a fellowship to study at Oxford University's ISGAP Program. ISGAP is the International Study of Global Anti-Semitism Program. This program aims at developing full curriculum and new course work on Global Anti-Semitism from three perspectives: The Far Left, The Far Rights, and Islamism. As a result of her efforts she was appointed to ISGAP's International Academic Advisory Board.

Dr. Gregory Neddenriep developed an ELE-X moot court class to take students to Springfield for the Model Illinois Government Competition in the Spring of 2019. Ten students (five teams of two) participated in the Moot Court competition and two teams made it into the semi-finals. Dr. Neddenriep worked hard and meticulously on teaching the students the case law involved in the simulation. He provided weekly hands on training sessions leading up to the competition and coached the team at the event. The success of the team, and the wonderful learning experience for our future legal professionals, would not have been possible without the tireless leadership of Dr. Neddenriep.

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.

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.

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, given the past popularity of courses in these areas with NEIU students, it is unfortunate that we have reduced our teaching here. However, after a lapse of several years, PSCI 365: Politics And Government Of Mexico, Central America And The Caribbean has been taught during the 2018-19 academic year.

2. Equipment: Our department's Office Administrator is using an outdated and unreliable desktop computer. This equipment should be replaced. We are also interested in greater availability of statistics software, such as SPSS or STATA, for both faculty and graduate students.

3. Other Resources: The enclosure of the open space identified as LWH 2077, outside of several political science offices, would add certain comforts and conveniences. This would provide a quieter environment in which students could perform make-up work or complete work begun in class. This would also provide a demarcated workspace for our future student aides.

III. Accomplishments

A. Faculty Research/Creative Activities

Cannon, Ellen. ISGAP Fellow , summer, 2019, to study and create courses and new curriculum on Global Anti-Semitism.

Cannon, Ellen. National Leadership role on the Board of Directors of the American Jewish Committee

Cannon, Ellen. Member of the Academic Engagement Network- Speaker at the 2019 National Conference of AEN on Anti-Semitism on College Campuses

2. Book Chapters, Regional Exhibitions or Performances

Bae, Sangmin. "The Role of Institutions in the Norm Life Cycle: The United Nations and the Anti-Capital Punishment Norm." In *Comparative Capital Punishment Law*, edited by Carol Steiker and Jordan Steiker (Cheltenham/Northampton: Edward Elgar, 2019).

Cannon, Ellen. "Contemporary Jewish Politics and historiography: the case of the BDS Movement", in Dean Phillip Bell (ed.) *The Routledge Companion to Jewish History and Historiography* (Rutledge, London and New York, 2018).

3. Articles and Abstracts, Local Exhibitions or Performances:

Cannon, Ellen. "THE BDS AND ANTI-BDS CAMPAIGN: Propaganda War vs. Legislative Interest Group Articulation, *Jewish Political Studies Review*, (Winter 2019)

Yuchen Zhou, Mark Dredze, David Broniatowski, and William D. Adler. "Elites and Foreign Actors Among the Alt-Right: The Gab Social Media Platform." *First Monday* 24:9 (September 2019).

William D. Adler. "History Has Its Eyes On You': *Hamilton* and the Introductory American Government Course." *PS: Political Science & Politics* 52:1 (January 2019): 123-126.

William D. Adler and Rachel F. Adler. "Tweets and Posts: Social Networking Sites and Political Knowledge in the 2016 U.S. Presidential Election." *Proceedings of the 49th Annual Meeting of the Decision Sciences Institute* (2018).

4. Conference Presentations, Group Shows

Jonathan Keller and William D. Adler. "From the Army of Israel to the Conqueror of Canaan: Religion, the Army, and American National Identity in the Early Republic," 2019 Annual Meeting of the Southern Political Science Association (Austin).

William D. Adler and Julia Azari. “The Party Decides (Who the Vice President Will Be),” 2018 Annual Meeting of the American Political Science Association (Boston).
□ Founders Award, best paper on executive politics at the 2018 APSA meeting

Bae, Sangmin. “Peace on the Korean Peninsula and Japan’s Military Normalization” (with Anna Augustyn). Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 2019.

Bae, Sangmin. “Idiosyncratic Voting in the UNGA Death Penalty Moratorium Resolutions” (with Daniel Pascoe). Annual Convention of the International Studies Association, Toronto, Canada, March 2019.

Cannon, Ellen. National Academic Engagement Network Conference, Washington, DC. September 2019, “ The Impact of AEN Regional Courses on College Teaching”

Mihic, Sophia. Mihic, Sophia Jane and Stephen G. Engelmann, "'Advanced Marginalization' and the 'Parvenu': Hannah Arendt and Cathy Cohen on Post-Civil Rights Politics," American Political Science Annual Meeting, Boston, MA, August 30, 2018 to September 2, 2018.

5. Funded grants

William D. Adler. Moody Research Grant, Lyndon Johnson Presidential Library, 2019. “Party Differences in Vice Presidential Selection.” \$1,200

William D. Adler. Robert & Elizabeth Dole Archive & Special Collections Travel Grant, 2018. “Party Differences in Vice Presidential Selection.” \$750

Bae, Sangmin. Co-Principle Investigator (PI) (with Dr. Daniel Pascoe), Project: “Idiosyncratic Voting in the UNGA Death Penalty Moratorium Resolutions,” 2019 (HKD \$116,892.00 [USD \$15,000]), funded by the City University of Hong Kong.

6. Service

Cannon, Ellen. Board of Directors of American Jewish Committee

Cannon, Ellen. Member of the International Academic Advisory Board of ISGAP

Cannon, Ellen. CEO of Cannon Consulting Group 1980-present

Mihic, Sophia. Chair, Trustees/Audit Committee, University Professionals of Illinois 4100, IFT/AFT, AFL/CIO.

Neddenriep, Gregory. Model Illinois Government. Served as the coach for the 2018-2019 NEIU Moot Court Team.

B. Student Achievements

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

Anna Augustyn (MA Student), “Peace on the Korean Peninsula and Japan’s Military Normalization,” Presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 2019 (with Professor Sangmin Bae).

2. Acceptance to graduate or professional school

Marty Pack (MA , 2017) was accepted in the Ph.D program in Public Health at the University of Colorado.

Dan Lions (MA, 2016) was accepted in the Ph.D program in Political Science at the University of South Carolina.

Maryam Aboqaoud (BA 2017) was accepted in the MA program in Threat and Response Management program at the University of Chicago

Elan Hulkower (BA 2017) was accepted in the MA program at the The Lauder School of Government, Diplomacy and Strategy in Helzliya Israel.

C1. Alumni News Highlights

Dr. Jeonghyeon Kim (Political Science MA 2013) received a Ph.D. in Political Science at the University of Nebraska. She is currently a visiting scholar at the Human Rights Research and Education Centre of University of Ottawa.

Dr. Bernard Brennan (Political Science BA 2009; MA 2013) became Assistant Professor of Political Science, Department of Social Sciences Johnson & Wales University, Providence, Rhode Island.

Dr. Daniel Benjamin Bailey (Political Science MA 2011) became Assistant Professor of political science at Presbyterian College in Clinton, South Carolina.

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.

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.

Dagba, Irmes (M.A. 2017): Communications Consultant at UN SDG Action Campaign.

Douglas, Mykhal (M. A. 2014): became a Contact Representative at the Social Security Administration in 2015.

Ellis, Tony (B.A.): Director of Communications, ClearHealth Quality Institute.

Foryoh, Jonathan Sahr (B.A. 2012): Logistics and Supply Officer, Swissport.

Ginzburg, Zev (B.A. 2013): JIRA Manager at Publicis Media, 2017-present; Project Manager at Codal Inc., 2015-17.

Guldur, Sevtap (B.A. 2014): Externship Coordinator / Career Services Representative, Allied Health.

Harkins, Gina (B.A.): Senior Staff Writer, Military Officers Association of America, 2016-present.

Hayes, Octavius (B.A. 2013): Management Intern, City of Lake Forest, Jan. 2017—present.

Henley, Sara A. (B.A.): passed the 2018 Illinois Bar Examination.

Heroff, John (B.A. 2008): became Director of Policy and Legislative Affairs at the City of Chicago in 2015.

Jayara, Vinod (B.A. 2013): entered Human Resources at the U.S. Department of Defense in August 2015.

Johnson, Christine "CJ" (M.A. 2014): became a Foreign Service Officer at the U.S. Department of State in Feb. 2016.

Karlatiras, Eloise (B.A. 2014): received her M.A. in Communication from Northwestern University in 2016; is CEO of Next Bites.

Kemokai, Malik Emanuel (B.A. 2011): Director of Workforce Development Strategy & Operations at the Greater Chicago Food Depository.

Khairy, Aissatou (B.A. 2016): founder/CEO, Cabco Guinée.

Leziac, Boris (M.A. 2011): after completing his Ph.D. at Arizona State University in 2013, he is now a revenue tax specialist at the State of Illinois.

Liberty, Tim (B.A. 2010): became a Claims Consultant at Baldwin Krystyn Sherman Partners in 2015.

Londo, Devin (B.A. 2012): Technical Product Manager, Conversant, LLC.

Lut, Ann (B.A. 2010): Securities Compliance Examiner at the S.E.C., 2016-present; Employee Benefits Investigator at the Dept. of Labor, 2014-16.

McCormick, Eron. (B.A.): published in 2017. "Stand Your Ground Laws," with Gregory Neddenriep. In *Encyclopedia of American Civil Rights and Liberties*, eds. Otis H. Stephens, Jr., John M. Scheb II, and Kara E. Stooksbury. Santa Barbara, CA: ABC-CLIO.

McCracken, Dan (B.A. 2013): Supply Chain Management, C.H. Robinson, 2014–August 2017.

Meter, Chris (B.A. 2017): Adjutant, Operations Specialist, Special Projects Advisor, Pritzker Military Museum & Library, May 2014–present.

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.

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.

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 2018-2019

**Submitted by Amanda Dykema-Engblade (Psychology)
and Lisa Hollis-Sawyer (Gerontology)**

I. Psychology Executive Summary

Throughout the 2018/2019 year, the Psychology Department has demonstrated its continued commitment to our students, faculty, and community through active engagement within the department, university, the professional community and the community at large. The ways that we foster these engagements are demonstrated in the activities documented in this report. Ultimately, student success and achievement are our chief priority and we, as a department, have demonstrated this commitment through our reported student successes and research collaboration opportunities. Our continued goal is to provide our students and faculty with the necessary tools to enhance their performance and ultimately their ability to succeed in achieving their academic and career goals. During the 2017-18 academic year, we implemented a revision of our major requirements to better align with national norms for a BA in psychology and strengthen our student training. To adhere to university graduation requirements we are offering lab, capstone, independent study, and field experience courses as ELE-DS. 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, which when possible is arranged to use the categories of the university's strategic plan.

Student Success

Northeastern Illinois University's Psychology Department has had a productive year during 2018-19. This year, the Psychology department had 385 active majors, approximately 78 minors, and 28 graduate students enrolled. There were 180 new psychology major and 21 new minor declarations. Additionally, three McNair scholar students were supported and mentored this last academic year, and nine psychology majors were enrolled in the Honors program. The department supports Psi Chi, the International Honors Society in Psychology. The psychology major orientation was attended by 40 students. Altogether, faculty and students have published 13 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 73 conference presentations (local, national, and international) and about 106 faculty, students and alumni were involved in the presentations. The Student Center for Science Engagement's 10th Annual Research Symposium, held in September of 2018, had 10 students and 4 faculty members involved in five presentations from the psychology department. There

were eight faculty and 84 students involved in the 14th Annual Fall Psychology Student Symposium in December 2018. Six (6) faculty and 60 students were involved in presentations at the 27th Annual NEIU Student Research and Creative Activities Symposium in April 2019. Among the 139 graduates for the year, 51 students (37%) graduated with honors.

Academic Excellence and Innovation

Dr. Dykema- Engblade was selected as an Applied Social Area Representative for the Midwestern Psychological Association (MPA) Program Committee.

The 9th Annual Art in Response to Violence event was co-hosted in October with the Art Department, Counseling Department, and Gifted Program and attended by over 200 students, faculty and community members.

The department hosted its an annual new major/minor orientation. The orientation provides students with information on departmental requirements, possible careers with a B.A. in Psychology, preparation for graduate school, and psychology student organizations.

In April, 2019 the Psychology Department hosted its 9th Annual Psychology and Related Fields Graduate Programs Fair. The graduate fair and related workshops were designed to provide students with expert information and guidance from the various graduate fields in psychology and related areas. Presenters were invited to talk about the requirements, expectations and benefits (including employment) of attending graduate programs in their respective fields. More than 100 students attended the fair and 17 colleges and universities were represented, offering 100 programs. Faculty and representatives from Clinical Psychology, Social Psychology, I/O Psychology, Forensic Psychology, Child Development, Gerontology, Rehabilitation, Community, School and Family Counseling, Social Work, Linguistics, Art/Drama/Dance Therapy, Occupational and Physical Therapy and other areas attended to provide information and present their programs. More than 25 alumni also joined the students and faculty for the post fair discussion and dinner. The university's department of alumni relations was invited to provide alumni with information on how to remain active with the university and how alumni can contribute via donations to the university.

In December, the Psychology Department hosted its 14th Annual Fall Psychology Student Symposium. Lab and capstone students (84) presented their research.

This year, Dr. Erber and colleagues continued to assess the peer leading program in PSYC 200 General Psychology. Drs. Erber and Church developed a means to identify engagement in learners.

The psychology program, as part of a *STEM/Biomedical Diversity Inclusion 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 five full years. Of our 13 completed trainees, 100% have received their BA degrees, 85% are in graduate programs at Northwestern University, Michigan State University, University of Illinois Chicago, Georgia State University and Pennsylvania State University (10 in PhD programs; 1 in a Post Baccalaureate program, 1 is applying to PhD and MD/Phd Programs this year). Currently, we have 4 scholars (3 in Biology and 1 in chemistry) in training to prepare for PhD programs in the biomedical sciences. In the past year, our trainees have done over 60 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 4 awards from prestigious conferences. The MARC program has been renewed for another 5 years (2019-2024). We have been approved to begin our first year of the new cycle appointing 2 Juniors to the program. Evaluating applications occurred in early July, 2019. The five year cycle will allow us to train a total of 16 MARC scholars.

Urban Leadership

The faculty was greatly involved in numerous community organizations. Dr. Takahashi is a board member for the Heiwa Terrace Housing Corporation of Chicago and a chair of the Chicago Osaka Sister City Social Services Committee. Dr. Dykema- Engblade volunteers weekly for the Chicago Area Runners Association and group leads a weekly marathon training group. Many of these runners are “charity runners” and fundraise for Chicago-land, not- for-profit organizations.

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. The M.A. in Gerontology program is transitioning to a broader M.A. in Life Span Development (in progress). The focus of gerontology student recruitment will now be focused on the existing but to-be-developed *fully online* (currently mixed face-to-face and online) Gerontology Senior Advocate Certificate (to be tentatively launched fully online for Fall 2021). During the Fall 2018-Spring 2019 academic year, seven (7) new students were taking classes to begin the graduate gerontology program. The retention rate was approximately 83% across courses from Fall 2018 to Spring 2019. Of these students, two (2) are admitted M.A. students and two (2) are admitted certificate students. In addition to these program enrollees, two (2) students are from another graduate program pursuing an “elective” track in gerontology (i.e., two (2) MSW students) and one (1) student was a graduate-student-at-large (GSAL) student applying for program entry in the spring. For Fall 2019, there were three (3) newly-admitted gerontology students. Beyond these current students, it is expected that there will be four (4) to five (5) more students applying for entry into the gerontology program for spring/summer entry. Thus, it is expected that the in-coming cohort for 2019-2020 will be approximately seven (7) new gerontology students by the end of Summer 2020.

The total program enrollment is currently 20 students (i.e., fifteen (15) M.A. students and five (5) certificate students), after five (5) graduations over Fall 2018 – Fall 2019. It is projected that there will be at least five (5) graduations this coming May/August 2020 academic year.

Over this time, **Hollis-Sawyer** was the first author in one (1) published book *In the Field: A Field Experience Manual for Internship and Service Learning Students* and author of two peer-reviewed book review publications. **Hollis-Sawyer** presented her on-going research on positive aging, education, and related quality of life issues in twelve (12) different presentations across six (6) national conferences (Association for Adult Development and Aging, Illinois Affiliation of Marriage and Family Therapists Conference, American Psychological Society, Gerontological Society of American, Midwestern Psychological Association, and American Psychological Association) with colleagues and students across multiple academic institutions. Lastly, **Hollis-Sawyer** expanded her national, regional, and university service in taking leadership roles in Executive Committees in both the American Psychological Association and Gerontological Society of America, becoming a member of three different university search and screen committees, and became a research and career mentor for two doctoral students from two other educational institutions through the American Psychological Association's mentoring programs. Over this time, **Takahashi** wrote one (1) book chapter and four (4) peer-reviewed publications. He also presented his on-going research on aging longevity and aging adjustment issues in one (1) national invited talk at the Gerontological Society of America conference. Lastly, **Takahashi** engaged in many different service activities and was the Co-chair, 2018-2019 Chicago Osaka Social Exchange Program. Chicago Sister Cities International, Chicago, IL.

Hollis-Sawyer continued her outreach efforts and met with different aging-related groups and agencies (e.g., Little Brothers, Friends of the Elderly; Mather's More Than a Café, Center on Halstead, 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 to-be-launched *fully-online* gerontology certificate program tentatively in 2021-2022. **Hollis-Sawyer** also conducted outreach meetings about aging-related employee training opportunities with the certificate program (e.g., Center on Halstead, Brookdale Living Communities, Little Brothers, Friends of the Elderly; Mather's More Than a Café).

The **Generativity Club**, supervised by **Takahashi**, was actively involved in promoting education about aging issues. In November 2019, **Takahashi** and the Generativity Club officers hosted a panel discussion event for the delegates who attended the Sister City International Social Exchange Program June 2018 in Osaka, Japan and organized the annual aging film symposium in April 2019 to show the film, *The Age of Love*, about aging and later-life sexuality.

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

Psychology

Student Success

The department continues to expand and fine-tune our peer leader program. We have established and continue to explore multiple methods of peer leader compensation (e.g., paying peer leaders through laboratory fees). These changes will allow the program to be self-sufficient and best serve our students. Additionally, new activities are being constructed for PSYC 200, 202, and 302 based on assessment and feedback of activities.

The department continues to expand our alumni activities, especially planning the expansion of contact between alumni and current students. Strengthen alumni fundraising campaign that was launched during Psychology Graduate Fair 2017 by alumna Liz Gordon, to encourage alumni to stay involved with NEIU.

Gerontology

Student Success

Develop and implement improved recruitment and retention strategies for both the Gerontology Senior Advocate Certificate.

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 Gerontology certificate 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 create a possible curricular linkage between gerontology minor undergraduate and graduate certificate courses (online electives) and other graduate health-related programs in the coming years at the El Centro, Carruthers Center, and Lake County campuses. 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.

Psychology

Academic Excellence and Innovation

The department will continue to invite on and off campus research presentations. This practice allows students to gain knowledge about recent research in the field of psychology as well as to offer insight into how to professionally present research.

Continued involvement with the Student Symposium and the McNair Scholars program, as well as with the Nontraditional Department, Honors Program, CAST, Women’s & Gender Studies, African American and African Studies, the Office of Student Affairs, and community partners (e.g., Sit Stay, Read, Cambodian Museum).

Continuing the implementation of our new curriculum and our assessment plan.

Continuing toward completion of our strategic plan for e-course offerings, its implementation and assessment, including online versus face-to-face assessment.

Active involvement in the support of the continuing MARC grant program at NEIU through leadership of Drs. Church and Rueckert.

Implementing curricular changes to address our last program review by strengthening students’ learning in the science of psychology.

Gerontology

Academic Excellence and Innovation

The major program goal for the Gerontology program is to expand and modify our curricular planning for our MA program.

Psychology

Exemplary Faculty and Staff

Continued involvement with university initiatives such as the CAST minor program, Food Pantry, Economic Inequality Initiative, the Art in Response to Violence conference, Faculty Symposium, and Asian Heritage Awards.

Developing a plan to prepare for our next program review.

Fostering the process of our next three faculty to becoming full professors.

Recruiting two or three faculty members in Neuro, Cultural, Community, and/or Health Psychology in order to meet the needs of our students.

Engage faculty in professional development opportunities (e.g. a R stats workshop, department-level FERPA training).

