



# College of Arts & Sciences

## 2016-2017 Annual Report

Department Reports



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**COLLEGE OF ARTS AND  
SCIENCES**

**ANNUAL REPORT**

**2016-2017**

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\*Unable to be included.

# COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT

## **Executive Summary**

The College of Arts and Sciences plays a significant role at the University through its advancement, support and execution of College and University-wide initiatives that ensure student success from recruitment to graduation and beyond. The CAS promotes academic success through its promotion of high impact pedagogical practices and disciplinary best practices, including ongoing assessment. The College also actively engages in community partnerships with local organizations, schools and universities. These partnerships positively impact the surrounding community, region and world. Our graduates engage in the larger community, not only as life-long learners, but as life-long change makers.

The CAS serves all undergraduate students at Northeastern, housing the General Education-Distributive Learning Program, offering developmental education programs, as well as offering 26 majors and 48 minors across the Fine Arts, Humanities, Natural Sciences, Social/Behavioral Sciences, Mathematics and Professional Studies areas. The CAS also serves graduate students in 16 disciplines and certificate programs.

Our faculty and staff continue to provide an exceptional environment for teaching, learning and scholarship. In 2017, the College of Arts and Sciences conferred a total of 1110 degrees. The CAS continues to generate the most credit hours in the University, offering 66,060 of the total 88,886 credit hours, or approximately 74% of the total credit hours generated in Fall 2016.

The College of Arts and Sciences had yet another very productive year. The year began with two of our CAS students selected to attend the RNC and DNC conventions in August. Fall 2016 saw the launch of the new MSW program just as the Social Work program celebrated its 30<sup>th</sup> anniversary, and the opening of the Math Community Center, which supports student success, on the third floor of the Bernard Brommel Hall. Faculty scholarship was high in 2016-2017, with CAS faculty publishing over 200 articles or abstracts, books or book chapters. The Bernard Brommel Distinguished Research Professor Award went to CAS faculty Tony Adams (CMT) and the 2016 Audrey Reynolds Distinguished Teaching Award to CAS faculty Ana Fraiman (Chemistry).

Cindy Voisine, Biology, was awarded a Fulbright Scholars award to conduct research in Germany in Fall 2016, and Christina Bueno, History, received a National Endowment of Humanities award to work on research in Summer 2017. CAS faculty were awarded major grants such as the National Science Foundation STEM+C award (Rachel Adler, Computer Science; Joseph Hibdon, Math; Jennifer Slate, Biology; Sudha Srinivas, Physics with GCOE faculty), NSF grant Robert Noyes (Joel Olfelt, Biology; Matt Graham, Math; with GCOE faculty), and a Google grant (Computer Science student team mentored by faculty Rachel Trana, Computer Science).

CAS students were active and engaged participants at the 8<sup>th</sup> annual Student Center for Science Engagement (SCSE) Research Symposium in Fall 2016 and at the 25<sup>th</sup> Annual NEIU Student Research and Creative Activities Symposium in Spring 2017. CAS faculty also played a significant role as organizers and participants in the NEIU 8<sup>th</sup> Annual Faculty Research Symposium in November 2016. In addition, NEIU hosted two international conferences in Spring 2017 – The 7<sup>th</sup> Annual International Conference on Risk Analysis (ICRA7) in May 2017, and the Peer Led Team Learning International Society (PLTLIS) Conference in June 2017.

Now in its third year, is the English & Math Enrichment, Readiness, and Growth Experience (EMERGE) Summer Program. This free program continues to support incoming freshmen in gaining the skills needed to successfully place into English 101 and into higher levels of Math for their first fall semester. Of the 34 students who completed the EMERGE English Program, coordinated by John Armour, 79% of the students placed into college-level coursework for Fall 2016. For the EMERGE Math Program, coordinated by Sarah Cordell, Katherine Bird, Joseph Hibdon, and Stevan Ranney, 84 students participated and 80 retook the math placement test. The scores of 64% of students who retook the math placement test advanced them at least one level in Math, 34% at least two levels, and 9% at least three levels. On average, students advanced 1.06 levels in Math.

We welcomed twelve new faculty members in Fall 2016: Katie Duffy (Art), Sarah (Watkins) Fabian (Communication, Media and Theatre), Stacy Goguen (Philosophy), Matthew Graham (Math), Orin Harris (Physics), Casey Holtschneider (Social Work), Nabil Kahouadji (Math), Ulugbek Nurmukhamedov (Teaching English as a Second Language, English Language Program), Alex Peimer (Geography & Environmental Studies), Katherine Petersen (Music), and Rachel Trana (Computer Science).