Gerontology

Exemplary Faculty and Staff

Engage in ongoing professional development of both teaching (e.g., Online and Hybrid Teaching certification for instructors) 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.

B. Projected needs

Psychology

1. Faculty

Recruiting two or three faculty members in Neuro, Cultural, Developmental, Community, and/or Health Psychology in order to meet the needs of our students and changes in the field.

2. Equipment

There is a need for more furniture and materials for our research and teaching labs. Assess our laboratory needs and create a laboratory maintenance strategic plan.

3. Other Resources

Increasing our budget to cover our advertising and expansion needs for the MA in Gerontology program and the Lake County psychology BA program.

Increasing the student aid budget to secure a 20 hours per week lab manager all year round to meet the needs of faculty, staff, and students.

Support resources for students at the University Center of Lake County, such as tutoring and a more predictable peer leader program that will not require them to travel regularly to the main campus.

Returning BBH 317 to the psychology department to be used as an observational lab and small classroom, 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 fully on-line courses to be taught for the tentatively-planned fully-online certificate in 2021-2022), a request would be for the hiring of one (1) to two (2) visiting lecturers who can offer a broader range of field training backgrounds and perspectives (theoretical, applied). A more diverse gerontology faculty would better train the students and would enhance the appeal of the gerontology program to the general community.

As student recruitment is always a priority for the gerontology program, any financial assistance in advertising the existing and in-development fully online Gerontology Senior Advocacy Certificate is always appreciated. A small advertising budget (e.g., \$500) during the up-coming Spring 2020 and/or the 2020-2021 academic year for newspaper/periodical and journal (paper, on-line) advertising is requested from the administration.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Hollis-Sawyer, L. A. (2018). *In the field: A field experience manual for internship and service learning students*. San Diego, CA: Academic Press.

2. Book Chapters, Regional Exhibitions or Performances

Takahashi, M. (2019). Relationship between wisdom and spirituality: An expanded theoretical model with mysticism and gerotranscendence. In J. Gluck and R. J. Sternberg (Eds.), *The handbook of wisdom* (pp. 626-646). New York: Cambridge University Press.

3. Articles and Abstracts, Local Exhibitions or Performances:

Young, A.G., Alibali, M.W., & Kalish, C.W. (2019). Causal learning from joint action: Collaboration helps first graders, but hinders kindergartners. *Journal of Experimental Child Psychology*, *177*, 166-186.

Young, A.G., Powers, A., Pilgrim, L., & Shtulman, A. (2018). Developing a cognitive reflection test for school-age children. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 1232-1237). Austin, TX: Cognitive Science Society.

Young, A.G., Laca, J., Dieffenbach, G., Hossain, E., Mann, D., & Shtulman, A. (2018). Can science beat out intuition? Increasing the accessibility of counterintuitive scientific ideas. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 1238-1243). Austin, TX: Cognitive Science Society.

Hollis-Sawyer, L. (2019). Book review: Making friends with death: A field guide for your impending last breath. *Activities, Adaptation & Aging*, 43(2), 166-168. doi:10.1080/01924788.2019.1597604

Hollis-Sawyer, L. (2019). Book review: Communicating in the land of dementia: Creative activities to explore together. *Activities, Adaptation & Aging*, 43(1), 77-78. <https://doi.org/10.1080/01924788.2019.1565046>

Sánchez, B., Pryce, J., **Silverthorn, N.**, Deane, K. L., & DuBois, D. L. (2019). Do mentor support for ethnic-racial identity and mentee cultural mistrust matter for girls of color? A preliminary investigation. *Cultural Diversity and Ethnic Minority Psychology*, 25(4), 505-514. doi:10.1037/cdp0000213

DuBois, D. L., Alem, F., & **Silverthorn, N.**, (October, 2018). *Synthesis of OJJDP-sponsored Mentoring Research* (Document No. 252166).

Garringer, M., & **Silverthorn, N.** (2018). Staffing Calculator for Match Support User Manual.

Takahashi, M., & Walker, B. (2019). Historical and empirical research in gerontology on gender and sexual minority (LGBTQA+) older adults: An overview of the field and its future direction. *Japanese Journal of Gerontology*, 41 (1), 39-47.

Takahashi, M. (November, 2018). Entries for Spirituality and Wisdom. *Japanese encyclopedia of qualitative psychology*. Tokyo, Japan: Shinyo-sha.

Kasuga, S., Sato, S., & **Takahashi, M.** (2019). Chie wa hattatsusuruka? [Wisdom as a developmental concept: A discussion of its functional and structural changes during late adulthood]. *Japanese Psychological Review*, 61 (3), 384-403.

Sugimura, K., Matsushima, K., Hihara, S., **Takahashi, M.**, & Crocetti, E. (2019). A culturally sensitive approach to the relationship between identity formation and Religious beliefs in youth. *Journal of Youth and Adolescence*, 48, 668-679.

Sánchez-Johnsen, L., **Dykema-Engblade, A.**, Nava, M., Rademaker, A., & Xie, H. (2019). Body Image, Physical Activity and Cultural Variables among Latino Men. *Hispanic Health Care International*.

4. Conference Presentations, Group Shows

Young, A.G., Geddes, I., Weider, C., & Shtulman, A. (2019, March). Tensions between science and intuition in school-aged children. Poster presented at the Society for Research in Child Development Biennial Meeting. Baltimore, MD.

Song-Nichols, K. & **Young, A.G.** (2019, March). Gendered robots can change children's gender stereotypes. Poster presented at the Society for Research in Child Development Biennial Meeting. Baltimore, MD.

Young, A.G., Ou, L., & Simmering, V. (2018, November). Young children's collaboration in an active category learning task. Talk presented at the 59th Psychonomic Society Annual Meeting. New Orleans, LA.

Young, A.G., Powers, A., Pilgrim, L., & Shtulman, A. (2018, July). Developing a cognitive reflection test for school-age children. Talk presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.

Young, A.G., Laca, J., Dieffenbach, G., Hossain, E., Mann, D., & Shtulman, A. (2018, July). Can science beat out intuition? Increasing the accessibility of counterintuitive scientific ideas. Talk presented at the 40th Annual Conference of the Cognitive Science Society, Madison, WI.

Shtulman, A. & **Young, A.G.** (2018, July). Can science beat out intuition? Increasing the accessibility of counterintuitive scientific ideas. Talk presented at the Society for Philosophy and Psychology 44th Annual Meeting, Ann Arbor, MI.

Young, A.G., Powers, A., Pilgrim, L., & Shtulman, A. (2018). Developing a cognitive reflection test for school-age children. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 1232-1237). Austin, TX: Cognitive Science Society.

Young, A.G., Laca, J., Dieffenbach, G., Hossain, E., Mann, D., & Shtulman, A. (2018). Can science beat out intuition? Increasing the accessibility of counterintuitive scientific ideas. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 1238-1243). Austin, TX: Cognitive Science Society.

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Young, A.G., Laca, J., Dieffenbach, G., Hossain, E., Mann, D., & Shtulman, A. (2018, July). Can science beat out intuition? Increasing the accessibility of counterintuitive scientific ideas. Talk presented at the 40th Annual Conference of the Cognitive Science Society, Madison, WI.

Hollis-Sawyer, L. & Tejada, L. (2019, November). Constructed family systems for aging LGBTQ adults planning for elder care. Poster presented at the Gerontological Society of America (GSA) Annual Convention, Austin, TX.

O'Neil, A. & **Hollis-Sawyer, L.** (2019, November). "Senior friendly" packaging and product testing: Feedback from older consumers. Poster presented at the Gerontological Society of America (GSA) Annual Convention, Austin, TX.

Hollis-Sawyer, L. (2019, August). Got academic grit? An analysis of diverse students' stereotype threat and academic motivations. Poster presented at the American Psychological Association (APA) Annual Convention, Chicago, IL.

Hollis-Sawyer, L. (2019, August). Older women who work: Examinations of grey and grit. Symposium Chair of symposium presented at the American Psychological Association (APA) Annual Convention, Chicago, IL.

Hollis-Sawyer, L. (2019, August). Career work-life extension decision making and individual/ family counseling needs for social support. Paper presented at the Association for Adult Development and Aging (AADA) Summer Conference, Chicago, IL

Hollis-Sawyer, L. & Tejada, L. (2019, August). Aging and the family: Therapeutic issues and options in response to the new longevity. Paper presented at the Association for Adult Development and Aging (AADA) Summer Conference, Chicago, IL

Hollis-Sawyer, L. & Tejada, L. (2019, April). "Doing family" in aging LGBTQ relationships. Paper presented at the 2019 Illinois Affiliation of Marriage and Family Therapists Conference, Northern Illinois University Conference Center, Naperville, IL

Sawyer, T., Sim, J. & **Hollis-Sawyer, L.** (2019, May). Predictors of stereotype threat susceptibility: Is it just mental toughness? Poster presented at the American Psychological Society (APS) Annual Convention, Washington, DC.

Sansone, J., Pantelic, J., Alonzo, Y., Yun, Y. E., Tank, S., Koumoutsakis, T., **Ayman-Nolley, S., Ruckert, L., Church, R. Breckinridge, & Hollis-Sawyer, L.** (2019, April). Gesture used in math instruction helps girls learn but math frustration persists. Poster presented at the Midwestern Psychological Association (MPA) conference, Chicago, IL.

Hollis-Sawyer, L. (2018, November). Aging workers and grit: Examining factors supporting their career work-life extension efforts in the workplace. Poster presented at the Gerontological Society of America (GSA) Annual Convention, Boston, MA.

Turville, J. & **Hollis-Sawyer, L.** (2018, August). Place, population, and politics: Psychology in changing socio-physical environments. Poster presented at the APA Annual Convention, San Francisco, CA.

Hollis-Sawyer, L. (2018, August). First-generation college students: Psychological grit applied to academic behavior and expectations. Poster presented at the APA Annual Convention, San Francisco, CA.

Figueroa, A. C., & **Takahashi, M.** (November, 2018). Poster presented at the 80th annual meeting of the Gerontological Society of America, Boston, MA.

Alonzo, Y., Pantelic, J., Sansone, J., Tank, S., Yun, Y. E., Koumoutsakis, T., **Hollis-Sawyer, L., Rueckert, L., & Church, R. B.** (October, 2018). What role does gesture play in math instruction for English Language Learners? Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Yun, Y. E., Pantelic, J., Sansone, J., Tank, S., Alonzo, Y., Koumoutsakis, T., **Hollis-Sawyer, L., Rueckert, L., & Church, R. B.** (October, 2018). Video instruction with gesture enhances math learning but children's digital media experience makes a difference. Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Sansone, J., Pantelic, J., Alonzo, Y., Yun, Y. E., Tank, S., Koumoutsakis, T., **Ayman-Nolley, S., Rueckert, L., Church, R. B., & Hollis-Sawyer, L.** (October, 2018). Gesture used in math instruction helps girls learn but frustration with math still persists. Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Tank, S., Alonzo, Y., Yun, Y. E., Sansone, J., Pantelic, J., Koumoutsakis, T., & **Church, R. B.** (October, 2018). The effect of gesture on math learning in conjunction with effects on parental education level on math learning. Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Alonzo, Y., Pantelic, J., Sansone, J., Tank, S., Yun, Y. E., Koumoutsakis, T., **Hollis-Sawyer, L., Rueckert, L., & Church, R. B.** (March 2019). Can gestures enhance math learning for English Learners? Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Sansone, J., Pantelic, J., Alonzo, Y., Yun, Y. E., Tank, S., Koumoutsakis, T., **Ayman-Nolley, S., Rueckert, L., Church, R. B., & Hollis-Sawyer, L.** (March 2019). Gesture facilitated math instruction helps girls learn but leads to math frustration. Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Tank, S., Pantelic, J., Sansone, J., Yun, Y. E., Alonzo, Y., Sansone, J., Pantelic, J., Koumoutsakis, T., & **Church, R. B.** (March 2019). The effect of gesture on math learning in conjunction with effects on parental education level on math learning. Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Yun, Y. E., Pantelic, J., Sansone, J., Tank, S., Alonzo, Y., Koumoutsakis, T., **Hollis-Sawyer, L., Rueckert, L., & Church, R. B.** (March 2019). Video instruction with gesture enhances math learning but mostly for children with infrequent media experience. Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Koumoutsakis, T., Lu, J., Lepic, R., Levan, Z., Standley, M., Mistak, A., **Church, R. B.,** Goldin-Meadow, S. (March 2019). Gesture timing during math instruction impacts learning for hearing and deaf children. Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Koumoutsakis, T., Lu, J., Lepic, R., Levan, Z., Standley, M., Mistak, A., **Church, R. B.,** Goldin-Meadow, S. (April 2019). Instructors' gestures affect math learning for deaf and hearing children. Poster to be presented as part of the 91th Annual Meeting Midwestern Psychological Association (MPA) Conference, Chicago, Illinois.

Yun, E.O., Pantelic, J., Sansone, J., Tank, S., Alonzo, Y., Koumoutsakis, T., **Hollis-sawyer, L., Rueckert, L. and Church, R.B.** (April, 2019). The Effect of Children's Digital Media Experience On Video Instruction with Gesture. Poster to be presented as part of the 91th Annual Meeting Midwestern Psychological Association (MPA) Conference, Chicago, Illinois.

Sansone, J., Pantelic, J., Alonzo, Y., Tank, S., Yun, Y. E., Koumoutsakis, T., **Ayman-Nolley, S., Rueckert, L., Church, R.B., and Hollis-Sawyer, L.** (April, 2019) Gesture used in math instruction helps girls learn but math frustration persists. Poster to be presented as part of the 91th Annual Meeting Midwestern Psychological Association (MPA) Conference, Chicago, Illinois.

Alonzo, Y., Pantelic, J., Sansone, J., Tank, S., Yun, Y. E., Koumoutsakis, T., **Hollis-Sawyer, L., Rueckert, L., & Church, R. B.** (April 2019). The effect of gestures in math instruction for English Language Learners. Poster to be presented as part of the 91th Annual Meeting Midwestern Psychological Association (MPA) Conference, Chicago, Illinois.

Koumoutsakis, T., Lu, J., Lepic, R., Levan, Z., Standley, M., Mistak, A., **Church, R. B.**, Goldin-Meadow, S. (June 2019). Does gesture improve learning by providing a second modality for instruction?: Evidence from hearing and deaf math learners. Poster presented as part of the 49nd Annual Meeting Jean Piaget Society (JPS) Globalization, Culture, & Development Conference, Portland, Oregon.

Koumoutsakis, T., Palaguachi, C., Sansone, J., **Ayman-Nolley, S., & Church, R. B.** (June 2019). Gestures in Math Instruction, is it All About Attention? Poster presented as part of the 49nd Annual Meeting Jean Piaget Society (JPS) Globalization, Culture, & Development Conference, Portland, Oregon.

Sansone, J., Koumoutsakis, T., Valdiviejas Cohn, H., Khan, A., Standley, M., Mistak, A., **Ayman-Nolley, S., & Church, R. B.** (June 2019). Gesture in the classroom: Do male or female instructors have the upper hand on learning? Poster presented as part of the 49nd Annual Meeting Jean Piaget Society (JPS) Globalization, Culture, & Development Conference, Portland, Oregon.

Yun, Y. E., Sansone, J., Rivera, K., Duelfer, J., Koumoutsakis, T., **Ayman-Nolley, S., & Church, R. B.** (June 2019). How does digital instruction with gesture interact with children's on-line activity and parental help with homework. Poster presented as part of the 49nd Annual Meeting Jean Piaget Society (JPS) Globalization, Culture, & Development Conference, Portland, Oregon.

Aylward, L., Schneider, K., **Dykema-Engblade, A.**, & Sanchez-Johnsen, L.(January 2019). Factors Contributing to Discrepancies between Self-reported and Measured BMI among Latinx Men. Poster presentation at the APA Convention. Chicago, Illinois.

Sánchez-Johnsen, L., Crespo, C.J., Rademaker, A., Phillips, S., Nava, M., **Dykema-Engblade, A.** (2018). Acculturation and Weight and Physical Activity Status in Latinx Men. Paper will be presented at the Southwest Latinx Psychology Conference, April 26-27, 2019, Phoenix, Arizona, USA.

[International]

Lepic, R., Lu, J., Koumoutsakis, T., Levan, Z., Mistak, A., Standley, M., **Church, R. B.**, & Goldin-Meadow, S. (July, 2018). Timing matters: Gestures preceding or occurring with speech facilitate math learning. The International Society of Gesture Studies (ISGS) conference, Cape town, South Africa.

Sansone, J., Pantelic, J., Alonzo, Y., Yun, Y. E., Tank, S., Koumoutsakis, T., **Ayman-Nolley, S., Rueckert, L., Church, R. B., & Hollis-Sawyer, L.** (March 2019). Gesture used in math instruction helps girls learn but does not ease math frustration. Poster to be presented as part of the 31st International Convention of Psychological Science (ICPS) Conference, Paris, France.

Church, R. B., Lu, J., Lepic, R., Hurst, M., Koumoutsakis, T., Levan, Z., & Goldin-Meadow, S. (June, 2019). Examining gesture as a teaching tool in on-line instruction for deaf and hearing children. Symposium presented as part of the Mathematical Cognition and Learning Society (MCLS), Ottawa, Ontario, Canada.

Dykema-Engblade, A., Rehich, M., Snyder, J., & Cuevas, L. (2019). Consumptions Stereotypes: Do food choices influence judgments of others? Invited talk at Oberlin University, Tokyo, Japan.

5. Funded grants.

Church, R. B., Co-principal Investigator, NSF Science of Learning: Collaborative Networks Grant (2016-2019). The role of gesture in mathematics learning: From research to practice.

Church, R. B., Co-principal Investigator, NIH MARC Training grant renewal (2019-2024). NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences.

Saszik, S. Building Capacity: A longitudinal research-based learning community to address critical transitions of underprepared freshmen in STEM. National Science Foundation. 1,500,000

Erber, M. Building Capacity: Addressing Critical Transitions of First-Year STEM Students, National Science Foundation IUSE-HSI, \$1,500,000.

6. Service

Silverthorn, N. Ad-hoc journal reviewer: Journal of Community Psychology, Journal of Early Adolescence

Church, R. B., Coordinator for Program Assessment

Hollis- Sawyer, L. 2016-2019: Executive Committee, American Psychological Association, Division 20, Social Media Specialist.

Hollis- Sawyer, L. 2018-present: Chair, Academy for Gerontology in Higher Education Advancement Committee.

Hollis- Sawyer, L. 2016-present: Chair, Women and Aging Committee, American Psychological Association, Division 35

Hollis- Sawyer, L. 2017-present: Advisory Board, Aging and Society

Hollis- Sawyer, L. 2017-present: Editorial Board, INQUIRY (Sage Journal)

Hollis- Sawyer, L. 2016-present: Editorial Board, Open Biomedical Geriatrics journal

Hollis- Sawyer, L. 2016-present: Editorial Board, Journal of Social, Behavioral, and Health Sciences

Hollis- Sawyer, L. 2016-present: Editorial Board, OBM Geriatrics

Hollis- Sawyer, L. 2016-2018: Mentoring Faculty, Chicago Bridge (Gerontology) Program

Hollis- Sawyer, L. 2016-present: Journal Reviewer, Psychological Reports

Hollis- Sawyer, L. 2014-present: Journal Reviewer, Journal of Online Learning and Teaching

Hollis- Sawyer, L. 2014-present:Journal Reviewer, International Journal of Aging and Human Development

Hollis- Sawyer, L. 2014-present:Journal Reviewer, Aging, Culture, and Humanities

Hollis- Sawyer, L. 2013- present: Journal Reviewer, Learning and Individual Differences

Hollis- Sawyer, L. 2013- present: Journal Reviewer, International Journal of Education

Hollis- Sawyer, L. 2013- present:Journal Reviewer and Editorial Board, Current Psychology

Hollis- Sawyer, L. 2013-2018: Co-Chair, AGHE “Business and Aging” Taskforce

Hollis- Sawyer, L. 2007-present: Editorial Board, Annual Editions: Aging

Hollis- Sawyer, L. 2005-present: Reviewer, Gerontological Society of America Conference

Saszik, S., Secretary, Faculty Senate

Saszik, S., Secretary, University Advisory Council

Takahashi, M., Co-chair, 2018-2019 Chicago Osaka Social Exchange Program. Chicago Sister Cities International, Chicago, IL

Takahashi, M., Reviewer for *Japanese Psychological Research* journal

Takahashi, M., Reviewer for *New Ideas in Psychology* journal

Takahashi, M., Research fellow, Research Institute of Ryukyu Cultures, Okinawa International University, Okinawa, Japan

Takahashi, M., Reviewer for *Motivation and Emotion* journal

Takahashi, M., Behavioral science consultant, Illinois Science Fair Central

Takahashi, M., Reviewer for European Journal of Developmental Psychology journal

Takahashi, M., Project Director for Tsuchiura Walking Mileage Project, NPO Sports/Health Support Center, Ibaraki, Japan

Takahashi, M., Institutional review board member for the Midwest Palliative Hospice Care Center

Takahashi, M., Reviewer for the International Journal of Aging and Human Development journal

Takahashi, M., Reviewer for *Psychology and Aging* journal

Takahashi, M., Reviewer for the annual conference of the Gerontological Society of America.

Takahashi, M., Board of Director, Japanese American Service Committee Housing Corporation (Heiwa Terrace), Chicago, IL

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Basurto, K., Rocha, C., Venegas, J., Granados, S., Reisterer, S. (Faculty sponsor: Dr. Merchant). Effects of Stress in University Students. Poster session presented at the NEIU 27th Annual Student Research and Creative Activities Symposium.

Edwards, M. (Faculty sponsor: Dr. Merchant). Mindfulness, Coping, and Depressive Symptoms in Adults with Lower Socioeconomic Status. Poster session presented at the NEIU 27th Annual Student Research and Creative Activities Symposium.

Flores, D., Miller, M., O'Donnell, S., Snyder, D. (Faculty sponsor: Dr. Merchant). Mood and Performance. Poster session presented at the NEIU 27th Annual Student Research and Creative Activities Symposium.

Maloul, J., Cibrian, C., Perez, A. McClory, M. (Faculty sponsor: Dr. Merchant). Perceptions of Drug Use Among College Students. Poster session presented at the NEIU 27th Annual Student Research and Creative Activities Symposium.

Waight, L., Hugueros, J., Lamonthe, M., Kamal, H., Alsheikh, N. (Faculty sponsor: Dr. Merchant). The Effects of Anxiety on Behavior and Lifestyle in Adulthood. Poster session presented at the NEIU 27th Annual Student Research and Creative Activities Symposium.

Danz, P., Brizzolara, K., Pendleton, V. (Faculty sponsor: Dr. Merchant). The Relations of Social Interactions in Daily Life. Poster session presented at the NEIU 27th Annual Student Research and Creative Activities Symposium

Cuesta, A., Delaney, M., Shiramizu, K., & Zeqiri, D. (Faculty sponsor: Dr. Takahashi). Okinawan longevity and spirituality. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Kossakowska, M. (Faculty sponsor: Dr. Rueckert). Perceptions of feedback. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Duffy-Osika, C., Franklin, K., Carter, K., Amaraz, M., & Sajid, H. (Faculty sponsor: Dr. Erber). Relationships of physical attraction to conflict resolution in intimate relationships. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Palaguachi, C., Montalvo, S., & Yun, G. (Faculty sponsor: Dr. Church). Examining children's abilities to express and link correct fraction understanding across multiple representations. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Mogil, A., Tank, S., & Koumoutsakis, T. (Faculty sponsors: Dr. Ayman- Nolley, Dr. Church). The effect of gesture on math learning: Private vs public school. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Antonio, J., Brizzolara, K., Buckley, J., Danz, P., Duelfer, J., Gonzalez, J., Higueros, J., Johnson, J., Humaira, K., Miller, M., Miranda, L., O'Donnell, S., Rentas, L., Saucedo, K., & Serrano, A. (Faculty sponsors: Prof. Cuevas, Dr. Dykema- Engblade). Service learning: The sites, the projects and the challenges. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Acosta, C., Padoan, J., Gamino, S., Nguyen, T., Tank, S., & Mogil, A. (Faculty sponsor: Dr. Church). The effect of gesture on math learning. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Alvarado, E., Bhimani, H., Bisiryu, O., & Rivera, E. (Faculty sponsor: Dr. Church). Parental relationship & style and its effects on academic achievement. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Cruz, B., Mezyk, P., West, J., & Vondrasek, B. (Faculty sponsor: Dr. Church). How does the daily life of a college student influence academic performance? Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Gonzalez, J., Rodriguez, M., Rojek, S., & Serrano, A. (Faculty sponsor: Dr. Church). Birth order and personality. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Perez- Sanchez, D. (Faculty sponsor: Dr. Takahashi). The representations of older adults in primetime television commercials: A comparison among english-language tv and spanish- language tv. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Qazi, S. (Faculty sponsor: Prof. Pagel). The effects of empty sella syndrome. Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Schaps, I., Sifuentes, J., Wentz S., & Fagbemi, T. (Faculty sponsor: Dr. Church). How do different dance instruction variables impact dance combination recall in 5th graders? Presented at the 15th Annual Fall Psychology Student Symposium, December, 2019.

Nieomy O. Cintrón, Thomas A. Hawkins, & Gabriela Utrera (Faculty sponsor: Dr. Rueckert) Physiological Feedback and Facial Response. Presented at the NEIU Psychology Department Student Research Symposium, December, 2018.

Ashley Catala, Troy Armstrong, Maureen McClory, & Nicole Rickard, (Faculty sponsor: Dr. Rueckert) The Effects of Blocking Expression on Facial Feedback. Presented at the NEIU Psychology Department Student Research Symposium, December, 2018.

Samantha Manno, Niveen Alsheikh, & Dora Bueno, (Faculty sponsor: Dr. Rueckert) Age, Ethnicity, and Language Effects on Learning a Math Concept with Gesture. Presented at the NEIU Psychology Department Student Research Symposium, December, 2018.

Bogner, S. (Faculty sponsor: Dr. Rueckert)The Effects Of Gesture And Prior Knowledge On Ability To Learn A Complex Statistical Concept. Presented at the NEIU student symposium, April, 2019.

Adams, A. (Faculty sponsor: Dr. Rueckert Effects of empathy on emotional processing and brain lateralization. Presented at the NEIU student symposium, April, 2019.

Alonzo, Y., Pantelic, J., Sansone, J., Tank, S., Yun, Y. E., Koumoutsakis, T., Hollis-Sawyer, L., Rueckert, L., & Church, R. B. (October, 2018). What role does gesture play in math instruction for English Language Learners? Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Yun, Y. E., Pantelic, J., Sansone, J., Tank, S., Alonzo, Y., Koumoutsakis, T., Hollis-Sawyer, L., Rueckert, L., & Church, R. B. (October, 2018). Video instruction with gesture enhances math learning but children's digital media experience makes a difference. Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Sansone, J., Pantelic, J., Alonzo, Y., Yun, Y. E., Tank, S., Koumoutsakis, T., Ayman-Nolley, S., Rueckert, L., Church, R. B., & Hollis-Sawyer, L. (October, 2018). Gesture used in math instruction helps girls learn but frustration with math still persists. Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Tank, S., Alonzo, Y., Yun, Y. E., Sansone, J., Pantelic, J., Koumoutsakis, T., & Church, R. B. (October, 2018). The effect of gesture on math learning in conjunction with effects on parental education level on math learning. Poster presented as part of the 2018 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, San Antonio, Texas.

Alonzo, Y., Pantelic, J., Sansone, J., Tank, S., Yun, Y. E., Koumoutsakis, T., Hollis-Sawyer, L., Rueckert, L., & Church, R. B. (March 2019). Can gestures enhance math learning for English Learners? Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Sansone, J., Pantelic, J., Alonzo, Y., Yun, Y. E., Tank, S., Koumoutsakis, T., Ayman-Nolley, S., Rueckert, L., Church, R. B., & Hollis-Sawyer, L. (March 2019). Gesture facilitated math instruction helps girls learn but leads to math frustration. Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Tank, S., Pantelic, J., Sansone, J., Yun, Y. E., Alonzo, Y., Sansone, J., Pantelic, J., Koumoutsakis, T., & Church, R. B. (March 2019). The effect of gesture on math learning in conjunction with effects on parental education level on math learning. Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Yun, Y. E., Pantelic, J., Sansone, J., Tank, S., Alonzo, Y., Koumoutsakis, T., Hollis-Sawyer, L., Rueckert, L., & Church, R. B. (March 2019). Video instruction with gesture enhances math learning but mostly for children with infrequent media experience. Poster to be presented as part of the 2019 Biennial Meeting Society for Research in Child Development (SRCD) Conference, Baltimore, Maryland.

Yun, E.O., Pantelic, J., Sansone, J., Tank, S., Alonzo, Y., Koumoutsakis, T., Hollis-sawyer, L., Rueckert,L. and Church, R.B. (April, 2019). The effect of children's digital media experience on video instruction with gesture. Poster to be presented as part of the 91th Annual Meeting Midwestern Psychological Association (MPA) Conference, Chicago, Illinois.

Sansone, J., Pantelic, J., Alonzo, Y., Tank, S., Yun, Y. E., Koumoutsakis, T., Ayman-Nolley, S., Rueckert, L., Church, R.B., and Hollis-Sawyer, L. (April, 2019) Gesture used in math instruction helps girls learn but math frustration persists. Poster to be presented as part of the 91th Annual Meeting Midwestern Psychological Association (MPA) Conference, Chicago, Illinois.

Alonzo, Y., Pantelic, J., Sansone, J., Tank, S., Yun, Y. E., Koumoutsakis, T., Hollis-Sawyer, L., Rueckert, L., & Church, R. B. (April 2019). The effect of gestures in math instruction for English Language Learners. Poster to be presented as part of the 91th Annual Meeting Midwestern Psychological Association (MPA) Conference, Chicago, Illinois.

Koumoutsakis, T., **Palaguachi, C., Sansone, J.,** Ayman-Nolley, S., & Church, R. B. (June 2019). Gestures in Math Instruction, is it All About Attention? Poster presented as part of the 49nd Annual Meeting Jean Piaget Society (JPS) Globalization, Culture, & Development Conference, Portland, Oregon.

Sansone, J., Koumoutsakis, T., Valdiviejas Cohn, H., Khan, A., Standley, M., Mistak, A., Ayman-Nolley, S., & Church, R. B. (June 2019). Gesture in the classroom: Do male or female instructors have the upper hand on learning? Poster presented as part of the 49nd Annual Meeting Jean Piaget Society (JPS) Globalization, Culture, & Development Conference, Portland, Oregon.

Yun, Y. E., Sansone, J., Rivera, K., Duelfer, J., Koumoutsakis, T., Ayman-Nolley, S., & Church, R. B. (June 2019). How does digital instruction with gesture interact with children's on-line activity and parental help with homework. Poster presented as part of the 49nd Annual Meeting Jean Piaget Society (JPS) Globalization, Culture, & Development Conference, Portland, Oregon.

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2. Acceptance to graduate or professional school

Hannah Valdiviejas was accepted to the Educational Psychology Ph.D. program at University of Illinois Urbana- Champaign.

Steve Jacobs completed PhD program in Human Development at the University of Chicago.

Alicia Figueroa, M.A., '18 has been accepted into the Ph.D. in Gerontology program at Concordia University (Chicago) and was awarded Emerging Scholar and Professional Organization Poster Award for her presentation of her M.A. thesis ("The Impact of Sexual Fluidity and Social Support on Ego Integrity in Older Adults") at the 2019 Gerontological Society of America conference.

Elizabeth Salazar, third-year M.A. thesis student, was accepted into the MSW program at NEIU.

Andre Herrera was accepted to a Psychology Ph.D. program at Michigan State University.

Jared Needham got accepted to the Masters Counseling program at California Lutheran University.

Marta Gozo got accepted to NEIU's Counseling Program.

Mal Edwards got accepted to University of Iowa's Counseling Program.

Lynette Hazard got accepted to NEIU's Clinical Mental Health Counseling program.

C. Alumni News

Vincent Volpert, M.A., '15 became the fulltime program coordinator of two gerontology programs (Gerontology Aide; Gerontology Specialist, in Associate in Applied Science (AAS)) at Wilbur Wright College (Chicago, IL).

Sahar Jalali, M.A. '12 is a resident care director at Sunrise Senior Living (Naperville, IL).

Becca Galuska, '11, is a Director of Life Enrichment at Central Baptist Village (Norridge, IL).

Adrienne Leyva, M.A. '12, is an Occupational Therapy instructor at Wilber Wright College (Chicago, IL).

SOCIAL WORK

Annual Report 2018 – 2019

Submitted by Job Ngwe

I. Executive Summary

The Social Work program at Northeastern Illinois University (NEIU) is committed to liberal arts education by design. It combines liberal arts with professional social work foundation content to prepare graduates for direct service in the field of social work and social services. The Council on Social Work Education (CSWE) sets the standards that define competent preparation for social work education at the baccalaureate and master's levels and ensures that its member institutions adhere to these standards. In addition to the General Education requirements, the CSWE mandates social work foundation content in the following areas:

- Human Behavior and the Social Environment
- Social Welfare policy and services
- Populations at risk
- Research
- Social Work Practice
- Field Practicum hours of at least 400 hours (NEIU requires 512 hours)
- Social work values and ethics
- Human Diversity and Inclusion
- Social and Economic Justice

These specific content areas are addressed in the 14 core courses and two electives that are required for the bachelor of social work degree. To complete the degree requirements for the undergraduate degree, the student must enroll in the field practicum where they are placed in an appropriate social work agency for 256 hours per term (approximately 16-20 hours per week). Students are under the supervision of qualified agency-based social workers. The agency, agency supervisor, and student are monitored by a full-time faculty (Field Director) and the field education team to insure that the educational outcomes are achieved. Currently, there are 125 students in field placements in over 200 agencies. This number is expected to increase in the 2019-2020 academic year and we are continually developing new field sites for our students. As a result of our commitment to quality liberal arts education, students from the BSW program at NEIU are well prepared for entry-level positions in the social work field and for admission to graduate and professional schools. Our program provides a diverse, flexible, and comprehensive curriculum that allows students to find their passion.

The Social Work program has received continuous and uninterrupted accreditation and reaffirmation since 1988. Currently, we are reaffirmed by the Council on Social Work Education (CSWE), our accrediting body, until 2023. Another important and positive accomplishment related to accreditation was obtaining approval by the Higher Learning Commission (HLC) to change our undergraduate program name from Bachelor of Arts in Social Work (BASW) to Bachelors of Social Work (BSW), to reflect the professional nature of social work and to align more closely with our Masters of Social Work (MSW) program. Students who graduated in May 2018 received a diploma with a BSW degree, making them more competitive in the job market and in applying for advanced degrees in social work. This was a great accomplishment for our growing program.

Program growth, in terms of recruitment, retention and on-time graduation, is a priority for the social work program. As a result of the hard work of our dedicated faculty and staff and the full support of the College of Arts and Sciences (CAS) and the university, our Bachelor of Social Work (BSW) program has had a steady program growth in enrollment and graduation for nearly ten (10) years. The table 1 below (from the Office of Institutional Research and Assessment) illustrates this enrollment and graduation growth since 2010 for the Bachelor of Social Work (BSW) program.

Table 1: BSW Program (10-year) Enrollment and Graduation Data

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Enrollment	344	391	312	329	350	405	460	445	419	372
Graduation	61	86	105	102	117	98	143	143	162	105

It should be noted that the students in the social work department at NEIU are well prepared for graduate school and entry-level positions based on the integrated and diverse curriculum offered.

The Masters of Social (MSW) program at NEIU, though relatively new, has seen a similar growth in enrollment and graduation rates (see table 2). Enrollment started modestly with 33 students in 2016 but quickly grew to 93 students in 2019.

Table 2: MSW Program (2-year and advanced program) Enrollment/Graduation Data

Year	2016	2017	2018	2019
2-year & Advanced Enrollment	33	68	86	93
Graduation	-	-	17	15

The MSW program was fully accredited and affirmed by the Council of Social Work Education (CSWE) on October 2018. This affirmation is effective until 2023. The MSW program has three groups of students: the advanced standing program (10-month program); the foundation program (full 2-year program); and a growing part-time program. Currently, we are serving 93 students in our MSW program, with 63 students completing their internships at 47 agencies across the city. The MSW program at NEIU is “Urban Focused” with two concentrations: (1) Serving Vulnerable Children and Families; and (2) Leadership and Change. We are developing new tracks in the MSW

program including the School Social Work track. Offering a MSW at NEIU not only enhances our visibility in the community and meets the workforce needs, but also meets the needs of the students seeking this higher degree. We are proud to have completed our 4th year of serving students in the MSW program.

The social work faculty should be commended for their continual dedication to our students, the university, the community, and to the social work profession. Both the BSW and MSW programs have a strong and vibrant faculty with a shared vision for student success. The BSW program, with Dr. Jacqueline Anderson as the BSW program director, currently serves over 400 undergraduate students with a strong faculty of five tenured/tenure-track members (Anderson, Kim, Hilado, Brake, and Oyewuwo), four full-time instructors (Auman, Waddell, Iverson, and Cleggett) and 15 part-time instructors and adjuncts. The MSW program, with Dr. Troy Harden as the MSW program director, currently serves 93 graduate students with a strong faculty of five tenured/tenure-track members (Holtschneider, Aguado, Ibrahima, Rocha, and Mojica) and four part-time instructors and adjuncts. Our social work faculty are productive scholars with several noteworthy achievements in their areas of expertise (youth homelessness, cultural competence, vulnerable children and family, field education, etc.). Social Work faculty are publishing articles, books, book chapters and presenting their research at major social work conferences both locally and internationally. Additionally, Social Work faculty and instructors serve on various boards, engage in volunteer work, and practice in a variety of settings working with individuals, groups and families throughout the Chicagoland area and beyond. Social Work has established relationships with more than 200 social service agencies, and have placed 125 students in field placements during this evaluation period.

The Social Work Program continues to explore various ways to meet our student needs and to promote student retention and student success. To this end, the social work program continues to design, redesign, and offer online and hybrid courses in our social work program. In the academic year 2018-2019, we offered more than ten online and hybrid social work courses to our students. Going forward, we plan to work more closely with the Center for Teaching and Learning (CTL) and the social work field team to update the orientation process for students and to use a complete paperless electronic format and the TK20 to streamline our assessment process for the field curriculum. We also anticipate increasing our online offerings over the next 2 years to meet student demand and continue to align our program goals with the CSWE EPAS 2015 standards.

In addition, the Social Work program has continued and expanded its partnership with the Department of Children and Family Services (DCFS) by offering two courses (SWK 307-Child Welfare I and SWK 337-Child Welfare II) to prepare students to meet the licensing requirements to work in the child welfare system following graduation. Four faculty/instructors are in the process of completing all of the necessary DCFS trainings and completing licensure. These four faculty/instructors have been approved to proctor both the Child Welfare License (CWEL) and the Child Endangerment Risk Assessment Protocol (CERAP) exams () for students, thus preparing them to become employed by DCFS immediately following graduation from the BSW program.

Program visibility and community engagement is another area the social work program has excelled. We are proud of the strong relationship we have developed with our colleagues at El Centro, the Jacob H. Carruthers Center for Inner City Studies (CCICS), and the University Center of Lake County (UCLC). At El Centro, we currently offer a complete BSW program including field education and provided increased opportunities for over 300 students to learn and work in the community. We are working on offering most, if not all, our advanced MSW curriculum at El Centro.

At the Carruthers Center for Inner City Studies (CCICS), we are actively involved in rebuilding the social work course offerings at CCICS, as this campus is a natural fit for our social work program and students who are actively working in the community to meet the needs of individuals, groups, and families in Bronzeville neighborhoods and around the city of Chicago. The Social Work department has developed a strong working relationship with the new CCICS Director, Andrea Evans, and offered both BSW and MSW courses at the center in the Spring of 2019. We expect to offer full BSW and MSW programs at CCICS in the coming years.

At the University Center of Lake County (UCLC), we have continued to build our social work program, and have been able to offer all of our BSW social work courses (full program) at this location. The faculty composition at UCLC is made up of both full time tenure track faculty as well as seasoned part-time instructors and adjuncts. We have a full time advisor available to meet with students as well as assist students in declaring their majors in social work. These collaborations with multiple sites have provided us with increased visibility in the community and increased opportunity to offer more social work core courses at these campuses.

In addition to the multi-campus course offering, the social work program continues to support, sustain, and cultivate interdisciplinary connections among programs to enhance student recruitment, retention, and success. Examples of these activities, programs, and collaborations include the Child Advocacy and Treatment (CAST) minor, Global Studies minor, student organizations, leadership programs, Honors programs, McNair Scholars program, and advocacy activities.