In the area of promotion and tenure, three CAS faculty members were promoted to full professor: Christina Ciecierski (Economics), Lesa Davis (Anthropology), Chielozona Eze (English). In addition, 6 CAS faculty were promoted to associate professor and granted tenure: Wilfredo Alvarez (Communication, Media and Theatre), Brandon Bisbey (World Languages and Cultures), Francisco Iacobelli (Computer Science), Brooke Johnson (Sociology), Shayne Pepper (Communication, Media and Theatre), and Joshua Salzmann (History). Three faculty from the College of Arts and Sciences were among the December 2016 Chair Meritorious Award Recipients: Jade Stanley (Social Work), Saba Ayman-Nolley (Psychology), and Shayne Cofer (Music). Nanette Potee was awarded emeritus status in 2017 and was honored at the May 2017 Commencement.

Fourteen of our CAS faculty received a Faculty Excellence Award for the 2016-2017 academic year. In the area of Service: Timothy Barnett (English); in the area of Teaching/Primary Duties: William Adler (Political Science), Elyse Bolterstein (Biology), Nabil Kahouadji (Mathematics), Tracy Luedke (Anthropology), Rachel Trana (Computer Science), Shan Wang (Mathematics); and in the area of Research/Creative Activities: Rachel Adler (Computer Science), Christina Bueno (History), Chielozona Eze (English), Sarah Fabian (Communication, Media and Theatre), Adam Messinger (Justice Studies), Masami Takahashi (Psychology), and Zhonggang Zeng (Mathematics).

We would like to recognize the achievements of several CAS instructors who received NEIU Instructor/Academic Support Professional/Academic Resource Professional Excellence Awards: Olivia Cronk (English), Nikolas Hoel (History), Cheryl Park (Biology), Freddy Ann Porps (Computer Science) and Robert Ritsema (Communication, Media and Theatre), and Daniel Wirth (Communication, Media and Theatre). In addition, Kip D. Conwell (Biology) was one of the recipients of the Administrative & Professional/Civil Service Annual Employee Excellence Awards.

The success of the College of Arts and Sciences is due to our dedicated and talented faculty and staff who make it possible for the CAS to offer a rich learning experience and abundant opportunities for intellectual discovery, within an inclusive environment that helps students develop their individual worldview, and acquire social and cultural awareness.

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

# AFRICAN/AFRICAN AMERICAN STUDIES

**Annual Report 2016-2017**

**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.

## COUSES OFFERED 2016/2017 FOR AFRICAN & AFRICAN AMERICAN STUDIES MINORS

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

AFRICAN & AFRICAN AMERICAN STUDIES 1 200 Intro. To African & African American Studies  
AFAM 301 Foundations of Africans Civilizations  
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

### Faculty Recognition

Chielozone Eze - Book – **Ethics and Human Rights in Anglophone Women's Literature** – Feminist Empathy. New York: Palgrave MacMillan

### Highlights of 2016/2017

During the academic year 2016/2017, AFAM continued to make programmatic developments and organizational strides. Some of these achievements include:

1. Co-sponsored - A Public Health Approach to Police Violence
2. Co-sponsored and participated in NEIU's Tribute to the Legacy of Rev. Dr. Martin Luther King, Jr. – Featured Speaker Tamika Mallory
3. Assisted the Black Heritage Committee in planning and implementing the Black Heritage Awards.
4. Co-sponsored and participated in the fourth annual Black Women's Leadership Summit.
5. Faculty participated in the NEIU's Day of Reflection on Mass Incarceration (*Brought to you by the Justice Studies Club and FIST (Formerly Incarcerated Students) Standing Together*)

6. Co- **facilitated NEIU's shuttle program.**
7. Co-sponsored and participated in Healing/Moving Forward A Critical Post Election Dialogue
8. Co-sponsored Fall Faculty Social
9. Co-facilitated – AFAM, Committee for Black Student Success, Black Faculty and Staff and University Executive Team meeting concerning:
  - 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. Physical Space
  - g. Assessment and data
  - h. Black Administrators and Faculty
10. Co-facilitated, partnership with Rutgers University, New Jersey
11. Co-facilitate and participate on the Committee for Black Student Success – Serving African/African American and African Diasporic students
12. Co-implemented and co-sponsored the Fourth Annual Genocide Research **Symposium titled: “Human Rights and Genocide in Africa and the Diaspora”**
13. AFAM implemented its thirteenth 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.
14. Participated as committee members for NEIU Forward 150 initiative
15. Participated in Caruthers Center for Inner City Studies 50th anniversary celebration

Northwestern University-NEIU collaboration has been strengthened by Northwestern University support for our African Summer Institute for Teachers through their Title VI grant. The summer institute receives funding of approximately \$2500 for each of the summers of 2015 through 2018. This funding will facilitate the participation of Northwestern University faculty members in the institute.

Collaborations with the Pedroso Center, Project Success, student organizations, Black Faculty and Staff Committee, Committee for Black Student Success and the Black Heritage Committee have blossomed, as well as an increase in AFAM minors. However, during the 2016 -2017 academic year these efforts became hampered by the loss of two faculty members, the loss of administrative/professional employees, and civil service reassignment.