The Social Work program is one of the four departments (Justice Studies, Psychology, and Sociology) that collaborate to run the Child Advocacy and Treatment (CAST) minor. The Social work department is represented at the Faculty Council on Academic Affairs, The Global Studies Committee, the International Programs Committee, as well as on university wide search committees and other important task forces and student support programs. The Social Work department continues to work with the College of Education in offering the African Summer Institute, which was offered in Summer 2019 for its 16th year. Our students continue to be active in the community through their work in the social work clubs, Alliance of Student Social Workers (ASSW) and Graduate Alliance of Student Social Workers (G-ASSW). These students engage in service learning activities, year-long internships and active engagement in agencies and organizations. The Social Work program has a large number of students in the NEIU Honors Program, Leadership Programs, and McNair Scholars Program. Some of our faculty sometimes teach full courses in the Honors Program.

There are several department/faculty achievements that support student recruitment, retention, and success. These achievements include successful faculty searches, annual field orientation meetings, student recruitment efforts, and new program initiatives.

The Social Work search for a new social work faculty for academic year 2018-2019 proved to be successful with the hiring of Olubunmi Oyewuwo-Gassikia. We have also been given an opportunity to have a new search for BSW field director for the 2019-2020 academic year. Our program is excited for this opportunity as we have several ongoing needs in meeting the requirements of our growing program. We anticipate searching for a new position in the area of social work practice as this important curriculum area has no curriculum specialist.

In Fall 2019, the Social Work Program held the Annual Field Directors Meeting, which also includes faculty, staff, administrators, and students. There were 39 BSW students, 10 MSW students, and 26 supervisors in attendance. The morning meeting was combined with field supervisors and students, and the afternoon focused on the topic “Brave Spaces” for students. The keynote speaker was our very own Dr. Maribel Lopez. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met. This was our second year of combining the BSW Program and MSW Program students and field instructors, with a great turnout and meaningful exchange between students and community members and professionals.

The Social Work Department continues to make great efforts toward student recruitment and retention. We have worked closely with Mike Hines and his team to share the events and activities the social work department is engaged in as a recruitment and retention tool. Social work faculty (Dr. Jade Stanley, Dr. Job Ngwe, Dr. Jacqueline Anderson, and Ms. Crystal Cleggett) represented the social work program and NEIU in the student recruitment events (NEIU Day) at Wright College, Truman College and Kennedy King College during the summer and early fall 2019.

The Social Work Department continues to embark on new program initiatives to increase our course offerings to a larger audience and to meet the demands of students and professionals needing certifications or continuing education credits. In the fall of 2019, we re-established partnership with the Department of Child and Family Services (DCFS) and submitted proposal for new Child Welfare Course sequence. Currently, we are working on developing a School Social Work track for the MSW program that will lead to School Social Work Professional Educator License. Additionally, the Social Work Department developed a relationship with Ana Romero and Centralized Training Institute Chicago Metropolitan Battered Women's Network, to work together to offer 40-hour domestic training courses to meet our students' and practitioners' demands.

II. Program Plan

A. Long term goals

Articulate based on University priorities

The long-term goals of the social work program at Northeastern Illinois University are to prepare students to:

- (1) engage in generalist practice as competent professionals
- (2) be able to work with diverse populations
- (3) utilize their strengths to develop professional social work identity and values
- (4) enhance the strengths of clients to build capacities with themselves and their environments
- (5) promote human rights and social justice locally and globally
- (6) critically consume and generate social work knowledge to inform generalist practice.

During the 2018-2019 academic year, the social work program engaged in an array of activities including curriculum reform, recruitment and retention efforts, and outreach activities to attain its program goals. Some of these activities spanned the entire academic year, and some were restricted in a specific term.

Throughout the academic year 2018- 2019, the Social Work faculty held monthly faculty meetings to work on curriculum development and revision for the upcoming CSWE self-study and reaffirmation process. To that end, the faculty re-conceptualized the program's mission, goals, and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes and the new 2015 Educational Policy and Assessment (EPAS) required by CSWE.

Throughout the academic year 2018-2019, the Social Work program held monthly departmental meetings that included all tenured and tenure-track faculty, part-time and full-time instructors, and office staff. The focus of the meetings was to provide instructors with information regarding the program and students, to discuss program and student challenges, as well as to gain support and share resources for the curriculum areas in which they are teaching.

Throughout the academic year 2018-2019, the social work faculty continued to oversee their curriculum areas (as curriculum specialists) developing new assignments, updating required readings, adding new contents and adding TK20 as an assessment tool. To this end, Dr. Aimee Hilado continued to oversee the HBSE curriculum; Dr. Jin Kim continued to oversee the Policy curriculum; Dr. Job Ngwe continued to oversee the Research curriculum; Dr. Jacqueline Anderson continued to oversee the Field Education curriculum; and Dr. Andrew Brake continued to oversee the Introduction to Social Work curriculum. Note: We do not have a curriculum specialist for the practice curriculum area following the resignation of Dr. Milka Ramirez. The department chair Dr. Jade Stanley worked closely with faculty to fill this void.

Additionally, during the academic year 2018-2019, Dr. Brake continued to implement the expanded BSW elective course, SWK 321: Social Work Practice in Schools to include master's level curriculum for MSW students as well as a youth leadership service learning component through a partnership with Alcott College Prep high school, a neighborhood high school in CPS. He developed new assignments, updated information, assessed new learning sites, mentored new field instructors, met the needs of the students in both BSW and MSW program, and added TK20 as an assessment tool.

Finally, during the academic year 2018-2019, the MSW faculty made great contributions to the social work program in the area of teaching, curriculum reform, recruitment and retention, and program outreach. They taught courses in their areas of expertise and served as MSW advisors and field liaisons: Dr. Troy Harden continued to serve as the MSW program director; Dr. Cathlene Holtschneider served as MSW advisor and field liaison. She taught in the MSW core curriculum and courses on homelessness, her area of expertise; Dr. Aissetu Ibrahima served as a MSW advisor and field liaison. She taught in the MSW core curriculum and contributed to the international social work curriculum; Dr. Patricia Aguado served as a MSW advisor and field liaison. She taught in the MSW core curriculum and contributes to the child welfare curriculum; Dr. Judith Rocha served as the MSW Director of Field Education and taught the field seminar and practicum courses; and Dr. Noe Mojica served as the lead of the MSW program concentration in the area of child and family.

In Spring 2019, the Social Work Program co-sponsored a Social Work Month Program, "Social Workers Stand Up!" with the social work club. Various programs were held on the main campus and on the El Centro Campus. Current students, alumni, and friends of the program attended. A reception co-sponsored by the College of Arts and Sciences was held for the honoree, their guests, and family. This event was held at the main campus in Alumni hall, with a cake reception.

In Spring 2019, The Social Work Program faculty acknowledged 24 BSW students and 8 MSW students in the social work honors society, Phi Alpha, induction ceremony held on April 11, 2019.

In March 2019, more than fifty social work students attended the Lobby Day events in Springfield (the second largest number of students from one social work program in the state). Kudos to the Association of Student Social Work (ASSW) club and the sponsoring faculty for supporting the ASSW in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from the National Association of Social Workers (NASW) for having one of the largest groups of students at the event.

Throughout the academic year 2018-2019, the Social Work Program utilized a TK20 to monitor progress and prepare graduation reports for majors and minors as well as provided a process to evaluate our data. The TK20 system continues to be useful in preparing annual reports to NEIU, CSWE, and NASW.

B. Projected needs

1. Faculty

Two replacement positions in the BSW program are needed immediately to comply with the Council on Social Work Education (CSWE) requirements and to meet student demands. We need a full-time faculty to lead the practice curriculum area. This need is necessitated by resignation of Milka Ramirez. Currently, the BSW program has only 5 full-time tenure track faculty (Kim, Anderson, Hilado, Brake, and Oyewuwo) to serve over 400 undergraduate students on four campuses (Main Campus, El Centro, CCICS, and UCLC). The requirement for accredited program, as set forth by CSWE is to have a 25:1 student/faculty ratio. To be in compliance with this standard, it would be necessary to hire two additional tenure track faculty. This need impacts on the delivery of programming to our social work students as we continue to offer both daytime and evening classes at El Centro, CCICS, and UCLC to meet student demand and to provide important services to these communities.

2. Equipment

Many Social Work faculty computers need serious upgrades or new laptops as many of the faculty are using computers that are 7-9 years old. Department needs additional screen monitors to electronically disseminate information to students. The Social work department also needs a printer/copier for the office.

3. Other Resources

Office space continues to be a serious and urgent need in the social work department. We need a dedicated conference room (with tables and chairs) for the BSW and MSW programs. The social work department hosts many visitors throughout the year and hosts CSWE Commissioners and Site Visitors on a regular basis. We also hold bimonthly faculty/department meetings and advising sessions that need some level of privacy. Having a dedicated conference room would allow us to meet and greet these visitors and provide us with a consistent and pleasant place to conduct business. Additionally, we need office space for our new faculty.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Ngwe, J. E. (2019). *Agency-Based Research Methods: A User-friendly Statistical Handbook*. United States of America: McGraw-Hill Education LLC.

2. Articles and Abstracts, Local Exhibitions or Performances:

- Brake, A. (2019). Right from the Start: Critical Classroom Practices for Building Teacher–Student Trust in the First 10 Weeks of Ninth Grade. *The Urban Review*, 1-22.
- Brake, A., & Kelly, M. S. (2019). Camaraderie, Collaboration, and Capacity Building: A Qualitative Examination of School Social Workers in a Year Long Professional Learning Community. *The Qualitative Report*, 24(4), 667-692.
- Hilado, A., Leow, C., & Yang, Y. (2018). *Baby TALK- RefugeeOne Randomized Controlled Trial: A study examining the impact of home visitation among refugee and immigrant families*. Submitted to the Department of Health and Human Services for the Home Visiting Evidence of Effectiveness (HomVEE) Registry.

3. Conference Presentations, Group Shows

- Aguado, P. Invitational Webinar Presentation, Building Effective Interventions for Latino/a clients. Health Services Resources Administration, Special Projects of National Significance, (HRSA-SPNS), National IHIP Webinar
- Aguado, P. (2019). Presenter, Trauma and HIV: Developing a Group Intervention Focused on Dismantling Toxic Masculinity, National Sexual Health Conference, Hosted in Chicago in 2019
- Aguado, P. (2019). Presenter, Mexican Men Living with HIV: Barriers and Facilitators to Treatment and Retention, National Sexual Health Conference, Hosted in Chicago in 2019
- Brake, A. (January, 2019). *Moving the field forward: Using technology through a professional learning community model to increase school social workers' skills*. Roundtable presentation at the 23rd annual meeting of the Society for Social Work and Research, San Francisco, CA.
- Bustos, Y., Ford-Paz, R. E., Santiago, C. D., Uriarte, J., Distel, L. M., Ros, A. M., Coyne, C., Rivera, C., Guo, S., Hilado, A., Rusch, D., St. Jean, N., Zarzour, H., Gómez de García, R., & Cicchetti, C. (2018). *You are Not Alone: Effectiveness of a rapid public health response to immigrant and refugee emotional distress*. Poster presented at the Coalition for Immigrant Mental Health (CIMH) Annual Convening. Chicago, IL. (Nov. 2, 2018)
- Hilado, A. & Ejeh, S. *Executive Orders, trauma, and the impact on refugee and immigrant communities*. Opening Minds Conference. Chicago, IL. (Feb. 7)
- Hilado, A., Ejeh, S., & Leow, C. (Oct. 3, 2018). *Using home visiting to support mental health among immigrants and refugees*. Presentation presented at the 33rd ZERO TO THREE Conference. Denver, CO.
- Holt Schneider, C., Pierre, K., Morrow, M., & Maxwell, C. (2019, August). *Addressing hunger, housing instability and homelessness on campus*. Invited Presentation, Northeastern Illinois University Faculty Institute, Chicago, IL.
- Holt Schneider, C. (2019, April). *Trauma and crisis de-escalation*. Workshop, Care2Prevent at University of Chicago, Chicago, IL.
- Holt Schneider, C., Pierre, K., Morrow, M., & Maxwell, C. (2019, August). *Addressing hunger, housing instability and homelessness on campus*. Invited Presentation, Northeastern Illinois University Faculty Institute, Chicago, IL.
- Holt Schneider, C. (2019, April). *Trauma and crisis de-escalation*. Workshop, Care2Prevent at University of Chicago, Chicago, IL.

Kim, J. & Brake, A. (January, 2019). *Incarceration and the risks of poverty in old age: Examining the significance of gender*. Poster presentation at the 23rd annual Meeting of the Society for Social Work and Research, San Francisco, CA.

Shayman, E. & **Brake, A.** (January, 2019). *Using standpoint theory to understand school social workers' professional and personal identities*. Poster presentation at the 23rd annual meeting of the Society for Social Work and Research, San Francisco, CA.

4. Funded grants

Aguado, P. Co-Principal Investigator, 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 for renewal, A research intervention project, designed to provide support for and improve the lives of African American/Black and Hispanic/Latino HIV positive MSM age 30 and over who have also been impacted by substance use (SUD) and/ or co-occurring disorders (COD).

Aguado, P. Co-PI, *Proyecto Promover*, The CORE Center/ Cook County Health and Hospitals System; Fund: HRSA-SPNS- \$300,000.00 yr/ \$1.5 million-5 yr/ 2013-2019/ yearly continuation grant renewal, A research intervention culturally tailored to Mexican individuals living with HIV/AIDS focused on outreach, access and retention in HIV care.

Brake, A. (April 2019 – present). Co-Principal Investigator, The Responsive Relationships in Schools Partnership (RRSP) Northeastern Illinois University, Social Work Program, Chicago, IL; University of Missouri Saint Louis, School of Social Work, St. Louis, MO Planning Seed Grant Received SkipNV Key Personnel: Brake, A., Sichling, F., Chung, S. \$8,900

Brake, A. (Grant Under Review). The Spencer Foundation Small Grants Program Key Personnel: Brake, A., Sichling, F. \$50,000

5. Service

ACADEMIC, PROFESSIONAL & COMMUNITY SERVICE

Aguado, P. (2019). Chosen to participate in a Latinx Leadership Institute, 2019 National Latinx Conference on HIV/HCV/SUD, San Antonio, TX

Anderson, J. (March 2019). Facilitated Training on Cultural Humility at Cook County Detention Center- March 2019

Brake, A. (May 2017 – April 2019). Member Dissertation Committee Emily Shayman Loyola University Chicago, School of Social Work, Chicago, IL

Brake, A. (September 2014 – Present). School Mental Health Consultant, Alcott College Prep Behavioral Health Team Chair, Grant Writer, Alcott Leaders Course Curriculum Development, NEIU MSW & BSW Field Instructor, Chicago, IL

Brake, A. (August 2016 – Present). Commissioner, State of Illinois, Logan Square, Avondale and Hermosa's Mental Health Services Program and Governing Commission

Holtzschneider, C., Johnson, B., & Martinez, J. (2019, September). Student debt clinic for higher ed professionals. Workshop, American Federation of Teachers, Northeastern Illinois University, Chicago, IL

Holt Schneider, C. (2014-Present) co-founder and executive director of LYTE Collective, a nonprofit organization supporting youth experiencing homelessness
Holt Schneider, C. (2018-Present) City of Chicago Task Force on Youth Homelessness Leadership Committee

RECOGNITIONS

Brake, A. (October 2019). Nominee Brother Mike Youth Mentorship Award Social Works and Chicago Learning Exchange

Brake, A. (November 2019). Faculty of the Year Award TRIO Student Support Services Program Northeastern Illinois University

B. Student Achievements

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

The Social Work students continue to present their work in conferences, symposia, and workshops. The following is a selected list of Spring 2019 NEIU Student Research and Creative Activities Symposium Presentations where 25 students (sponsored by social work faculty) were selected to present:

Fraid, G. (2019). Analysis Of Barriers To Service That Exist For Chronically Homeless Clients Seeking Affordable Housing In A Case Management Setting. *Northeastern Illinois University*.

Reid-Jancic, D. (2019). Howard Brown Health's Sexual Harm Response Project: Linking LGBTQ Survivors Of Sexual Violence To LGBTQ-Affirming Services. *Northeastern Illinois University*

Arenas, J. (2019). Increasing Mental Health Services In Lake County. *Northeastern Illinois University*

Ortiz, R. C. (2019). Inside The Lives Of Newly Diagnosed HIV/AIDS TPAN Participants. *Northeastern Illinois University*

Sancen, C. (2019). The Services For Domestic Violence Survivors Project. *Northeastern Illinois University*

Gjeka, K. (2019). Resiliency In Child Welfare Workers. *Northeastern Illinois University*

Lapadat, A. & Iqbal, F. (2019). Religion And Conflict. *Northeastern Illinois University*

Silvera, R. (2019). Rich / Poor Conflict. *Northeastern Illinois University*

Johnson, R. (2019). The Uniquely Social Aspect Of Labor Migration From The Philippines. *Northeastern Illinois University*

Fraid, K. (2019). Marx, Mill, And Dead Dogma: A Ruthless Revisiting Of Existing Criticism. *Northeastern Illinois University*

Ross, A. (2019). State Of Emergency Of Retaining African American Students At Northeastern Illinois University. *Northeastern Illinois University*

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

Acceptance to graduate or professional school is a reflection of the strong and consistent mentoring and commitment to student learning offered by the social work program. We are especially proud of the students who have been accepted to many graduate and professional programs in Chicago and around the country including Loyola University, University of Illinois at Chicago, Dominican University, University of Chicago, Aurora University, and so on.

C. Alumni News

The Social Work program is proud of our alumni who are making great contributions to the social work profession in Chicago and around the country. Few of these alumni include: (1) Keith Green, who received his BSW degree from NEIU. He received his MSW from University of Wisconsin and completed his Ph.D. at SSA/University of Chicago Social Work. Keith has been hired as tenure track faculty at Loyola University School of Social Work; (2) Robert Motley received his BSW degree from NEIU proceeded to complete his Ph.D. degree at George Warren Brown-University of Missouri- Social Work; (3) Cashell Lewis is pursuing a Ph.D. at University of Chicago Social Work; and (4) Jesse Self is pursuing a Ph.D. degree at the University of Chicago Social Service Administration (SSA); and (4) Eddie Bocanegra is leading a new program for veterans - Urban Warriors and has been hired as the Director at the Heartland Alliance.

Going forward, we plan to redesign our webpage and develop a Social Work Blog, with a focus on student success stories, scholarship information, program events and resources, to increase communication with our alumni.

SOCIOLOGY

Annual Report 2018-2019

Submitted by Andreas Y. Savas Kourvetaris, with assistance from Uma Patel

I. Executive Summary

During Fiscal Year (FY) 2019 and Academic Year (AY) 2018-2019, the Sociology (SOC) faculty continued to integrate teaching, research, writing, and activism to promote student success and social justice at Northeastern Illinois University and beyond. We maintained our commitment to an innovative and challenging curriculum that encourages students' academic excellence, critical thinking, and commitment to social change. We continued to make our course offerings more intersectional (i.e., attentive to race, class, gender, sexuality, (dis)ability, citizenship/legal status, etc.) and global. These strengths were further reflected in our faculty's active participation in other academic programs, such as African & African American Studies (AFAM), Child Advocacy Studies (CAST), the Honors Program, Latina/o/x & Latin American Studies (LLAS), Lesbian, Gay, Bisexual, Transgender, & Queer (LGTBQ) Studies, and Women's & Gender Studies (WGS—soon to be renamed Women's, Gender and Sexuality Studies). Our commitment to liberatory pedagogy continued to pay off in significant ways. According to the Office of Institutional Research and Assessment, twenty-nine undergraduate degrees were conferred to Sociology majors in FY 2019; we had 118 Sociology majors and 45 minors in AY 2018-2019. Six Sociology majors presented their research at the 2019 Annual Meeting of the Midwest Sociological Society (MSS), which was held in Chicago. (The MSS is the largest regional professional sociology organization in the United States.) Our department's nurturing, rigorous, and activist culture continued to forge a community of students who supported each other and excelled academically, politically, and personally.

Our majors and minors played leadership roles in organizations on and off campus. Upon graduation, they also passionately pursued careers and graduate school programs that promoted the common good. Our faculty continued to produce cutting edge scholarship that enhanced the discipline of Sociology as well as a number of interdisciplinary fields. Our faculty continued to be deeply engaged in serving not only the Sociology Department but also the College of Arts & Sciences (CAS) and the University as a whole. This service at NEIU promoted interdisciplinary collaboration, student empowerment, and shared governance. Beyond campus, Sociology faculty members' vibrant involvement in collective action fulfilled a crucial function in bridging the gap between university and community. Overall, our teaching, research, and service prepared our students for graduate and professional schools and careers, enhanced the University's strategic plan, and contributed toward ongoing struggles for justice, equity, and equality.

Highlights of 2018-19

Our department continued to develop in exciting and productive ways. Our newest tenure-track faculty member, **Juan Martinez**, successfully completed his first year at NEIU and, as Co-Principal Investigator (with City of Chicago Colleges) earned a National Science Foundation grant. **Brooke Johnson** went on sabbatical leave in Spring 2019. **Olivia Perlow** served as WGS Coordinator. **Brett Stockdill** transitioned to full-time faculty in SOC and core faculty in LLAS and WGS. **Andreas Savas Kourvetaris** served as Department Chair of SOC, AFAM, LLAS, and WGS. These achievements reflected the vital contributions that Sociology faculty continued to make in the areas of teaching, scholarship, and service. The faculty's work continued to be driven by a commitment to identify and analyze manifestations of social inequalities, as well as collective strategies to challenge intersecting inequalities.

Due to the resignations of **Christina Gómez** (in Summer 2015), **Marcos Feldman** (in Summer 2015), and **Michael Armato** (in Summer 2016), however, our significantly reduced number of tenure-track faculty continued to place a heavy toll on the Department and our students. 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 and combined expertise of the Sociology Department's Office Manager **Uma Patel** and of the AFAM, LLAS, and WGS Programs' Administrative Aide **Jeanette Hernández** were vital in supporting our programs, students, faculty, and their accomplishments. **Uma Patel** also served as Office Manager at 50%-time for the Department of Political Science, and **Jeanette Hernández** served as Administrative Aide at 50%-time for the Department of World Languages and Cultures.

Teaching: Innovations and Collaborations

Our department continued to explore and develop more effective curricular and pedagogical offerings. Our majors consistently articulated that they chose Sociology because they found the courses to be exciting, evidence-based, and relevant to their personal and professional lives, and because of our commitment to social action and social change. This was in large part because we were invested in and committed to providing the highest quality of teaching, course materials, and pedagogical practices that were accessible, student-centered, critical, analytical, and inclusive.

Each of our five tenure-track/tenured faculty members served as academic advisors for majors, minors, and other students across the university curriculum. We continued to provide new majors with important information that included an overview of the major/minor requirements and graduation requirements; a self-advising flow chart and SOC checklist; a self-advising Ged Ed checklist and list of approved Gen Ed courses; a map of the main campus; a "Student Help Sheet," which provided students with the contact information of various campus offices; and an American Sociological Association (ASA) brochure and booklet about 21st Century occupations and career trajectories in sociology and beyond. The department also participated in One-Stop Enrollment Expresses, Undergraduate Open Houses, and other CAS initiatives to

provide prospective majors and minors and undeclared students with important, relevant information toward fulfilling the requirements for the sociology major and the graduation requirements for the College of Arts & Sciences and the University.

The Sociology Department continued to demonstrate its commitment to collaborate and serve multiple programs at NEIU. AFAM, LLAS, LGBTQ Studies, and WGS continued to be housed within the department, and the faculty worked in close collaboration with them and with other academic programs, including, but not limited to, Child Advocacy Studies (CAST), Global Studies (GS), and Justice Studies (JUST). Indeed, the majority of the faculty was affiliated with and/or taught courses that counted towards the major and/or minor requirements of the interdisciplinary programs of AFAM, LLAS, LGBTQ Studies, and WGS. **Olivia Perlow** served as core faculty for AFAM and WGS. **Brooke Johnson** served as core faculty for WGS. **Brett Stockdill** served as core faculty for LLAS and WGS. **Brooke Johnson** taught FYE (First Year Experience) seminars (WGS 109: Sex in the City) and cross-listed courses for the WGS major/minor. **Brett Stockdill** also taught for the WGS major/minor.

The department's two full-time instructors, **Cristen Jenkins** and **Aneta Galary**, and additional part-time instructors and adjuncts contributed significantly to the department and its interdisciplinarity, the College of Arts & Sciences, and the University in general. **Josef Ben Levi**, **Lisa Bérubé**, **Emilio Caban**, **Alexis Dennis**, **Jessica Holzman**, **Erika Husby**, **Stéphanie Jean-Baptiste**, **Eulalie Laschever**, **Andrew Owen**, **Carrie Reffitt**, **Nathan Riemer**, **David Springer**, **Amanda Stewart**, and **Mark Wodziak** taught sociology courses vitally important to the discipline but also other academic disciplines across the university curriculum, including, but not limited to: AFAM; CAST; Communication, Media, and Theater; GS; JUST; LLAS; LGBTQ Studies; WGS; and the College of Education. Furthermore, **Jessica Holzman** and **William Escalante** each taught SOC 100 for the 2019 Summer Transition Program.

The department continued to be active in the University Honors Program, University Without Walls, and the McNair Scholars Program, providing one of the largest numbers of McNair Scholars since its inception at NEIU in 2003. In addition, the department actively contributed to the General Education-Distributive Learning (Gen Ed) program and the Engaged Learning Experience (ELE) program, through the Department's multiple course offerings of Gen Eds and ELEs. In AY 2018-2019, twenty-nine courses offered (approx. 39%) were Gen Eds, while fourteen courses offered (approx. 19%) were ELEs.

Our students were active on and off campus through their student club involvements, service-learning work, internships, and activism. **Juan Martinez** served as Faculty Advisor of the Sociology Club, which organized a variety of activities throughout the year. The department continued to have an active chapter of the Alpha Kappa Delta (AKD) International Sociology Honor Society. **Brooke Johnson** served as AKD Chapter Representative in Fall 2018. While **Brooke Johnson** was on sabbatical in Spring 2019, **Andreas Savas Kourvetaris** organized the eighth annual NEIU Sociology Graduation Celebration & AKD Induction Ceremony, in which seven students were inducted. Also recognized during the celebration and ceremony, were Sociology

Majors **Lizett Galán**, who was awarded the Ella Baker Award, and **Nicoleta Girloanta**, who was awarded the Praxis Award. These awards recognized academic excellence in sociology and sociological practice. As an NEIU Sociology Alumna, Women's & Gender Studies Alumna, Educational Leadership Alumna, and Director of El Centro, **Dr. María Luna-Duarte** (BA '02, MA '05) served as the AKD Initiation Speaker and delivered the keynote address at the eighth annual NEIU Sociology Graduation Celebration & AKD Induction Ceremony.

Research/Creative Activities: Advancing Critical, Public Sociology

Sociology faculty contributed significantly to sociological scholarship at the regional, national, and international levels. This scholarship broadened and deepened the discipline, as well as scholarship in AFAM, Ethnic Studies, Justice Studies, LGBTQ Studies, WGS, and other interdisciplinary fields. 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.

Despite dramatic budget cuts in travel funds for professional conferences, the department's breadth of sociological scholarship was reflected in the number of different professional conferences and/or annual meetings at which the faculty presented papers, organized sessions, served as panelists, and/or served as invited guest speakers, including but not limited to: the annual meetings of the American Professional Health Association, American Sociological Association, American Studies Association, CAN/TV Channel 19, ChicagoCHEC, Illinois Sociological Society, Danish Institute for International Studies (Copenhagen, Denmark), Kennedy King College, Midwest Sociological Society, Northwestern University, Olive-Harvey Community College, University of Illinois at Chicago.

The Sociology faculty and students continued to make important contributions to critical, accessible, public sociology and scholarship through their research activities. As Co-Principal Investigator, **Juan Martinez** (with City Colleges of Chicago) was awarded a National Science Foundation grant for research titled "Exploring the Impact of Cultural Wealth and Scholarships on Community College Student Success in STEM." **Victor Ortiz** was awarded a National Science Foundation grant for research titled "Social Cohesiveness in a Chicago Suburb." **Brooke Johnson** published "*The Erotic as Resistance: Queer Resistance at a Militarized Charter School*" (2019). **Brett Stockdill** published a review of the book *Before AIDS: Gay Health Politics in the 1970s*. **Brooke Johnson** presented "Queer Resilience at a Militarized Charter School" at the Danish Institute for International Studies (DIIS) conference, *Militaries and Militarization: The Turn to Resilience*, in Copenhagen, Denmark. **Juan Martinez** presented "Ethnic Place or Racialized Spaces?: Latinx Exclusion and Policing at Three Neighborhood Festivals" at the Northwestern University Ethnography Workshop. **Juan Martinez** also presented "The Whiteness of Space: Toward a Conceptualization of White Racialized Space(s) in the 21st Century United States" at the Roundtable, *Identity, Race, Space and Discrimination*, at the 2019 Midwest Sociological Society Annual Meeting. **Andreas Savas Kourvetaris** presented "Local Political Races, Storytelling, and Glocalizing

Class” at the Paper Session, *Understanding the 2016 Presidential and 2018 Midterm Elections*, at the 2019 Midwest Sociological Society Annual Meeting. **Andreas Savas Kourvetaris** also organized and presided over the Roundtable, *Power, Fear, and Embodiments of Difference*, at the 2019 Midwest Sociological Society Annual Meeting, in which three of our students presented their original research: **Pocha Carter**, who presented “Dichotomy of Terror: Instilling and Instilled Fear in Black Queer Corpora”; **Maricruz Pliego**, who presented “Dehumanizing Brown Bodies”; and **Ashley Reyes**, who presented “Domination and Legitimacy in Trump’s America.” These accomplishments reflect the Sociology faculty’s and students’ dynamic research agendas, active community engagement, and ongoing collaborations with academic and non-academic communities alike.

Service: Shared Governance, Solidarity, and Empowerment

The Sociology faculty continued to provide a broad spectrum of service activities both on and off campus. **Andreas Savas Kourvetaris** served as Chairperson of the Department of Sociology, African & African American Studies, Latinx/a/o & Latin American Studies, and Women’s & Gender Studies. **Andreas Savas Kourvetaris** attended the Retention of Illinois Students and Equity (RISE) Act training, and he served on the Climate Study Working Group for NEIU’s first, upcoming campus climate study (in February, 2020). **Brooke Johnson** served as the NEIU Chapter Representative for the Alpha Kappa Delta International Sociology Honor Society. **Brett Stockdill** served as Faculty Advisor for University Without Walls at Stateville prison. **Olivia Perlow** served as WGS Coordinator and Faculty Advisor for University Without Walls at Stateville prison. **Olivia Perlow** also served on the Black History Month Committee, Black Student Success Committee, College of Arts & Sciences Academic Affairs Committee, Faculty Senate, HERStory Month Committee, Pedroso Center Assistant Director Search Committee, and the Provost Search Committee. The Sociology faculty members were also active in the University Honors Program and the McNair Scholars Program, and they served as organizers, presiders, presenters, and/or active participants for numerous campus-wide events.

The presence of the faculty was felt not only at the main campus but also at the El Centro and the Carruthers Center for Inner City Studies campuses, in the larger community, and in their varied activist and professional engagements. Sociology faculty served as organizers and presenters for numerous campus events, including Latino/a Heritage Month, Black History Month, HERStory Month, and World AIDS Day.

The faculty also played leadership roles in community-based organizations and associations. **Brett Stockdill** continued his community-based activism in Black & Pink, a prison abolition organization advocating for LGBTQ and HIV+ prisoners. **Cristen Jenkins** served as Co-Chair of the Board of Directors of the Chicago Freedom School.

A major contribution of the department, which significantly benefitted the College of Arts & Sciences, the University, and broader communities, was our student-led Sociology Club. **Juan Martinez** served as Faculty Advisor of the Sociology Club, which

organized and led exciting and far-reaching events on- and off-campus. The Sociology Club led a Domestic Violence Workshop for *Domestic Violence Awareness Week at NEIU*. The Sociology Club also organized the Fall VOICES Symposium, titled *Overcoming Resistance: Meaningful Approaches to Changing Campus Culture and Preventing Violence*. In addition, the Sociology Club organized and sponsored the screening of the important documentary film, *The Revisionaries*. From organizing and sponsoring campus and community-wide events to participating in the annual Activist Graduation Celebration and meetings of the Illinois Sociological Association and Midwest Sociological Society, the Sociology Club's leadership at NEIU and beyond demonstrated how impactful and far-reaching our students' and faculty's service activities were.

Departmental Outcomes: Enrollment, Majors, Minors and Graduation

Despite significant, university-wide program and budget cuts and declining enrollments, the Sociology faculty's commitment to teaching, research, and service has resulted in positive outcomes for our students. According to the Office of Institutional Research, twenty-nine Sociology majors were conferred Bachelor's degrees in FY 2019, down thirty-four in FY 2018. In AY 2018-2019, we had 118 Sociology majors and 45 Sociology minors, and we offered 31 course sections in Fall 2018, 31 course sections in Spring 2019, and 12 course sections in Summer 2019. In addition, we actively contributed to the General Education Program by offering up to 12 sections of three General Education classes each semester. In AY 2018-2019, approximately 39% of our courses offered were General Education courses. Sociology General Education courses and other elective offerings were available at both the El Centro and CCICS campuses.

Moreover, in AY 2018-2019, twenty-nine students successfully completed one of two capstone courses, SOC 351: *Senior Seminar in Sociology* and SOC 342: *Internship Seminar in Sociology*. Our graduates continued to receive accolades within and outside of academia, in their internships, and continued to be accepted into graduate school programs. Our Sociology Alumni continued to excel in graduate school and beyond, as well. See **Student Achievements** and **Alumni News** below.

I. Program Plan

A. Long term goals

The Sociology Department's plans are consistent with the Strategic Plan of the University and *The Illinois Commitment* of 1) recruiting and retaining a diverse student body, 2) fostering a learner centered community that supports successful outcomes, 3) creating an environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources, 4) strengthening and expanding international educational opportunities to enhance understanding of social, cultural, economic, political and scientific aspects of a global society, 5) collaborating with external constituencies to provide instruction, research, and service programs building upon the programmatic strengths of the university's instructional, research, and service missions, and 6) securing the necessary resources to enhance the working conditions for faculty and staff.

Recruiting and retaining a diverse student body: We continued to recruit and retain a diverse student population. The Sociology major is one of the most racially and culturally diverse majors on campus. We continued to nurture a diverse student population as we worked to sustain the gender, racial/ethnic, and sexual diversity of our full-time faculty and instructors, the focus on intersectionality in our curriculum, and our responsiveness to non-traditional students by offering courses at the CCICS and El Centro campuses to attract non-traditional students and students of color to major in Sociology.

To improve recruitment, retention, and graduation rates, we have attempted to do more systematic recruitment of majors in General Education classes. We distributed two publications from the American Sociological Association to our new majors: a brochure entitled, “Sociology: A 21st Century Major” and a booklet entitled, “21st Century Careers with an Undergraduate Degree in Sociology.” We discussed career possibilities in our courses as well as in advising sessions with majors and minors. We publicized students’ work with the community through service learning and internships on the departmental bulletin boards, and on the bulletin boards in LWH 2094 (formerly the “Sociology Classroom”). We continued to build effectively on the diversity of our own students through the programs we planned, often in collaboration with our Sociology Club and other programs/departments, particularly the interdisciplinary programs of AFAM, LLAS, and WGS. Also, in the AY 2018-2019, seven new students were inducted into the Upsilon of Illinois Chapter of Alpha Kappa Delta (AKD) International Honors Society at NEIU and two students were recognized for their academic and activist excellence with the Praxis Award and the Ella Baker Award.

Student/Learner centered community: The department consistently used and infused pedagogical strategies that fostered positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious, and other backgrounds. Central to our mission was a departmental emphasis on application and sociological practice. We encouraged close collaboration among faculty and students at all levels of sociological practice: in the classroom, in the conduct of research, and in serving the needs of our various communities. In our curriculum, we expected our students to demonstrate an appreciation for social and intellectual diversity, an awareness of social inequalities, civic engagement and responsibility, and a commitment to social justice. In this context, the Sociology Program has sought to provide a dynamic student-centered environment within which students were provided with course work and experiences that empowered them to create a more humane and just society.

The tradition of civic engagement is one of the most distinct characteristics of the department. Sociology students continue to have several opportunities for civic engagement through coursework. Many of our courses require students to engage in Service Learning activities, fieldwork in the community, and/or internships.

Technology: The department continued to embrace technology-assisted instruction. All of our courses utilized the Desire To Learn (D2L) online learning management system. We expected our majors to be proficient in the use of statistical software such as SPSS by the time they graduated, and we encouraged faculty to utilize technologically-enhanced instruction and encouraged our students to make technology-based classroom presentations and professional presentations at NEIU's annual Student Research Symposium, the Illinois Sociological Association, and the Midwest Sociological Society annual meetings.

The department significantly expanded its online course offerings. In the AY 2018-2019, **Lisa Bérubé** taught the Gen Ed course SOC 105: *Social Inequalities and Social Change*, SOC 302: *Sociology of Aging*, and SOC 360: *Sociology of Occupations and Professions* all online. **Aneta Galary** taught SOC 105 online and SOC 320: *Sociological Analysis* online. **Cristen Jenkins** taught SOC 306: *Women, Gender, and the "F" Word* as a hybrid course and SOC 320 online. **Brooke Johnson** taught SOC 339: *Introduction to Social Statistics* online. **Andreas Savas Kourvetaris** taught SOC 105 online. **Brett Stockdill** taught SOC 345: *Sociology Internship Placement* online.

International Education: The department has made concerted efforts to strengthen and expand global educational knowledge and learning opportunities. We continued to incorporate a global focus in our courses, and will continue to globalize our curriculum. We encouraged our students, alumni, and faculty to participate in study abroad opportunities which complement their sociological interests.

Collaborating with external constituencies: The Sociology internship capstone course, SOC 342: *Internship Seminar in Sociology*, taught by **Brett Stockdill**, continued to offer students opportunities to apply their academic skills to workplaces which serve diverse communities. As reflected in the departmental mission, NEIU Sociology "includes providing knowledge and skills, both sociological and general, for a broad spectrum of jobs in today's competitive labor market or to pursue graduate and professional degrees in Sociology and related disciplines" (e.g., Urban Planning, Public Health, Human Resources). Sociology majors in SOC 342 sought an internship in the field of work, study, or activism that they wished to pursue after graduation. Our Sociology majors sought placements in a wide range of career and activist categories. In Spring 2019, there was continued emphases within the capstone seminar on the importance of cultivating the role of "civic professional" and on understanding the ways in which non-profit organizations both challenge and promote social inequalities.

The careers described in the American Sociological Association's literature for undergraduate Sociology graduates were, to a large degree, also mirrored in the types of internship placements selected by our students. In Spring 2019, eleven students in the SOC 342 capstone course were successfully placed in a variety of organizations for their 144 internship hours (see below).

Internship Placements, Spring 2019

Intern Name	Internship Organization	Internship Title
Amanda Coppola	The Valens Group (Developmental, Occupational, Speech, Physical and Feeding Therapy)	Early Intervention Intern
Rubi Elguero	Spanish Coalition for Housing	Community Outreach Strategist
Arely Flores	United Neighborhood Organization	Mentorship & Civic Engagement Intern
Nicoleta Girloanta	CALA (Community Activism Law Alliance)	Operations & Metrics Intern
Hedgar Giron	Aspira Special Education Program	Special Education Department Intern
Ana Sarahy Hernandez	Roger C. Sullivan High School	Spanish Classroom Intern
Sabrina Jackson	Jordan Community Elementary School	Parent & Community Liaison Intern
Enchante Jones	Near West Side Community Development Corporation	Housing Intern
Ewelina Klimczyk	Clearbrook (residential facility for people with disabilities)	Intellectual Disabilities Intern
Molly McNear	Karnes Law Chartered	Legal Research Intern
Ashley Reyes	Lincoln Park Zoo	Outreach Research Intern

Especially noteworthy was the persistent praise that internship supervisors accorded the work of our student-interns above and the supervisors' requests for more interns from our department. The department also continued to nurture partnerships with several community-based organizations, such as the Logan Square Neighborhood Association (LSNA), the North River Commission, the Center for Neighborhood Technology, Communities United (formerly Albany Park Neighborhood Council), and the Centro Autónomo of Albany Park. We regularly placed students for service learning and internships within these and other community-based organizations.

Securing the necessary resources to enhance the working conditions for faculty and staff:

The department continued to work hard to create a positive working environment for faculty and staff. We held monthly 2-3-hour Department Faculty Meetings that addressed such important and pressing matters as student trauma and support, recruitment, enrollment, retention, curriculum, and pedagogy. In addition, the department continued to foster an inclusive and collaborative work environment and culture and to participate in faculty seminars, research communities, community activism, departmental curriculum and planning meetings, and CAS- and NEIU-sponsored panels, symposia, and events.