## AFAM Program Goals and Student Learning Outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

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

## **II. Program Plan**

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

The AFAM program goals and learning outcomes are:

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Faculty:** AFAM does not have a dedicated tenure-track position in its budget. However, AFAM needs to have a MOO line in the CAS budget for part-time instructors to teach AFAM courses that are not covered by core faculty members.
- **Office Space:** AFAM is currently sharing office space with the Women Studies Program and the Latino and Latin American Studies Program in the Sociology Department. It will be ideal for these three programs to have a conference room for the coordinators to have meetings and for our students to come together to work on mutual projects.

- **Secretarial and Student Help:** The AFAM, WSP, and LLAS Programs together have one part-time administrative assistant.

### **C. Ongoing Program Recommendations**

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

# I. Curriculum Map

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
<b>1. Intellectual and Practical Skills</b>			AFAM 109	AFAM 200	AFAM 301	AFAM 302	AFAM 303	EDFN 411B
1.1 Inquiry, analysis and evaluation	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.2 Critical and creative thinking	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.3 Written and oral communication proficiency	1, 2, 3	1.1, 1.3, 2.1, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.4 Original design and artistic performance	3	3.1, 3.2						X
1.5 Quantitative literacy								
1.6 Information literacy and research skills	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	X	X	X	X	X	X
1.7 Technological fluency								
1.8 Teamwork and problem solving								
<b>2. Immersion into Disciplines and Fields of Study</b>								
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1, 2, 3	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
<b>3. Learning within the Framework and Resources of NEIU</b>								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and	3	3.1, 3.2, 3.3	X				X	X
3.2 Engagement at the personal and community level	3	3.1, 3.2, 3.3	X				X	X
3.3 Application of local and global civic knowledge	1, 2, 3	1.3, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	X	X	X	X	X	X

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
			AFAM 109	AFAM 200	AFAM 301	AFAM 302	AFAM 303	EDFN 411B
<b>1. Intellectual and Practical Skills</b>								
1.1 Inquiry, analysis and evaluation	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.2 Critical and creative thinking	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.3 Written and oral communication proficiency	1, 2, 3	1.1, 1.3, 2.1, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.4 Original design and artistic performance	3	3.1, 3.2						X
1.5 Quantitative literacy								
1.6 Information literacy and research skills	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	X	X	X	X	X	X
1.7 Technological fluency								
1.8 Teamwork and problem solving								
<b>2. Immersion into Disciplines and Fields of Study</b>								
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1, 2, 3	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
<b>3. Learning within the Framework and Resources of NEIU</b>								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and	3	3.1, 3.2, 3.3	X				X	X
3.2 Engagement at the personal and community level	3	3.1, 3.2, 3.3	X				X	X
3.3 Application of local and global civic knowledge	1, 2, 3	1.3, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	X	X	X	X	X	X

# ANTHROPOLOGY

## **Annual Report 2016-2017**

### **Submitted by Russell Zanca, Professor**

#### **I. Executive Summary**

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

This year there were four tenure line Anthropology faculty, one full time instructor, and one part time instructor.

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

For 2016-2017 we spent much of the year continuing to implement our five-year plan.

Pertaining to our five-year plan, we have continued working on four primary areas for growth and development: Recruitment, Retention, Curriculum, and Facilities and Resources, and we expanded course offerings (topically and online), while continuing cooperative outreach to other NEIU departments with which we share interests, and organizing events on campus, such as the College of Business and Management.

During 2016-2017, we introduced two online courses, and a new main campus course for majors—**ANTH 300/”Writing Anthropology.” ANTH 300 helps our majors develop their academic writing skills.** We also designed a new FYE course that is a variation on our **”Introduction to Cultural Anthropology.”**

An enduring challenges facing anthropology is the limited number of full-time faculty in the program. Full-time faculty members Luedke and Hageman maintain their coordinator positions in the Global Studies and University Honors programs, respectively.

We worked on outreach and recruitment to area community colleges and four-year institutions.

In terms of broadening the appeal of anthropology and our own profile on campus, we planned a speaker series to bring professionals to NEIU, appealing to a wide range of NEIU students.

Among our faculty accomplishments this year were: 1 book chapter, 1 journal article, 2 conference presentations, and 1 invited presentation. Anthropology faculty also served state and national organizations as treasurer, division chair, and executive editor.

## **II. Program Plan**

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

Articulate based on University priorities

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**

#### **(These remain from 2015-2016)**

1. Faculty: Archaeologist with expertise in historical archaeology, urban archaeology, or similar;
2. Renovations for the Anthropology Lab including separated work spaces, plumbing, ventilation

### **III. Accomplishments**

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

##### **1. Book Chapters, Regional Exhibitions or Performances:**

Zanca, Russell 2017. Government, Cotton Farms, and Labor Migration from Uzbekistan. In *Constructing the Uzbek State: Narratives of Post-Soviet Years*, edited by Marlene Laruelle, pp. 87-96. Lexington Books, Lanham, Maryland.