B. Projected needs

1. Faculty

Historically, the department comprised a base of eight tenure-track faculty. We currently have only *five* tenure track/tenured faculty members. This leaves our tenure stream faculty stretched far too thinly, particularly with our deep participation in the interdisciplinary programs (AFAM, LLAS, WGS) as well as other programs (LGBTQ Studies, CAST, University Honors, etc.). At a minimum, we need to hire two tenure-stream faculty members in the next year to maintain the integrity of the program.

2. Equipment

We request new laptop computers for the faculty, new docking stations for the computers, and new wide-screen monitors for the docking stations. We also request ten digital recorders for students and faculty to use for their research.

3. Other Resources

Spatial Needs

- **Office Space** for part-time instructors. It would be optimal to have another office for our part-time instructors. Our twelve instructors and adjuncts are currently crowded in only three offices.
- **Meeting Space:** It would be optimal to have a designated meeting space for the Department Faculty Meetings in LWH. Currently, we meet in the office of the Department Chairperson, Andreas Savas Kourvetaris. It would also be optimal to have a designated space for our majors and minors to study, network, and to hold meetings.
- **Room Assignments:** Room assignments for classes and special events continue to create logistic and programmatic difficulties for our faculty and staff. The faculty frequently have back-to-back classes in LWH and BBH, leaving them only ten minutes to meet with students before/after class, go to the bathroom, set up/put away AV equipment, and walk across campus. Virtually all of our classes include small group discussion and class discussion, but many assigned classrooms are not equipped for this. Classes on the main campus that are not located in LWH make it difficult for students and faculty to be on time when class starts as well as on time for office hours.

III. Accomplishments

A. Faculty Research/Creative Activities

3. Articles and Abstracts, Local Exhibitions or Performances:

Ben Levi, Josef. 2019. "How 'Citizen Scientists' Can Make a Difference in Prostate Cancer Disparities Research." *National Minority Health Month Spotlight: ChicagoCHEC*, April 18 (<https://www.cancer.gov/about-nci/organization/crhd/blog/2019/chicagohec>).

Watson, K.S.; Henderson, V.; Murray, M.; Murphy, A.B.; **Ben Levi, J.**; McDowell, T.; Holloway-Beth, A.; Gogana, P.; Dixon, M.A.; Moore, L.; Hall, I.; Kimbrough, A.; Molina, Y.; Winn, R.A. 2019. "Engaging African American Men as Citizen Scientists to Validate a Prostate Cancer Biomarker: Work-in-Progress." *Progress in Community Partnerships* 13(5):103-112. doi: 10.1353/cpr.2019.0043.

Johnson, Brooke. 2019. "The Erotic as Resistance: Queer Resistance at a Militarized Charter School." *Critical Military Studies* 5(3):195-212 (<https://doi.org/10.1080/23337486.2019.1608702>).

Stockdill, Brett. 2019. Review of "Before AIDS: Gay Health Politics in the 1970s, by Katie Batza (University of Pennsylvania Press). *Bulletin of the History of Medicine* 93(2)(Summer):292-293.

4. Conference Presentations, Group Shows

Ben Levi, Josef. 2018. Panelist. "Healing Together: From Surviving to Thriving—Our Lives After Cancer." Kennedy-King College, Chicago, IL, September 17.

Ben Levi, Josef. 2018. Presenter. "Engaging African American Men in Human Subject Research for Prostate Cancer Biomarkers: The Role of the Citizen Scientist." Presented at the American Professional Health Association Annual Meeting. San Diego, CA, November 10-14.

Johnson, Brooke. 2018. Presenter. "Queer Resilience at a Militarized Charter School." Presented at the Danish Institute for International Studies (DIIS) conference, *Militaries and Militarization: The Turn to Resilience*, Copenhagen, Denmark, December 14.

Martinez, Juan. 2019. Presider. Roundtable, *Identity, Race, Space and Discrimination*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

Martinez, Juan. 2019. Presenter. "The Whiteness of Space: Toward a Conceptualization of White Racialized Space(s) in the 21st Century United States." Presented at the Roundtable, *Identity, Race, Space and Discrimination*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

Martinez, Juan. 2019. Presenter. "Ethnic Place or Racialized Spaces?: Latinx Exclusion and Policing at Three Neighborhood Festivals." Presented at the Northwestern Ethnography Workshop, Northwestern University, Evanston, IL, January 29.

Savas Kourvetaris, Andreas. 2019. Presenter. "Local Political Races, Storytelling, and Glocalizing Class." Presented at the formal Paper Session, *Understanding the 2016 Presidential and 2018 Midterm Elections*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 17.

Savas Kourvetaris, Andreas. 2019. Organizer and Presider. *Power, Fear, and Embodiments of Difference*. Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

Stockdill, Brett. 2019. Panelist. *Queer in the Classroom*. Committee on Women in the Profession Session, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

5. Funded grants

Martinez, Juan (with City Colleges of Chicago). 2018-2023. Co-Principal Investigator. "Exploring the Impact of Cultural Wealth and Scholarships on Community College Student Success in STEM." National Science Foundation, \$1,000,000.

Ortiz, Victor M. 2018-2021. "Social Cohesiveness in a Chicago Suburb." National Science Foundation, \$149,000.

6. Service

Academic & Professional

Ben Levi, Josef. Mental Health First Aid USA (MHFA) Certified Youth Mental Health First Aid Instructor Recertification

Ben Levi, Josef. International Association of Trauma Professionals (ITAP): Certified Clinical Trauma Professional (CCTP) Recertification

Jenkins, Cristen. Co-Chair, Board of Directors, Chicago Freedom School

Johnson, Brooke. Upsilon of Illinois Chapter Representative, Alpha Kappa Delta International Sociology Honor Society, Northeastern Illinois University

Ortiz, Victor M. Member. Kendall County Health Department's Mental Health Advisory Board

Stockdill, Brett. Member, Black and Pink (prison abolition organization advocating for LGBTQ and HIV+ prisoners)

- Member, Fam Mail Committee (mail processing)
- Member, Stop Solitary Confinement Committee
- Pen pal with two Illinois Department of Corrections' inmates

B. Student Achievements

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

Carter, Pocha. 2019. Presenter. "Dichotomy of Terror: Instilling and Instilled Fear in Black Queer Corpora." Presented at the Roundtable, *Power, Fear, and Embodiments of Difference*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

Messinger, Adam, Rachel Birmingham-Hoel, Jessica Arce, and **Tiffani Newton**. Presenters. 2019. "The Impact of Sexual Orientation and Childhood Violence Exposure on Intimate Partner Violence." Presented at the Paper Session, *Patterns in Offending and Victimhood: Relationships, Age, Sexuality and Acculturation*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 18.

Birmingham-Hoel, Rachel, Adam Messinger, Jessica Arce, Molly Probst, and **Tiffani Newton**. 2019. Presenters. "Examining the Impact of Childhood Sibling Abuse on Adult Physical and Mental Health Outcomes." Presented at the Roundtable, *Mental Health and Psychiatry*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

Pliego, Maricruz. 2019. Presenter. "Dehumanizing Brown Bodies." Presented at the Roundtable, *Power, Fear, and Embodiments of Difference*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

Reyes, Ashley. 2019. Presenter. "Domination and Legitimacy in Trump's America." Presented at the Roundtable, *Power, Fear, and Embodiments of Difference*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

Wallace, Anne. 2019. Presenter. "Dating Up: Gendered Elitism in Micro-Dating." Presented at the Roundtable, *Contemporary Romantic Dating*, Midwest Sociological Society Annual Meeting, Chicago, IL, April 19.

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

Flores-Sanchez, José (Cum Laude, Sociology '17 [& LLAS minor]). Accepted with full fellowship funding to PhD program in Women's, Gender, and Sexuality Studies, Stony Brook University, Fall 2019

Galán, Lizett C. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 26

Hong, Victoria Man Ning. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 26

Luna Chavez, Noemi Jazmin. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 26

Morales, Patricia (Cum Laude, Sociology '17 [& WGS minor]). Accepted with full fellowship funding to PhD program in Feminist Studies, University of California, Santa Barbara, Fall 2019

Nungaray, Jose Cruz. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 26

Patel, Twinke. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 26

Pena, Melissa Ivonne. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 26

Salgado, Elisa Anahi. 2019. Inductee. Upsilon of Illinois Chapter, Alpha Kappa Delta (AKD) International Sociology Honor Society, April 26

C. Alumni News

Abarca, Alexis (Women's & Gender Studies '18 [& LGBTQ Studies minor]). Transgender and gender non conforming youth HIV prevention coordinator at Howard Brown Health, Broadway Youth Center

Ahlm, Jody (Sociology '11). Earned PhD in Sociology, Department of Sociology, University of Illinois at Chicago; earned Certificate in Gender and Women's Studies, University of Illinois at Chicago

Ahlm, Jody (Sociology '11). Awarded David P. Street Dissertation Prize, University of Illinois at Chicago, May 2019

Ahlm, Jody (Sociology '11). Visiting Assistant Professor, Department of Sociology, University of Illinois at Chicago, 2018-present

Alderson, Edward (Magna Cum Laude, Sociology minor '14 [& NDP-Interdisciplinary Studies major]). MA Candidate, Clinical Mental Health Counseling, Northeastern Illinois University

Baber, Ashley (Sociology '11 [& Political Science major]). PhD Candidate, Department of Sociology, Loyola University Chicago

Baber, Ashley (Sociology '11 [& Political Science major]). Distinguished Graduate Instructor Award, Department of Sociology, Loyola University Chicago, 2019

Caban, Emilio (Sociology '09). Instructor, Sociology Department, Triton College

Caban, Emilio (Sociology '09). Adjunct Instructor, Department of Sociology, Northeastern Illinois University

Chaves, Maria (Sociology '09 [& Women's & Gender Studies major]). Assistant Professor, Africana and Latino Studies Department, SUNY-Oneonta, 2018-present

Davis, Georgiann (Sociology '04). Associate Professor, Department of Sociology, University of Nevada, Las Vegas, 2018-present

De Genova, Eden (Sociology '14; Rehabilitation Counseling '17). Care Consultant, Alzheimer's Association, 2018-present

De Genova, Eden (Sociology '14; Rehabilitation Counseling '17). Job Accommodation Specialist, Sedgwick, 2018-present

Dennis, Alexis (Summa Cum Laude, Sociology '13 [& Women's & Gender Studies minor]). PhD Candidate, Department of Sociology, University of Wisconsin, Madison

Dennis, Alexis (Summa Cum Laude, Sociology '13 [& Women's & Gender Studies minor]). Adjunct Instructor, Department of Sociology, Northeastern Illinois University

Galán, Lizett (Cum Laude, Sociology '18 [& English major]). Coordinator of Student Success and Social Media, El Centro, Northeastern Illinois University, April 2019-present

Galán, Lizett (Cum Laude, Sociology '18 [& English major]). MA Candidate in Higher Education Leadership, College of Education, Northeastern Illinois University, Fall 2019-present

Gulledge, Joel (Sociology '08). Manager, Quality Assurance and Email Deployment, Archer Malmo

Hazboun, Mary (Sociology '14). Artist #maryhazboun

Hazboun, Mary (Sociology '14). Earned MA in Women's and Gender Studies, DePaul University, 2017

Henderson, Loren (Sociology '06). Associate Professor, Department of Sociology, Anthropology, and Health Administration and Policy, University of Maryland Baltimore County

Holmes, Ann Marie (Summa Cum Laude, Sociology '18 [& Psychology minor]). JD Candidate on merit scholarship, College of Law, DePaul University; admitted to DePaul Law School's Center for Public Interest Law

Holzman, Jesse (Magna Cum Laude, Sociology '11). PhD Candidate, Department of Sociology, University of Illinois at Chicago

Holzman, Jesse (Magna Cum Laude, Sociology '11). Graduate Instructor, Department of Sociology, University of Illinois at Chicago

Holzman, Jesse (Magna Cum Laude, Sociology '11). Invited Presenter. "Working with LGBTQ Youth." Special Education District of Lake County

Knepler-Foss, Shaina (Sociology '14). Earned MSW, School of Social Work, Loyola University Chicago

Luna-Duarte, María (Sociology '02 [& Women's Studies major]). Earned PhD, Policy Studies in Urban Education, University of Illinois at Chicago

Luna-Duarte, María (Sociology '02 [& Women's Studies major]). Director, El Centro Campus, Northeastern Illinois University

Martin, Marie (Sociology '17 [& Women's & Gender Studies major]). MA Candidate and Graduate Assistant, Department of Sociology, Anthropology, and Health Administration and Policy, University of Maryland, Baltimore County

McIntosh, Anthony (Summa Cum Laude, Sociology'18). MPH Candidate, Loyola University Chicago

Mercer, Jessica (Sociology '11). Medical-Legal Advocate, Pillars Community Health.

Morales, Patricia (Sociology '17). MA Candidate, Latinx & Latin American Studies, University of Illinois at Chicago

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

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). MS Candidate, Library and Information Science, University of Illinois, Urbana-Champaign

STUDENT CENTER FOR SCIENCE ENGAGEMENT

Annual Report 2018 – 2019

Submitted by Ken Voglesonger

I. Executive Summary

The Student Center for Science Engagement (SCSE) continued to effectively engage all students and has increased the numbers of underrepresented minorities (URMs; defined as Hispanic, Native American, African American, and Hawaiian Pacific students) and low-income students participating in the STEM disciplines at NEIU. While overall undergraduate enrollment has declined at NEIU, the percentage of students majoring in STEM as a fraction of the entire undergraduate enrollment at NEIU has increased to the point where 1 in 5 undergraduates are enrolled as STEM majors (source: NEIU Office of Institutional Research). During his time, the percentage of URM enrollments has held steady at 41% (see table 1 below). While the number of URM students in STEM remained steady over the reporting year, the number of degrees awarded to URM students increased from 31% in 2017 to 33% in 2018 (see table 2 below), continuing the positive trend since the inception of the SCSE.

		2018	2017	2016	2015
Department	Degree Program	Number of Underrepresented Minority (African American, Hawaiian & Pacific Islander, Hispanic, Native American, & Multi-racial) Students Enrolled in the Fall of each Academic Year			
Biology	B.S. in Biology	137	160	169	176
	B.S. in Biology (Secondary Educaiton)	0	0	0	0
Chemistry	B.S. in Chemistry	17	17	27	30
Computer Science	B.S. in Computer Science	165	159	147	141
Earth Science	B.S. in Earth Science	7	7	6	10
Environmental Science	B.S. in Environmental Science	8	9	3	2
Mathematics	B.A. in Mathematics	32	25	34	42
	B.A. In Mathematics (Secondary Education)	10	10	7	9
Physics	B.S. in Physics	6	7	7	9
Total URM STEM Enrollments		382	394	400	419
Total STEM Enrollments in the Same Period		941	969	1013	1071
Percentage of URM Enrollments		41%	41%	39%	39%

Table 1. Fall URM enrollments in STEM programs at NEIU (NEIU Office of Institutional Research)

		2018	2017	2016	2015	2014	2013
Department	Degree Program	Number of Underrepresented Minority Graduates (African American, Hawaiian & Pacific Islander, Hispanic, Native American, & Multi-racial)					
Biology	B.S. in Biology	42	30	23	27	24	14
	B.S. in Biology (Secondary Education)	0	0	0	0	1	1
Chemistry	B.S. in Chemistry	4	4	4	3	5	5
Computer Science	B.S. in Computer Science	19	24	15	14	9	7
Earth Science	B.S. in Earth Science	1	6	4	4	1	0
Environmental Science	B.S. in Environmental Science	1	N/A	N/A	N/A	N/A	N/A
Mathematics	B.A. in Mathematics	1	5	5	4	3	4
	B.A. in Mathematics (Secondary Education)	4	2	4	0	4	3
Physics	B.S. in Physics	0	2	0	0	0	0
Total URM STEM Graduates		72	73	55	52	47	34
Total STEM Graduates in the Same Period		215	233	235	217	197	179
Percentage of URM Graduates		33%	31%	23%	24%	24%	19%

Table 2. Fiscal year URM graduates in STEM at NEIU (NEIU Office of Institutional Research)

In the 2018-2019 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 24 students considering graduate school, and the signature undergraduate Summer Research and Professional Training Program. Individual holistic professional and academic advising, focusing on proactive approaches, is the cornerstone of the SCSE's success in recruitment and retention. The SCSE designed, organized, and implemented a number of key workshops that focus on professional development including:

- Resume and Cover Letter Workshops
- Women in STEM Programming
- Undergraduate Research Workshops
- Personal Statement Workshops
- Finding and Applying to STEM Internships
- SCSE Information Sessions

In 2018 – 2019, advisors in the SCSE interacted with approximately 2000 students through one-on-one advising, workshops, recruitment events, class visits, and other programming.

The 10th Annual Student Center for Science Engagement Research Symposium was held at El Centro on September 21st, 2018. The all-day event was attended by ~ 120 people, and featured 13 oral presentations and 36 poster presentations by students. Laura Sanchez, Ph.D., Assistant Professor of Medicinal Chemistry and Pharmacognosy at the University of Illinois at Chicago was the keynote speaker.

In the fall of 2018, the SCSE organized student attendance at the 2018 National Society for the Advancement of Chicanos and Native Americans (SACNAS) conference in San Antonio, Texas. This conference is a key follow-through of our Summer Research and Professional Training Program. The conference encompasses STEM broadly, and is focused on undergraduate researchers. 47 NEIU students attended the conference in 2018, along with 8 NEIU faculty and staff (including 2 members of the SCSE). 43 students presented their work on a national stage at the conference.

In the spring of 2019, the SCSE organized student attendance at the 2019 Illinois Louis Stokes Alliance for Minority Participation Conference. There were 18 student presenters from NEIU at the conference.

The SCSE's Summer Research and Professional Training Program is specifically designed to provide Northeastern students with opportunities for participating in undergraduate research with NEIU faculty. 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, the SCSE provided research opportunities to 22 faculty mentors and 46 students working on 18 separate research projects in summer 2019.

As part of the summer 2019 Program, the SCSE staff rolled out a new weekly workshop program. The workshops provided as part of the program included:

- Expectations for Your Research Experience
- Introduction to the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- Aligning Mentor & Mentee Expectations
- Mentor Biography
- Introduction to Abstracts
- Library Resources
- Reading Strategies for Scientific Articles
- Science Communication: Poster Presentations
- Science Communication: Oral Presentations

Partnerships developed as part of the Program in the summer of 2019 extended outside of the NEIU campus with students working with the scientists at the Field Museum, Northwestern University, The Lincoln Park Zoo, Ithaca College, and the Illinois Institute of Technology.

The accomplishments highlighted here and detailed below were achieved even with the significant challenges of understaffing. During the reporting period the SCSE Life Sciences Advisor was transferred to another unit on campus, and advising duties were picked up by the other two remaining advisors. 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

The SCSE staff during 2018-2019 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

Our current office network printer is approximately 7 years old and will need to be replaced in the near future. This printer is used to scan records, produce promotional materials, print workshop materials, and for general office use by the 4 staff members.

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

1. Conference Presentations, Group Shows

N/A

2. Funded grants

Illinois Louis Stokes Alliance for Minority Participation, National Science Foundation, subcontract with Chicago State University.

NEIU Noyce Scholars Program National Science Foundation.

B. Student Achievements:

1. Student presentations

The following students presented their work at the 2018 National SACNAS Conference, held in San Antonio, Texas, October 11 – 13, 2018. At the time of writing this report, the full citations were not available to be included. All of the student presentations were poster presentations.

Name	Discipline
Yadira Alonzo	Psychology
Karl Amjad-Ali	Physics
Rocio Avila	Biology
Vada Becker	Biology
Christopher Comber	Chemistry/Earth Science
Oscar Coronel	Earth Science
Anthony Couturier	Psychology
Adam Ehrbacher	Computer Science
Derek Epiney	Biology
Michal Filippini	Earth Science
Annie Fritz	Chemistry
Alexis Hamm	Biology
Natalie Hernandez	Chemistry
Noemi Hernandez	Biology

Annick Ishami	Biology
Jazmine Jan	Biology
Yuriy Khlopas	Biology
Minhyeok Kwon	Physics
Samantha Manno	Psychology
Nathalie Martinez	Earth Science
Gabriela Martinez-Ramirez	Chemistry
Angela McCain	Mathematics
Gabriela Naveda	Biology
Hannah Nuszen	Biology
Jessica Palalay	Biology
Tetyana Perchyk	Biology
Stefanie Premarathna	Biology
Adam Provost	Physics
Victoria Puccini de Castro	Biology
Lily Radom	Mathematics
Andrea Saavedra	Earth Science
Jennifer Sansone	Psychology
Suleima Tank	Psychology
Andrea Valenzuela	Chemistry
Vincent Vangelista	Physics
Michael Vujnovich	Biology
Emily Yalda	Biology
Samir Youseftaha	Earth Science
Yun	Psychology

The following students presented their work at the 2019 Illinois Louis Stokes Alliance for Minority Participation Conference, held in Lisle, IL, February 22 – 23, 2019. At the time of writing this report, the full citations were not available to be included.