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

Zanca, Russell. "The Nexus of Cuisine and Social Life among Rural Uzbeks of the Ferghana Valley ." *Centre for Anthropological Studies on Central Asia II: Food and Identity in Central Asia*, 2017, pp. 71-92

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

Hageman, Jon B. (and David J. Goldstein): From Quelites to Crop Indices: Thinking Through Maya Chenopods. Paper presented at the 82<sup>nd</sup> Annual Meeting of the Society for American Archaeology, Vancouver, BC. 2017

**Tracy Luedke: "Body Politic: Mobilizing Affliction in Mozambique," Annual Meeting of the American Anthropological Association, Minneapolis, MN, November 2016**

**Russell Zanca: "Central Asia's Diverging National Paths After Communism," Invited Talk at the Center for International Studies-Albuquerque International Association, Albuquerque, NM, June 2, 2017**

##### **4. Funded grants**

Tracy Luedke: Co-leader of the Research Education Core of the Chicago Cancer Health Equity Collaborative (Chicago CHEC), U54 (funded by the National Cancer Institute in Fall 2015 for five year period), the partnership includes NEIU, Northwestern, UIC

##### **5. Service**

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

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

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

Russell Zanca: University of Chicago, *Committee on Central Eurasian Studies*, Treasurer. 2016-2017.

## **B. Student Achievements**

1. Bethany Arthion works as a research analyst for IBM
2. Eliot Monaco continues his doctoral studies in primatology at SUNY Stony Brook
3. Antonio Villasenor-Marchal is pursuing an MFA in Fashion Design at the School of the Art Institute of Chicago
4. Rachel Martiniak finished her M.A. in Anthropology at NIU and just started her career as a course prep specialist at the Center for Innovation in Teaching and Learning, University of Illinois –Urbana-Champaign
5. Jes Farnum finished his MA in historic preservation at the School of the Art Institute of Chicago and is now working as an architectural historian at [RESCOM Environmental Corp](#)
6. Katie Cera continues to do contract archaeology in California and other western states.
7. Russell Moskal has taken a research assistant position at Midwestern University Anatomy Department.
8. Ayla Amadio works for the Center for Archaeological Investigations at SIUC.

# ART

## **Annual Report 2016-2017**

**Submitted by Kim Ambriz**

### **I. Executive Summary**

The Art Department continues to provide a comprehensive liberal arts degree in Art, with concentrations in Studio Art, Art History and Art Education, and has added a professional degree in the applied field of Graphic Design. 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 visit).

Despite the difficult time and negative impact of the budget crisis on the university in FY17, the students and faculty of the Art Department have remained positive and have continued to move forward. In FY16, the department hosted a **NASAD (National Association of Schools of Art and Design) Accreditation** team to renew our accreditation. Our final response report based on the visit was submitted to NASAD in March 2017 and the university received a renewal of full NASAD accreditation in May 2017. After our new program, the **Bachelor of Fine Arts in Graphic Design**, was approved at the university and state levels, we submitted a substantial report, the Plan Approval for Final Listing, to NASAD. This approval was needed before we advertised or enrolled students to the program. Our plan for the BFA was also approved in May 2017 and we were able to begin signing up pre-majors to the program. The BFA is a professional degree with requirements that students must meet before admittance to the program. We currently have four students admitted to the program and around eight to ten pre-majors and once we have three graduates, we will be able to apply to add the BFA to our full accreditation. The department is confident that this degree will strengthen our offerings and attract more students to NEIU. The department welcomed **Assistant Professor Katie Duffy** in Fall 2016 and she immediately started the transformation of our **Art and Technology** offerings in the department. During her first year she started to revitalize and update the area and students are slowly starting to take courses that have been infused with curriculum updates. Her expertise in the area of Art & Technology and the inevitable growth in this discipline in the department have potential to connect disparate studio areas as well as other disciplines in the college.

The department was again involved in the planning and implementation of the **Annual Art in Response to Violence Conference** in October. The Art Department worked with Psychology and Special Education to coordinate exhibitions in various department galleries as well as workshops in the studios. Students and faculty continued to be active in a variety of community events during the 2016-2017 academic year. Our students, alumni and faculty produced independent exhibitions, and current students mounted capstone senior exhibitions and had work showcased in the annual juried student show.

In order to offset the negative atmosphere, and faculty and student anxiety, around the budget crisis, furloughs, layoffs and the future of NEIU, the department focused energy on more 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 Disney Magnet II High School Art College Fair, the Harold Washington College Art and Architecture Transfer Fair, the Marwen College Night, the Illinois High School Art Exhibition College Fair in Bridgeport and the Performing Arts High School College Fair at Larkin High School in Elgin.
- Along with the NEIU open houses, the department participated in the Black History Month high school recruitment event organized by Alice Pennemon. Art and Technology Professor Katie Duffy and student Martin Lopez created custom software that captured live feed video of students who interacted with on-site computers. The footage was analyzed for movement triggers (example: raising you hands above your head will create a triangle) so each user generated a unique composition based on the moves they performed in front of the camera. The code for the composition was sent to a digital drawing machine and the student then was able to take the composition.
- The department also hosted Marwen, a non-profit organization that provides free visual arts classes to under-served Chicago youth, to campus and took part in the Amundsen High School Campus Visit to NEIU, both in the spring semester. We hosted two breakout sessions/ hands on workshops for Amundsen students. The first session introduced students to the Art and Technology area in the department where new faculty member Katie Duffy had students “break the internet” by working with code to disrupt and reconfigure existing websites (in appearance only – no actual hacking involved). The second session focused on art history and students were taught use Maya glyphs to write their names as well as make khipus (knots that recorded memories and related dates).
- Our department enrolls a large number of transfer students and this year, we decided to hold a community college exhibition in the Fine Arts Center Gallery while it was between exhibitions. The exhibition was juried, 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. We plan to continue this activity every year in order to bring attention of potential transfer students to our programs and well-rounded facilities.