Name	Presentation Type	Discipline
Yadira Alonzo	Poster	Psychology
Karl Amjad-Ali	Podium (Oral)	Physics
Rocio Avila	Poster	Biology
Vada Becker	Poster	Biology
Ginger Dragon	Poster	Biology/Computer Science
Derek Epiney	Poster	Biology
Noemi Hernandez	Podium (Oral)	Biology
Annick LaureIshami	Poster	Biology
Yuriy Khlopas	Poster	Biology
Patricia Leon	Podium (Oral)	Environmental Science
Moraima Noda	Podium (Oral)	Biology
Jessica Palalay	Poster	Biology
Victoria Puccini de Castro	Podium (Oral)	Biology
Andrea Saavedra	Poster	Earth Science
Jennifer Sansone	Poster	Psychology
Karla Solis	Podium (Oral)	Biology
Michael Vujnovich	Poster	Biology

	Name	Presentation Type	Discipline
Yadira	Yadira Alonzo	Poster	Psychology
Karl	Karl Amjad-Ali	Podium (Oral)	Physics
Rocio	Rocio Avila	Poster	Biology
Vada	Vada Becker	Poster	Biology
Ginger	Ginger Dragon	Poster	Biology/Computer Science
Derek	Derek Epiney	Poster	Biology
Noemi	Noemi Hernandez	Podium (Oral)	Biology
Annick Laure	Annick Laure Ishami	Poster	Biology
Yuriy	Yuriy Khlopas	Poster	Biology
Patricia	Patricia Leon	Podium (Oral)	Environmental Science
Moraima	Moraima Noda	Podium (Oral)	Biology
Jessica	Jessica Palalay	Poster	Biology

	Name	Presentation Type	Discipline
Victoria	Victoria Puccini de Castro	Podium (Oral)	Biology
Andrea	Andrea Saavedra	Poster	Earth Science
Jennifer	Jennifer Sansone	Poster	Psychology
Karla	Karla Solis	Podium (Oral)	Biology
Michael	Michael Vujnovich	Poster	Biology

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Annual Report 2018 – 2019

Submitted by Jeanine Ntahirageza

I. Executive Summary

This executive summary is organized in four major sections based on Strategic Goals One, two, three and six.

Strategic Goal One

Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

NEIU's TESOL Program has three components: the undergraduate Minor (whose classes lead to the state ESL endorsement once the candidates collect 100 clinical hours), the Certificate, and the MA. The program continues to offer a rigorous curriculum in all these components and increase its visibility locally, regionally, nationally and around the world. The demand for English language teachers keeps increasing. During the academic year 2018-2019, NEIU's TESOL program continued to anchor itself as one of the largest in Illinois, particularly in attracting pre-service and in-service teachers seeking ESL endorsement and the primary destination for local, regional, and international employers in search of job candidates. This year, just like in years before, the department garnered attention from employers to the point that all of the 22 graduates had a job in hand, locally and internationally, by the time they graduated. Some of them were faced with a welcomed dilemma of choosing which job to select after receiving more than one offer. This year, TESOL produced a total of 1,953 credit hours, with 863 from undergraduate students and 1,090 from graduate ones. The headcount is 47 graduate and 102 undergraduate students. While our enrollment numbers are not where they should be, we recognize that recruitment was encumbered by state budget issues on one hand and low immigration numbers. Illinois budget issues severely impacted community organizations where many TESOL graduates teach English. Many of them closed due to lack of funding. To make matters worse, some

immigration policies negatively impacted the number of English language learners nationally for the organizations and higher education institutions that did not close. We increased recruitment efforts which focused on advertising the program in various community organizations. Rae Dawkins, as a graduate assistant, was in charge of recruitment for MA TESOL and SAELL programs in Fall 2018, with two presentations and placing posters in strategic places in Chicagoland. She also created a questionnaire that was sent to current TESOL students to survey how they heard about the program for targeted recruitment. Consequently, we have seen an increase in the number of queries and ultimately received more than twenty applications for next year's enrollment. We are also in the process of recruiting teachers for contracts courses and expect to run, beginning Fall 2019, three new cohort of teachers, with a minimum of 10 each, who will take six classes toward ESL endorsement.

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 started looking for innovative practices. One of them is creating career English courses. In this regard, a research assistant, Anne Gil Bloyer (graduate student in TESOL), working with Jeanine Ntahirageza, both performed an external scanning to establish a niche for our program. The outcome was that TESOL training programs at public universities in the midwest do not provide training for ESP specializations. After looking at all public universities in Illinois, Indiana, Wisconsin, Iowa, Minnesota, and Michigan (plus a few private institutions in the Chicago area), it appears that although there are many options for Certificate, M.A., and Ph.D. programs, no specializations exist in TESOL training programs in the region. It decided that we should create a new course proposal for one of these specializations to be focused on training instructors to teach ESL through nutrition and health literacy, including gardening. In summer 2019, for the second time, TESOL piloted a high school summer program, coordinated and taught by Anne Gill Bloyer. We hope to continue offwering it so that it serves as the practicum destination for TESOL students enrolled in the Healthcare-English TESOL courses, once they have been approved through governance. We are still in conversation with the Health Sciences and Physical Education department (HSPE) to see how these courses could be team taught by the TESOL and HSPE faculty.

This year, TESOL has continued to partner with the World Languages and Cultures to create a Multilingual Learning Center (MLC) to increase language learning (K-20) and teacher training opportunities to increase opportunities for our current students, faculty and alumni to work together. The team is currently comprised of ten active members who participate in writing grant proposals and their implementation, once we receive funding. The Center received two highly competitive grants, 1) the NSA/Startalk grant (\$97,743) to train Arabic teachers and teach Arabic to children K-3rd and 2) the National Endowment for Humanities grant (\$100,000) to offer Kurdish Studies at Northeastern

Illinois University. We hope to keep applying for grants to be able to offer free training and create language resources.

Academic excellence in our department was also marked by a prestigious recognition. William Stone received **the Elliot Judd Outstanding Teacher Award** at the 44th Illinois TESOL and Bilingual Education Convention. He is the second one to get it in our department, after Teddy Bofman who received it in 2015.

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.

TESOL continues to collaborate with departments across the university: Bilingual and bicultural program (BLBC), Center for College of Access and Success (CCAS), the African Summer Institute, World Languages and Cultures (WLC), and Health Sciences and Physical Education. First, in collaboration with BLBC and CCAS, TESOL continues to offer courses towards ESL and bilingual endorsement in a form of contract courses, serving more than 90 teachers this year. Second, for the last 10 years, we regularly partner with the African Summer Institute in which more than 70 percent of participants are from TESOL. The feedback we receive from our students about the institute is overwhelmingly positive. Third, we collaborated with BLBC and WLC, through the Multilingual Learning Center, to apply for two awarded grants, Startalk and NEH. TESOL partnered with HSPE to offer a Summer Adventure English workshop to 25 students. Outside the university, TESOL collaborated with Sullivan High School, Big Green, CCAS and After School Matters to deliver the Garden Scientists program, two days at Sullivan and two days at NEIU. The 15 high school students not only increased their science skills but also their academic English skills. The Garden Scientists program engages immigrant and refugee high school students outside school hours to improve English language learning, shift cultural perceptions of education, and spark a passion for continued education through contextualized STEM-based learning. By contextualizing English language learning through garden work, Garden Scientists provides content-based ESL instruction after school and during the summer months when students would otherwise not have much opportunity for academic growth. It is our hope that the Garden Scientists program will remain a Practicum (TESL 465) destination for TESOL undergraduate and graduate students.

TESOL continues to create practical opportunities for its students through TESOL Clinical placement in various schools in Chicago and nearby suburbs for undergraduates and in community colleges and organizations for graduate students. The Clinicals, TESL 399, and the Practicum, TESL 465, not only provide opportunities for practice but also an increase in employability. A large number of our students get hired where they did the clinicals or the practicum. Altogether, there were 49 student placements made this school year, in various schools and community colleges and organizations. Noteworthy partners are Lake Forest Academy, LEARN Charter Schools, Murphy Elementary School and East Prairie Elementary in Skokie.

1) Lake Forest Academy Intensive English Language Institute accepted three of our students for clinicals, for the first time. The Director and Assistant Director have been very pleased with our students, since we began working with them in Summer 2013, when we placed one student. This eventually grew to two, and then three. They consider our partnership vital to their program, and they have hired six of our students, upon their graduation.

2) We expanded our partnership from one to four campuses of LEARN Charter School. A growing school network, enrolling larger numbers of ELLs, we now place students at two of their urban campuses and two of their suburban campuses. LEARN has been pleased with our students, and the CEO of the network, Greg White, was quoted as saying, "We look forward to their graduation from NEIU!!"

3) While our students are beloved at more than thirty schools, the school where we have made the most placements is Murphy Elementary School. During summer 2019, five students placed at that school alone. Their teachers are notably nurturing mentors who have helped our students grow every single semester.

4) One of our partner schools, East Prairie Elementary in Skokie, has a new building for its growing community. East Prairie is meeting the needs of its highly diverse student body, by having built a school that has its students and families in mind. With small glass rooms within classrooms, and many other cutting-edge features, ELLs and their families are accommodated in every way.

TESOL plans to build even stronger relationships with these partner institutions by offering adult ESL to parents, the kind of English that helps them engage with their children's schools. In spring 2018, we started such a relationship with Peterson Elementary School. One of our advanced graduate students, Stephanie Catalano, created and taught the curriculum. The program is taught in the morning after parents drop off their children to school.

Our faculty members are highly engaged in the community. Gina Wells was one of two main instructors and practicum supervisors in the StarTalk Arabic Language Teacher Training program and one of the *Curriculum and Instruction* advisors for the Kurdish Language course. In addition, she participated in the TESOL International Advocacy and Policy Conference in Washington, D.C. in June of 2019, where, as a member of the Illinois delegation, she met with US Senators and Representatives to advocate for support and passage of bills and policies that support our profession and English Language Learners, specifically, and immigration, in general.

Strategic Goal Six

Fiscal Strength: Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.

The continued partnerships that TESOL has established inside and outside the university have brought in funds that normally wouldn't have come in. In collaboration with BLBC, CCAS and OLCE, which paid 50% of the tuition for about 90 teachers who took contract courses this year. Through MLC, TESOL brought in \$ 197, 743 in grant funding. Additionally, with the support of Gina Gamboa in CCAS, we were able to secure Chicago Public school funding totally \$40,950 in tuition for teachers enrolled in contract courses in spring and summer 2019. TESOL also undertook a fundraising endeavor and created the Jacki Trademan Memorial Scholarship. We were able to raise \$797.00 for ELP and TESOL student class material. All in all, our program had a highly successful year, thanks to the hard work of everyone involved, students, faculty and alumni.

II. Program Plan

A. Long term goals

Branding

The TESOL field is currently in the following year TESOL plans to increase recruitment efforts and intentionally recruit minority students. We will continue to partner with CCICS to offer classes to a cohort of teachers seeking ESL endorsement and/or MA degree in TESOL. We also plan to propose a Health Literacy TESOL Certificate program in Fall 2020.

Outreach

TESOL plans to organize ten talks to celebrate its tenth anniversary. These will bring together current students, alumni and retirees for formal presentation. In addition, it will continue to insure a strong presence at the Illinois TESOL conference through presentation and preplanned alumni gathering. Finally, TESOL will continue to engage its students in the MLC and Genocide and Human Rights Research Symposium to enhance their skills and expand their worldview.

B. Projected needs

1. Faculty

TESOL needs a tenure line to focus on program and curriculum Assessment.

2. Equipment

Our departmental printer broke; the department will need a new one.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Nurmukhamedov, U., & Webb, S. (2019). Research timeline: Lexical coverage and profiling. *Language Teaching*, 52, 188-200.

Nurmukhamedov, U. (2019). Chicago O'zbek-Amerika Assotsiatsiyasi 10 yilligi [10th-year anniversary of Uzbek-American Association of Chicago]. *Zamon Times*, p. 7.

2. Conference Presentations, Group Shows

Gill-Bloyer, A. & Ntihirageza, J. (2018). *Bridging linguistic and academic gaps for refugees and immigrants through a gardening project: Language Instruction through STEM and Health Literacy*. Presented at the 44th Annual Convention Illinois TESOL and Bilingual Education. Lyle, Illinois.

Ntihirageza, J. (2019). DePaul University.

Ntihirageza, J. (2019). *Ubuntu, Moral Agency and Genocides in Burundi and Rwanda*. Presented at the International Association of Genocide Studies Conference. Phnom Penh, Cambodia.

Ntihirageza, J. (2019). *Health and Life Experiences of Great Lakes African Migrants in the US*. Presented to Chicago CHEC Summer Fellows at the Feinberg's School of Medicine. Northwestern University. Chicago, Illinois. (Invited)

Ntihirageza, J. & Bahanuzi, J. C. S. (2018). *Life after Surviving Multiple Genocides in Great Lakes Africa*. Presented at the Genocide and Human Rights Research symposium. Northeastern Illinois University. Chicago, IL.

Nurmukhamedov, U. (2019). *Assessing reading and writing*. University of World Economy and Diplomacy, Tashkent, Uzbekistan.

Nurmukhamedov, U. (2019). *Teaching academic vocabulary*. Westminster International University in Tashkent, Uzbekistan.

Nurmukhamedov, U. (2019). *Assessing productive vocabulary: Test formats to support instruction*. Paper presented at Illinois Teaching English to Speakers of Other Languages – Bilingual Education (TESOL-BE), Chicago, Illinois.

Stone, W. (2019). Invited speaker. *Lies, Damn Lies and English Verbs*. Presented at the 44th Annual Convention Illinois TESOL and Bilingual Education. Lyle, Illinois.

Stone, W. (2019). Discussion Leader/Presenter. *Vocabulary Issues for Non-Native University Students*. Higher Education Special Interest Group, ITBE 44th Annual Convention, Lyle, Illinois.

Francis, C. & Wells, G. (2019). *African American English: The Elephant in the Room*. Higher Education Special Interest Group, ITBE 44th Annual Convention, Lyle, Illinois.

3. Funded grants

Jeanine Ntahirageza (PI), Denise Cloonan, Susan Pogash, Gina Wells, Teddy Bofman, Rachel Adeodu, Mucahit Bilici, Ibrahim Demir, and Mustafa Durmaz. 2019. Kurdish Language and Cultural Studies. National Endowment for Humanities. \$100,000 awarded.

Jeanine Ntahirageza (PI), Denise Cloonan, Susan Pogash, Gina Wells, Rachel Adeodu and Teddy Bofman. 2019. Arabic Language teacher Training and Arabic Language Instruction to K-3 learners. NSA/STARTALK. \$97,743 awarded.

4. Service

Jeanine Ntahirageza

- Coordinator, Girls Engaged in a Mission to Succeed (GEMS)
- Board Member, Refugee Education and Adventure Challenge (REACH)
- Director, Multilingual Learning Center
- Chair, Genocide and Human Rights Research Group
- Symposia organizer, Genocide and Human Rights in Africa and the Diaspora
- African Summer Institute in charge of instructor and participant recruitment

B. Student Achievements

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

Gill-Bloyer, A. & Ntahirageza, J. (2018). *Bridging linguistic and academic gaps for refugees and immigrants through a gardening project: Language Instruction through STEM and Health Literacy*. Presented at the 44th Annual Convention Illinois TESOL and Bilingual Education. Lyle, Illinois.

Caughlin, Jeanine. (2019). Product vs. Process: Teachers Weighing-on Written Correct Feedback. Presented at the 44th Annual Convention Illinois TESOL and Bilingual Education. Lyle, Illinois.

Garnsey, A. (2019). Teaching Business English that Develops Higher Order Thinking Skills. Presented at the 44th Annual Convention Illinois TESOL and Bilingual Education. Lyle, Illinois.

Three alumni, Gevik Anbarchian, Leah Kang & Michael Ziadat also presented papers at the 2019 Illinois TESOL and Bilingual Education Convention.

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

- Two TESOL students (out of four awardees) received awards at the 2019 ITBE Convention
- Ayesha Riaz was one of the two winners of a \$500 undergraduate scholarship.
- Jacqueline Rasmussen was one of the two winners of a \$1,000 graduate Scholarship.
- Rachel Dawkins Sekamalira wrote a thesis, an *ethnographic study of a church-based ESL program for Arab immigrants (2019)*.
- Andrea Rehani was accepted into DePaul University (TESOL 2019), fully funded, with an assistantship in the College of Education.

WOMEN'S AND GENDER STUDIES

Annual Report 2018 – 2019

Submitted by Brooke Johnson

I. Executive Summary

The Women's and Gender Studies (WGS) program represents an interdisciplinary approach to feminist and LGBTQ scholarship. The curriculum emphasizes rigorous critical thinking, imagination and creativity. WGS encourages students and faculty to develop knowledge from feminist, LGBTQ, anti-racist, multicultural, 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. Additionally, the LGBTQ Studies minor is the only such degree program offered in the Chicagoland.

WGS has maintained its standard of excellence at every level. Faculty, staff and students are active participants in the life and health of the program/campus, advocating for the NEIU mission that WGS passionately supports. WGS continued to participate fully in activism on campus and in the community, because the roots of academic work lie in making change. WGS takes seriously our mission to “develop and implement meaningful social change with the university and beyond.” A core commitment of the discipline is to examine and challenge issues of power, oppression and privilege. Thus, WGS activities reflect of our core mission and values.

Olivia Perlow (SOC, AFAM and WGS) continued in her third and final year as WGS Coordinator. WGS hired a work study student to assist the part-time (16.7%) Administrative Aide, Jeanette Hernández, with day-to-day program needs. WGS also selected a new coordinator, **Brooke Johnson** (SOC and WGS), who will assume the position in the Fall 2019 semester, after completing a sabbatical.

WGS activities contributed to Strategic Goal 1: Student Success, Strategic Goal 2: Academic Excellence and Innovation, Strategic Goal 3: Urban Leadership, and Strategic Goal 4: Exemplary Faculty and Staff. Each strategic goal will be discussed in detail.

Strategic Goal 1: Student Success

Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

WGS faculty and staff are committed to WGS students and to Strategic Goal 1: ensuring “student success from recruitment through graduation.” WGS is consistently impressed by the intellect, vision and success of WGS students (see Section C: Alumni News for achievements of past graduates).

WGS honored several students with awards for their achievements and contributions in WGS. The Barbara Scott Women’s and Gender Studies Distinguished Student Award was given to **Justine Heredia** (WGS Major) for outstanding scholarship in Women’s and Gender Studies. The Renny Golden Student Activism Award was given to **Mo Anderson** (WGS Major) for their activist work on campus and in the wider community.

In addition to WGS program awards, a number of WGS students graduated with honors:

- Heredia, Justine, WGS Major, (Cum Laude)
- Olsen, Valerie D., WGS Major, (Cum Laude)
- Serno, Rolando, LGBTQ Studies Minor, (Cum Laude)
- Wylie, Brianna, WGS Major, (Magna Cum Laude)

The following graduating WGS majors and minors also received recognition for presenting in the 14th Annual Women’s and Gender Studies Student Symposium on April 5, 2019:

- Brejcha, Megan. (Sociology major and WGS minor). Violence Against Women: A Reflection on Rape Culture.
- Heredia, Justine. (WGS major and English major). The Impact of Fat Bias.
- Jackson, Sara. (English major and WGS minor). The Pollination of Queen Bey.
- Naugle, Brandon. (WGS Major and Social Work Major). How Cis White Gay Men Fucked Me Up: Oppression in Gay Culture.
- Reyes, Ashley. (Sociology Major and WGS minor). Wolf Whistle.

Justine Heredia (WGS Major) served as an intern for the WGS program. Due to her experience working in libraries both on and off campus, Justine created a finding aid tool for the WGS archives housed in the NEIU Ronald Williams Library. Finding aids establish a historical context for the collection, describe the scope and contents of the materials, indicate how the collection is arranged, and list where the collection is located and it may be accessed.