## **2016-2017 Academic Year Gallery Season Summary**

During the 2016-2017 academic year, the Fine Arts Center Gallery had seven exhibitions and a sale of student work in eleven months (August 2016-July 2017). This summary will focus on the programming and exhibitions of the last academic year and the continued goals of the gallery. All exhibitions (with the exception of the student sale and student exhibition) included a gallery talk and/or workshop given by the exhibiting

artist(s). The university hosted receptions for all exhibitions in conjunction with the Jewel Box concerts on Friday evenings with the goal of expanding the audience for visual arts on campus. 12, 540 visitors came to the gallery during the fall 2016-summer 2017 (through July) gallery season.

Last year, in addition to expanding outreach both on and off campus, the gallery committee decided the following as its goals:

- continued collaboration with other departments
- increase participation and involvement of Art department faculty
- increased participation with Art Alumnae
- a dedicated juried Art Alumni exhibition during NEIU Weekend
- highlight new technology used in artistic practices
- continued free and public lectures and workshops with visiting artists on campus.

We have made exceptional progress towards these goals as is outlined in the following description of exhibitions as well as future exhibition planning.

The fall semester began with a show titled ***Portable Museums and Other Kinds***, which included new work by the artist and educator **Jeffrey Abt**. Abt is a Professor in the James Pearson Duffy Department of Art and Art History at Wayne State University. **Abt's exhibition consisted of pristinely crafted miniature galleries in the form of portable "carry on" luggage to comment on the transient nature of visual art exhibitions.** Abt's artwork integrates several art disciplines including drawing, painting, sculpture, installation, and museum and gallery professions.

**The NEIU Fine Arts Center Gallery was included in the citywide "Artist's Month" hosted by Chicago's Department of Cultural Affairs. As a part of our efforts to increase Art Alumnae participation, the exhibition committee selected two NEIU art graduates for a two-person exhibition during this month. *The Trace of an Echo* combined the work of Millicent Kennedy and Rachelle Hill.** As a part of this exhibition, Hill and Kennedy collaborated to create a large-scale, screen-printed book installation which combined their individual experience and memory of places encountered in their daily lives. **This exhibition was selected by The Visualist's "Bad at Sports" Chicago art review as the top 5 places to view art during the month of October.**

Art and Technology faculty member Katie Duffy was welcomed to the department with a reception held in conjunction with an exhibition of artwork by **Tyler Bohm** titled ***The Future is Behind Us***. Bohm's work merges the future and the past by using current technologies such as digitally created laser cut works, which are then painted and hand assembled often with a nod to traditional framing practices. While seen through a sci-fi lens his subject matter evokes a sense of nostalgia and a bit of ambivalence towards leaving the past behind.

At the end of the fall semester, the gallery hosted its annual ***Student Art Sale***. Due to the past success and high quality of work for sale, the gallery held the sale for 5, rather than the previous 3, days. 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 and influence on campus.

The spring 2016 gallery calendar of exhibitions opened with the ***Biennial Art Faculty Exhibition*** which consisted of work in all media by the NEIU Art Department's full and part-time faculty. As a means to increase faculty involvement, each exhibiting artist was invited to give a talk in the gallery about their work. The highly attended series of talks were provided on multiple dates throughout the course of the exhibition. The show that followed featured the work of well known Chicago designer, **Chad Kouri** whose work bridges the gap between fine and commercial art and addresses current issues of visual literacy and semiotics. Through mediums that range from digital graphics to printmaking, collage and painting, Kouri's work acts as an investigation of how we choose to construct the world around us and what those choices mean. Graphic design professor, Vida Sacic, donated her time to write an essay about Kouri's work which was included in a publication by her design. 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.

The summer exhibition titled ***Waste Not, Want Not*** was a group show of artists whose work utilizes the waste products of our consumptive culture. The artists were selected by the gallery exhibition committee and included **Mary Ellen Croteau, Rita Grendze, Cydney Lewis, and Jordan Scott**. 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**

- Update studio areas in response to contemporary trends in disciplines
- Incorporate a Fabrication/ Make Space into the department
- Recruitment for all areas with a focus on the BFA in Graphic Design
- Successfully launch new BFA in Graphic Design
- Add BFA in Graphic Design to our accreditation
- Provide updated technology and equipment to areas that need to remain current in the field
- Fully integrate new assessment practices (TK20) to use in program assessment

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

### **1. Faculty**

#### **Graphic Design**

As the BFA in Graphic Design grows, we anticipate adding a FT/TT faculty member in order to be able to successfully run such a program. In the initial program proposal, we projected the need for a FT/TT faculty member by year three of the program. We have so far hired two adjuncts to teach courses in the BFA curriculum and students will benefit from working with professionals in the field. While hiring instructors who both teach and work in the applied field will have a benefit on the program and keep course content connected to a world outside of academia, we do anticipate growth that will demand a FT/TT faculty member.

#### **Ceramics and Painting & Drawing**

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

### **2. Equipment and Space**

#### **Art and Technology: Make Space/ Fabrication Lab**

The department yet again has to reinvent a space in the department to accommodate a new studio. While we are uncertain at this point about how to go about a task such as housing a fabrication lab/ make space, it is apparent that our new faculty member needs more space and more equipment to adequately introduce concepts and have students produce strong work. The current space (a former office for instructors) is much too small to house our 3D printers, laser cutter, digital cutters and related computers. The space also does not lend itself to expansion and the addition of equipment.

#### **Digital Photo Lab**

The department has continued its work on the conversion of one of the darkrooms in the photography area for many semesters now. We are aware that any new delegation of space is not foreseeable, so we still reinvent space in the department. Our goal to have a functioning lab for Fall 2017 did not happen and any work that was initiated to get it there was cut short by the budget crisis. We plan to continue to work on the space ourselves as well as request assistance from the college. We will keep pushing for technology upgrades in areas such as photography, where students need to be prepared for the job market upon graduation and this means being well-versed in industry standard tools.

### **Additional Design Lab**

The new program in graphic design will be able to operate in our current design lab, which is used for photography, graphic design and foundations courses, for the first few years but as the program grows we will need a second design lab. Even though we have reconfigured spaces in the past, we have reached the end of that prospect and will need to expand beyond the space we have now. More and more curriculum is (and has to) incorporating digital technologies. This is necessary to remain contemporary in the field and to better prepare students as they graduate. Not only do we run digital photography and graphic design courses out of our one design lab, we will now need to schedule Art and Technology courses in the same lab and leave room for foundations courses that also use the space as well as leave open studio time for students to work outside of class on their projects. This space is stretched to the limit and at the same time is operating with outdated equipment.

### **3. Technology Upgrades**

#### **Creative Cloud Suite**

The budget crisis stalled efforts and requests for 24 new machines and the Adobe CC for the department and now that the university has a budget, we will continue to request support with the same rationale from the last annual report:

The department is still in desperate need of a technology upgrade, especially now with the new BFA program about to start. The current software in our department lab is now close to four years out of date. We are currently running the outdated Adobe Creative Suite CS6 on our machines in the lab even though the Adobe Creative Cloud Suite was released in 2013 to replace it. This is a license that the university has supported thus far and we are requesting the same support for the update. The Creative Cloud is now standard software for use in Graphic Design, Digital Art and Photography. It is also used in our foundation courses (Color and Two Dimensional Design). In addition to updated versions of crucial design and art software (Photoshop, Illustrator, In Design, After Effects, etc.) this package includes brand new applications such as Adobe Portfolio and Adobe Experience Design, which will enable our students to develop interactive content. Additionally, Adobe Creative Cloud includes mobile apps that will allow our students to create content on the go, as well as Cloud storage. This is a necessary tool for the continued success and development of our students.

#### **Short-term goals for FY18:**

- **Art and Technology:** Continue to integrate and develop the new Art and Technology concentration into the studio art curriculum both as a stand-alone concentration as well as into all studio areas and foundations courses. Begin the process of putting together a more comprehensive studio for the art and technology fabrication lab. Install new equipment and begin to assess needs of the area in relation to the concentration as well as to the department overall. Solidify curriculum and propose new minor in **Interaction Design** in time to be included in the Fall 2018 catalog.
- Continue to review and propose curricular changes and new courses to better serve students and strengthen the program.

- Continue to review Studio Safety Plans and continue to revise and keep up-to-date individual area safety manuals.
- Increase enrollment via recruitment efforts by actively reaching out to all two-year institutions and area high schools.
- Continue recruitment efforts on and off campus
- Investigate new ways to foster community among art majors
- Introduce our new **Minor in Photography**
- Continue to improve advising in the department
- Improve alumni relations and better tracking of alumni