Majors and Minors, Outreach to Students & Program-Building

WGS graduated slightly less students compared to last year and reflects university-wide declining enrollments. Table 1a below outlines the numbers of majors and minors graduating, with comparison years.

Table 1a

Reported for Annual Report	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Major Grads	1	7	4	5	5
Minor Grads	6	7	9	8	4
LGBTQ Grads	1	1	1	1	2
<i>TOTAL</i>	8	15	14	14	11

Between 2014-2018, NEIU undergraduate enrollment declined 21.1%¹. WGS majors, WGS minors and LGBTQ minors all increased in 2018-2019 from the previous year despite the university-wide enrollment challenges (See Table 1b).

Table 1b

Reported for Annual Report	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
WGS Majors	14	17	16	11	12
WGS Minors	16	15	21	21	22
LGBTQ Minors	6	8	4	4	6
<i>TOTAL</i>	36	40	41	36	40

WGS is continuing outreach, recruitment and retention work to increase the number of majors and minors. For example, **Laurie Fuller** (WGS) and **Olivia Perlow** (AFAM, SOC, and WGS) worked with Oakton Community College to develop an articulation agreement between WGS and Oakton’s Women’s and Gender Studies program. This articulation agreement will be institutionalized in the 2018-2019 academic year 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.”

Additionally, **Brooke Johnson** (SOC and WGS) founded and fundraised the WGS Scholarship to increase enrollment and retention. 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.” The 2018-2019 WGS Scholarship awardees were each awarded \$750:

¹ All statistics are provided by NEIU Institutional Research and Assessment

- Desai, Presha (WGS Major)
- Monroe, Rebekah (WGS Major)
- Schmitz, Patricia (WGS Minor)

Despite the overall enrollment challenges NEIU experienced, WGS maintained healthy enrollment in WGS courses (See Table 1c). 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 1c indicates, the WGS Program reaches more students than those who major or minor with WGS. The General Education/University Core Curriculum courses, WGS 101 Women’s Perspectives and Values and WGS 210 Introduction to LGBTQ Studies, reach over 140 students annually, exposing them to ideas that support Strategic Goal 2.7 “Integrate culturally relevant pedagogy and content throughout the curriculum.”

Table 1c

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
# WGS Classes	9	7	10	7	8	7	8
# Students Enrolled	207	115	222	157	139	123	114
# Avg Students per Class	23	16	22	22	17	18	15

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.

As in past years, WGS was very involved in the life of the university beyond WGS courses. The academic year was filled with innovative WGS programming that reaches the entire campus community. This is the specialty of WGS. The National Women’s Studies Association’s (NWSA) website states, “NWSA recognizes that women's studies is broader than what happens in the classroom.” Few programs are as visible on campus as WGS because the program has some of the most consistent and dynamic programming at the university.

WGS continued to work extensively with other offices (the Women’s Resource Center and the LGBTQ Resource Center) and organizations on campus (i.e. student clubs such as the Feminist Collective and Pride Alliance), collaborating on co-curricular programming throughout the academic year, where WGS educated the campus community about important social issues through alumni panels, films, guest speakers and so forth. Through dynamic teaching/learning exchanges between WGS faculty, students, and the university community, WGS is able to model academic excellence and innovation. WGS 2018-19 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 2018-19 such as the 14th Annual WGS Student Symposium “Where Do We Go From Here?” and the 12th Annual Activist Graduation. Furthermore, below are WGS co-organized Herstory Month events:

HERSTORY MONTH MARCH 2019

MON 3/4 Women's HERStory Month Book Display
March 4 - March 29 | Library Entrance
Sponsored by: Ronald Williams Library

TUE 3/5 HERStory Month Klokoff
9:00 p.m. - 5:00 p.m. | Village Square
Co-sponsored by: Student Leadership Development

Women's HERStory Display
March 5 - March 15 | Village Square
Sponsored by: United Greek Council

The Vagina Monologues
7:30 p.m. | Village Center Theatre
Pay what you can or don't. Suggested \$6 (Cash only)
Sponsored by: Dept. of Communication, Media and Theater

WED 3/6 Film Screening: Matangl Maya M.L.A. | 8:00 p.m. - 8:30 p.m. | Pedrosa Center B 168 | Sponsored by: Alpha Omicron

THU 3/7 Woman's Worth Conference | 10:00 a.m. - 4:00 p.m. | Student Union | Sponsored by: Sigma Gamma Rho
Woman's Worth Conference Keynote: Staoyann Chin | 1:40 p.m. - 3:00 p.m. | Alumni Hall
Women's Health Fair | 11:30 a.m. - 6:30 p.m. | Cowles Center for Iowa City Science (CCSC)

MON 3/11 Flower Empower | 11:00 a.m. - 1:00 p.m. | Village Square | Sponsored by: NEIU Programming Board

TUE 3/12 Ruth Gornberg Muñoz | 12:00 p.m. - 1:15 p.m. | BQH 401 | Sponsored by: Gamma Phi Omega
Women in STEM Panel | 3:00 p.m. - 4:30 p.m. | SU 216 | Sponsored by: SACNAS & SCSE

WED 3/13 Women's Health Panel | 3:00 p.m. - 4:00 p.m. | Pedrosa Center B 168 | Sponsored by: Health Services

THU 3/14 The Inspiring Trivia Speaking Series: "WhatTeo in Muslim America" with Saba Fatima
3:00 p.m. - 6:00 p.m. | LWH 1001 | Sponsored by: Philosophy Dept.
Las Comadres | 8:00 p.m. - 4:00 p.m. | Golden Eagles, Student Union 103

MON 3/25 This Bridge Called My Story | 6:00 p.m. - 8:30 p.m. | Ronald Williams Library | Sponsored by: Daring the Mic

TUE 3/26 Hijab Challenge | March 26 - March 27 | 12:00 p.m. - 4:00 p.m. | Village Square | Sponsored by: Muslim Students Assoc.
Chicago's Women in Music | 3:30 p.m. - 4:05 p.m. | Recital Hall | Sponsored by: Music Dept.
Film Screening: La Maestra | 3:00 p.m. - 5:00 p.m. | Pedrosa Center B 168 | Sponsored by: History Dept.

THU 3/28 Let's Celebrate! Dr. Pedrosa's Birthday | Noon - 1:00 p.m. | Pedrosa Center B 168
Art + Feminism Wikipedia | 6:00 p.m. - 9:00 p.m. | Art MakeSpace, Ph 112 | Sponsored by: Art Dept.

TUE 4/2 Feminist Empowerment Through Music | 3:00 p.m. - 4:00 p.m. | Pedrosa Center B 168
Sponsored by: Feminist Collective

THU 4/4 Navigate Toxic Masculinity | 11:00 a.m. - 12:30 p.m. | E Center
SHEROES Celebration | 3:00 p.m. - 4:30 p.m. | Golden Eagles, Student Union 103

Northeastern UNIVERSITY
In request disability accommodations, please contact Student Disability Services within 48 hours of the time of the event at (773) 442-4595 or SDS@neiu.edu.

ANGELINA PEDROSA CENTER FOR WOMEN'S STUDIES

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), which saw [seven incarcerated men graduate](#) with a B.A. degree in May 2019, the first such graduation at Stateville in over 25 years. **Brett Stockdill** (SOC, LLAS, WGS) and **Olivia Perlow** (SOC, AFAM and WGS) served as advisors for the UWW Stateville Prison program.

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 40 cross listed courses as electives illustrating the rich interdisciplinary nature of the program.

Many WGS faculty were recognized for their outstanding professional work:

- The Martha Thompson Outstanding Women’s & Gender Studies Faculty Award was awarded to **Brett Stockdill** (SOC, LLAS, WGS) in recognition of his extensive contributions to the WGS program.
- **Laurie Fuller** (WGS) was awarded the prestigious Audrey Reynolds Distinguished Teaching Award.
- **Vicki Byard** (ENGL and WGS) was appointed the Faculty Fellow for the Angelina Pedrosa Center for Diversity and Intercultural Affairs.
- **Vida Sacic** (ART and WGS) was awarded a sabbatical for Spring 2020.
- **Aneta Galary** (SOC and WGS) was promoted to Senior Instructor.
- **Adam Messinger** (JUST and WGS) received tenure and was promoted to Associate Professor and **Tim Barnett** (ENGL and WGS) was promoted to Professor.
- **Nikolas Hoel** (History and WGS) received an Instructor/Academic Excellence Award for his achievements and contributions to the academic community.
- **Lisa Hollis-Sawyer** (PSYCH and WGS) and **Adam Messinger** (JUST and WGS) received Faculty Excellence Awards for research/creative activities for their achievements and contributions to the academic community.

II. Program Plan

A. Long term goals

The main long-term goals are to increase the number of WGS majors and LGBTQ Studies minors. Because the WGS program is not a traditional field, students often discover it later in their careers, 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:

- University Open House
- Visits by Coordinator and Advisor to General Education courses: 109A (FYE), WGS 101 classes and WGS 210.
- Visiting appropriate classes and events at local community colleges.
- Developing articulation agreements with surrounding colleges and universities.

One of the major recruitment efforts focused on getting students interested in majoring/minoring in the WGS program early on. In addition to recruiting through WGS General Education courses listed above, the WGS program will have interns that are part of the WGS program (WGS majors, WGS minor or LGBTQ Studies minors) visit local community colleges so that prospective students learn about WGS before transferring to NEIU.

B. Projected needs

1. Faculty and Staff

WGS continues to have only one full-time tenure-line faculty member, Laurie Fuller. WGS has many other faculty who teach in the program as either “Core” or “Affiliate” members, yet their major time commitments lie within their home departments. Hiring additional WGS faculty or at least faculty with a dual appointment in WGS and another department would be extremely helpful to maintain the standard of excellence (due to the disproportionate demands on WGS interdisciplinary faculty) as well as growing the program.

In addition, 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. Equipment

While WGS has traditionally used equipment monies to purchase films for instructional use, as more of instruction moves online (either online, hybrid, or “flipped” classrooms), WGS needs to invest in streaming rights for instructional resources. This has proven to be more expensive than just purchasing DVDs, as we have done in the past. The best

documentary distributors for our field have figured out business models that work well for them, but are very expensive. Streaming rights either have a prohibitive upfront cost or have to be renewed regularly, meaning spending money repeatedly for the same source. We appreciate our colleagues in the Ronald Williams Library working to address some of these challenges.

WGS has a small library and student computer lab located in the WGS office, LWH 2096. The computers are used by WGS work study students, WGS interns and WGS students. The computers are almost ten years old and in desperate need of updated software and hardware. One of the three computers is currently inoperative. As updating and maintaining computers are expensive, the limited funds we do have for equipment is not enough to support the WGS computer lab. Additional monies or labor through Technology Services would be helpful in maintaining this important resource.

3. Other Resources

One of the primary goals for WGS is to grow the program through community outreach. Currently, WGS has 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:

Sacic, Vida. 2019. *New Impressions in Letterpress 2019*, York College, York, PA.

Sacic, Vida. 2019. *Animated Type Showcase*, University of Arizona, Tuscon, AZ.

Sacic, Vida. 2019. *New Impressions in Letterpress 2019*, Hamilton Wood Type Museum, Two Rivers, WI

2. Book Chapters, Regional Exhibitions or Performances

Stockdill, Brett. 2019. *Before AIDS: Gay Health Politics in the 1970s* by Katie Batza (review). *Bulletin of the History of Medicine*. John Hopkins University Press. Vol. 93, No. 2, Summer 2019, pp 292-293.

3. Articles and Abstracts, Local Exhibitions or Performances:

Johnson, Brooke. 2019. “*The Erotic as Resistance: Queer Resistance at a Militarized Charter School.*” *Critical Military Studies*, Special Issue on School Militarism. DOI: 10.1080/23337486.2019.1608702

Sacic, Vida. 2018. Chicago Characters presented by Society of Typographic Arts, theMART, Chicago, IL.

Sacic, Vida. 2018. Stay Golden (three person exhibition), 50,000 ft, Chicago, IL.

Sacic, Vida. 2019. Remnants: Works on Paper (three person exhibition), Studio Oh Gallery, Chicago, IL.

Sacic, Vida. 2019. Faculty Biennial, NEIU Fine Arts Center Gallery, Chicago, IL.

4. Conference Presentations, Group Shows

Johnson, Brooke. December 2018. "Queer Resilience at a Militarized Charter School." Presented at the Danish Institute for International Studies (DIIS) conference: "Militaries and Militarization: The Turn to Resilience." Copenhagen, Denmark.

Sacic, Vida. "A Tool for Understanding." Lecture, Design Incubation Colloquium 5.1 at DePaul University, Chicago, October 27, 2018.

Sacic, Vida. "Traveling Home." Presentation, Makeready: A Letterpress Symposium for Educators at Hamilton Wood Type & Printing Museum, Two Rivers, August 11, 2018.

Stockdill, Brett. 2019. Panelist, Queer in the Classroom (Committee on Women in the Profession Session). Midwest Sociological Society Annual Meeting, April 18, 2019, Chicago, IL.

6. Service

Stockdill, Brett. Member, Black and Pink (prison abolition organization advocating for LGBTQ and HIV+ prisoners).

- Member, Fam Mail Committee (mail processing)
- Member, Stop Solitary Confinement Committee
- Pen pal with two Illinois Department of Corrections' inmates

B. Student Achievements

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

Anderson, Mo. (WGS '19), Accepted into M.A, program in Women and Gender Studies at Arizona State University.

Morales, Patricia (WGS '17), Accepted into Ph.D. program in Feminist Studies at University of California, Santa Barbara.

Serna, Rolando (LGBTQ Studies '18), Accepted into Master of Social Work Program, Governor's State University.

C. Alumni News

Abarca, Alexis F. (LGBTQ Studies '18), Transgender and Gender Nonconfirming Youth HIV Prevention Coordinator, Howard Brown Health, Broadway Youth Center.

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.

Macias, Liliana (WGS '16), M.A. Latino and Latin American Studies UIC,
Chicago Learning Collaborative Coordinator at the Chicago History Museum.

Martin, Marie (WGS '16), M.A. student in Sociology & Applied Social Relations
at University of Maryland, Baltimore County.

Morales, Patricia (WGS '17). M.A. Latin American and Latino Studies, University of
Illinois at Chicago.

Peer, Viki. (LGBTQ Studies '15), Ph.D. candidate in Gender Studies at Arizona State
University.

Serna, Rolando (LGBTQ Studies '18), Social Media Outreach Coordinator, Open Door
Clinic of Greater Elgin, Elgin, IL.

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Annual Report 2018 – 2019

Submitted by Denise Cloonan Cortez de Andersen

I. Executive Summary

WLC constantly strives to serve our students and their unique needs and seek out alternate modes of instruction to serve the community. WLC has worked to collaborate with other programs to enrich our offerings to students. One of the highlights of this interdisciplinary outreach is the grant work that we have done with TESOL and BLBC. The three programs work collectively as the Multilingual Learning Center, MLC. We were successful in obtaining two competitive grants during this fiscal year: STARTALK Combination Program and the National Endowment for the Humanities (NEH) for HSIs. These initiatives have allowed us to expand our language offerings and pull our respective expertise to serve our respective colleges, the university and the community.

Furthermore, another highlight for this year is the recent hire of a new tenure-track faculty member, Dr. Sarah West, who, in her short time with us, has worked tirelessly to strengthen our program, its offerings and our collaborations with other programs. We are grateful for having the opportunity to have her join our faculty and university.

WLC, in working with Dr. Timothy Libretti began the work to establish an M.A. cohort with District 214 which promises to at least double the enrollment of our graduate student in the Latin American Literatures and Cultures (LALC) M.A. This outreach program will be invaluable to the success and growth of our graduate program. Coursework for this two year contract should begin in August 2019.

We are proud to say that we have added Kurdish language and culture classes to our offerings funded by a grant funded by the NEH for HSI Initiatives which was jointly received with TESOL and BLBC. We offered these classes (Kurmanji dialect) for the first time in Summer 2019. We also added Persian language classes funded through the Mossadegh Initiative for the first time in Fall 2018.

Finally, WLC has begun working with the English department to offer a minor in bilingual creative writing. This minor would serve the bilingual Spanish-English students and allow them to focus on developing their writing skills in both languages. WLC already has one creative writing course in Spanish, SPAN 310, which has been very successful, and is coded as an elective course for the English minor in creative writing, however, an entire minor program specially designed for the bilingual student would strengthen both programs.

II. Program Plan

A. Long term goals

WLC is working to revise its course offerings in Spanish to meet the changing needs of our students, the workforce and improve the skillset of those students enrolled in our classes. We have begun to modify our curriculum to offer the students choices for specialization including: community leadership, translation and linguistics, literary and cultural studies, and bilingual creative writing. We are researching the possibility of incorporating internships into our coursework. We are also planning to incorporate Yucatec Maya language courses in our curriculum.

B. Projected needs

1. Faculty

In order to realize our long term goals, it is necessary for WLC to have another tenure track hire in Translation Studies and creative writing. This is a growing field and would position NEIU and its graduates to more successfully integrate in a global society. Additionally, additional coursework in translation and creative writing would serve the surrounding community.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

West, Sarah. Hyland, Steven, host. "Mayan Studies Today with Sarah West and Sarah Williams." *Historias*, 11 Aug 2019. Southeastern Council of Latin American Studies [SECOLAS].

2. Articles and Abstracts, Local Exhibitions or Performances:

West, Sarah. "Yucateco Pirate Novels and the Discursive Mayan Rebel in the Nineteenth-Century Criollo Imaginary." *Revista de Estudios Hispánicos*. Washington University, St. Louis, 2019.

3. Conference Presentations, Group Shows

Bisbey, Brandon. "Who gets to be a junky? Carlos Velázquez and the Appropriation of Addicted Subjectivity from the Global South." XXV Annual Juan Bruce-Novoa Mexican Studies Conference. Irvine, CA. May 2-4, 2019.

Bisbey, Brandon, organizer and moderator. “Drugs in the Western Hemisphere: Reading and Teaching Cultural Portrayals of Addiction.” 134th Annual Modern Language Association Convention. Chicago. January 3-6, 2019.

West, Sarah. “Literary Visions of the Caste War in Eligio Ancona’s *La Mestiza* (1861).” Southeastern Council of Latin American Studies. Oaxaca, Mexico. March 27-30, 2019.

West, Sarah. “The Voices of Yucatán’s Caste War Rebels: a Literary Perspective.” Southeastern Council of Latin American Studies. Oaxaca, Mexico. March 27-30, 2019.

4. Funded grants

Cloonan Cortez de Andersen, Denise (co-director) and Jeanine Ntahirageza (co-director). NEH for HIS Initiatives. Kurdish Studies Institute and International Conference. December 2018 \$100,000.

Cloonan Cortez de Andersen, Denise (co-director) and Jeanine Ntahirageza (co-director). STARTALK Combination Program: Arabic Children’s Language Program and Arabic Language Teacher Training Program. March 2019, \$97,500.

5. Service

Cloonan Cortez de Andersen, Denise. Editorial Review Board Member. [The Linguistics Journal](#).

Cloonan Cortez de Andersen, Denise. Assistant Sponsor of the Illinois Zeta Chapter, Alpha Chi Honor Society.

Hernández, Jeanette. Performed the convocation/welcome at Sigma Delta Pi National Spanish Honor Society Induction Ceremony, April 11, 2019

Hernández, Jeanette. Member, Peace and Justice Ministry, St. Pascal's Church

Hernández, Jeanette. Moderator, Right to Work is Wrong for Illinois (a pro-union Facebook page for Illinois workers).

6. Awards

Cloonan Cortez de Andersen, Denise. Recipient. The 2018 Council of Educators in Polonia Award.

Hernández, Jeanette. Recipient. **2019 Employee Excellence Award** at recognition ceremony June 24, 2019 in President's Boardroom.

B. Student Achievements
Undergraduate:

Sigma Delta Pi (National Spanish Honor Society) Inductees (13 total)

Fabiola Berra
Erika Blas
Jazmín Calvillo
María Fuentes
Fred Huerta
Juan Pablo López
Frida Medina
María Natarén
Gabriela Pérez
Joshua Ruane
Vanessa Ruiz
Perla Sonora
Marion Téllez

Scholarships

Alvarez, Juan Pablo, Calixto Masó Scholarship, \$2200
Alvarez, Juan Pablo Arturo Nájera Mexican-American Scholarship, \$700
Argos Adolphus, Evonni, Jewel Berlinger Scholarship, \$1350

Graduate:

Recipient of Graduate Assistantship in WLC for LALC Master's Program

Anaya, Vianny