### **III. Accomplishments**

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

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

**Criner,** David

*The Works of David Criner*, The Cramer Home, Ann Arbor, Minneapolis, MN

**Duffy,** Katie

*Satellite Art Show*, Miami Art Week, Terrault Contemporary, Miami, FL

*Flesh and Bone II*, Hillyer Art Space, Washington, DC

*VOX XII*, Vox Populi, Philadelphia, PA

**Krueger,** Deanna

*Deanna Krueger: Shards*, Olympia Centre/737 North Michigan, Chicago, IL

*Art from the Heartland*, Indianapolis Art Center, Indianapolis, IN

**Mathews,** Nate

*Nuclear Policy*, Armstrong Gallery, McLean County Arts Center, Bloomington, IL

*Ersatz*, Visual Art Gallery, Governors State University, University Park, IL

**Porterfield,** Mary

*Morality Tales*, Firecat Projects, Chicago, IL

*Detroit Biennale*, Detroit Museum of New Art, Detroit, MI

*At River's Bend: Our Place on the Ohio*, Evansville Art Museum, Evansville, IN

**Award:**

Artist Residency and Award, Vermont Studio Center, Johnson, VT

**Sacic,** Vida

*Surface Now*, Hot Bed Press, Greater Manchester, United Kingdom

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

### **Ambriz, Kim**

*Supplies for Viable Living Catalog*, The Moving Crew Artist Collective, Florida State University Museum of Fine Arts, Tallahassee, FL

### **Carreño, Dubhe**

*This Quiet Dust Ceramics*, ART NOW: “Emerging Designers: Handmade Designer Maker” New York, NY

### **Criner, David**

*Parts and Pieces*, Roan and Black Contemporary, Saugatuck, MI

### **Duffy, Katie**

*Wave and Particle*, School 33, Baltimore, MD  
*WPA Art Night*, Hickock Cole Architects, Washington, DC

### **Kontos, Galatea**

*Halstead Design Competition*, Memento at Rhino Gallery, New Orleans, LA

### **Krueger, Deanna**

*Shards*, Judy Ferrara Gallery, Three Oaks, MI  
*Art from the Heartland*, Indianapolis Art Center, Indianapolis, IN  
*13th Regional Juried Exhibition*, Freeport Art Museum, Freeport, IL  
*Summer Group Exhibition*, River Gallery at Silver Maples, Chelsea, MI

#### **Award:**

Second Place Award, *13th Regional Juried Exhibition*, Freeport Art Museum

### **Mathews, Nate**

*Exchange*, Hound Dog Commons, Nashville, Tennessee  
*A Sense of Place*, Photo Place Gallery, Middlebury, VT  
*Power and Politics*, Filter Photo Space, Chicago, IL  
*The Circle Small Works Exhibit 2016*, Alex Ferrone Gallery, Cutchogue, NY

### **Porterfield, Mary**

*Landscape/Vision/Interpretation*, Robert Morris University, Chicago, IL  
*South Shore Salon Show*, South Shore Arts, Munster, IN  
*Rosie the Riveter*, Koehonline Museum of Art, Des Plaines, IL  
*Third Coast National*, K Space Contemporary, Corpus Christi, TX

#### **Award:**

Alexandra Gardner Riddle Memorial Award, *South Shore Salon Show*, South Shore Arts, Munster, IN

**Press/Reviews:**

Thorn, Bruce. "Morality Tales: Mary Porterfield and Kathy Weaver at Firecat Projects," *NeotericArt*, March 16, 2017.

<http://neotericart.com/2017/03/08/morality-tales-mary-porterfield-kathy-weaver-firecat-projects-bruce-thorn/>

Coorens, Elaine. "Porterfield and Weaver: Morality Tales at Firecat Projects," *OurUrbanTimes*, March 8, 2017. <http://oururbantimes.com/arts/proterfield-and-weaver-morality-tales-firecat-projects>

Syed, Mahjabeen. "Artist of the Week: Mary Porterfield," *Chicago-Woman Magazine*, January 23, 2017. <http://chicago-woman.com/profiles/artist-week-mary-porterfield/>

**Sacic**, Vida

*Correlation Matrix*, DeVos Art Museum, Marquette, MI (two-person exhibition)

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

**Carreño**, Dubhe

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

**Criner**, David

*One Inspired Evening*, Revel, Chicago, IL

*Faculty Biennial Exhibition*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

**Duffy**, Katie

*Faculty Biennial Exhibition*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

**Krueger**, Deanna

*Landscape/Vision/Interpretation*, State Street Gallery, Robert Morris University, Chicago, IL

*No Stomach For Cancers' Silent Art Auction/Show*, The Pfister Hotel, Milwaukee, WI

*Unpresidented: Art in Common Cause*, Space 900, Evanston, IL

**Mathews**, Nate

*Faculty Biennial Exhibition*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

*40th Annual Beverly Art Competition*, Beverly Art Center, Chicago, Illinois

*Art in Response to Violence Exhibition*, Ronald Williams Gallery, Northeastern Illinois University, Chicago, IL

*Vicinity*, Perspective Gallery, Evanston, IL

*Slideshow*, Roman Susan Gallery, Chicago, Illinois

**Porterfield, Mary**

**Award:**

Center Program for Professional Development, Hyde Park Art Center, Chicago, IL

**Sacic, Vida**

*Words Matter*, Arts on Elston Gallery, Chicago, IL

*Faculty Biennial Exhibition*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

**Xu, Shencheng**

*Faculty Biennial Exhibition*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

**Public Sculptures:**

*Wonderful Tonight*, The 15<sup>th</sup> Annual Chicago Sculpture Exhibit

*Fly in the Wind*, The 16<sup>th</sup> Annual Chicago Sculpture Exhibit

*Catch Up*, 6<sup>th</sup> Annual Oak Park Sculpture Walk

#### **4. Conference Presentations**

**Sacic, Vida**

Panelist, “Unconventional Conventional: Letterpress Printing in Design Education,” UCDA Design Education Summit, Kutztown University of Pennsylvania, Kutztown, PA

#### **6. Service**

**Kontos, Galatea**

Conference Planning Committee: Society of North American Goldsmiths

**Mathews, Nate**

Juror, Elgin Community College Photography Department *Big Print Exhibition*

Juror, RJ O’Brien & Associates photography contest

Illinois Higher Education Art Association Board of Officers

**Xu, Shencheng**

Curator, *Chinese Contemporary Lacquer Art Exhibition*, Fine Arts Center Gallery, Northeastern Illinois University, Chicago, IL

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

##### **Art Department Student Merit Awards**

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

**Recipients:**

Best in Show:	<b>Geovani Galvez</b>
Best 2D:	<b>Veronica Cerda</b>
Best 3D:	<b>James Welch</b>
Honorable Mention:	<b>Maria Lendsey</b>
Honorable Mention:	<b>Eric Cortez</b>
Honorable Mention:	<b>Jennifer Kling</b>
Winner of Gallery Poster Competition:	<b>Meghan Ewald</b>

### **Art Department Fritzman-Hallberg Award**

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

**Award:** Monetary

**Recipient:** Alec Thorsen

### **C. Alumni News**

#### ***Graduate School***

**Brigid Gardner (BA '15)** is currently in the MA program in Art History at Wayne State University.

**Noah Hanna (BA '14)** is currently in the MA program in Art History at the University of Edinburgh, Scotland.

**Eloise Heinrich (BA '16)** is currently in the MFA program for Ceramics at the Cranbrook Academy of Art.

**Victoria Hepburn (BA '14)** completed the M.A. program in art history at Case Western Reserve University in Cleveland in May 2016 and will begin the Ph.D. program in art history at Yale University in Fall 2017.

**Samuel Hernandez (BA '15)** is currently in the MA program in Public History at Loyola University.

**Rachelle Hill (BA '14)** is currently in the MFA program in Printmaking at Northern Illinois University and received a competitive university-wide graduate fellowship for her final year of study.

**Seniha Ibrahimova (BA '14)** received an MA in Art History from the University of Illinois-Chicago.

**Shannon Keck (BA '14)** was accepted to the MA in Arts Administration program at Columbia College.

**Millicent Kennedy (BA '14)** is in her final year in the MFA program in Printmaking at Northern Illinois University.

**Daniella Martinez (BA '14)** received her MA in Education at the School of the Art Institute of Chicago.

**Rebby Montalvo (BA '14)** recently earned her MFA in Video and Digital Art from the School of the Art Institute of Chicago.

**Crystal Nelson (BA '13)** completed her MFA at the University of the Arts in Philadelphia, PA.

**Brandon Sherrod (BA '15)** is currently an MFA candidate in Visual Arts Program at University of Chicago.

***In other alumni news:***

**Farrah Curescu (BA '16 – Art Education, K-12)** is teaching full time at Armour Elementary in Bridgeport.

**Lisa Stefaniak (BA '13)**, continues to curate exhibitions at Gallery Oh!, located in the Pilsen Arts District, where she works as a gallery assistant.

***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

**Damian Loma (BA '16):** Presentation/Graphic Specialist, Williams Lea Tag - Goldman Sachs

**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 2016-2017

Submitted by **John M. Kasmer**

### I. Executive Summary

I am again pleased to report that the Department of Biology remains productive and healthy (or as healthy as can be expected given the current fiscal situation of the state), that we continue to serve our students well, and that we continue to both make progress toward our goals and to set new goals (all despite the current fiscal situation of the state).

Our faculty and staff members continue to be recognized for professional excellence. We congratulate Drs. **Slate** and (instructor) **Park**, who were awarded a sabbatical and an educational leave (respectively) in the upcoming academic year. In addition, we have continued a long tradition of having faculty and instructors being recognized with excellence awards: when awards were announced for the 2014-2015 academic year, Dr. **Park** received an Instructor Excellence Award, Drs. **Bolterstein** and **Voisine** received Faculty Excellence Awards for Teaching, and Dr. **Orlofske** received a Faculty Excellence Awards for Research. In addition, Dr. **Schirmer** received a Summer 2017 Research Project Stipend, and in fall 2016 Dr. **Voisine** conducted research and taught a short course in Heidelberg, Germany while being supported by a Fulbright Research Fellowship. In addition, Mr. **Conwell** (Lab Manager) was one of three recipients of the Administrative & Professional/Civil Service Annual Employee Excellence Awards (in March 2017); it is rewarding to see not only our faculty, but our staff (who provide the support without which we would not be able to function in the classroom and labs) be recognized for their good work.

In terms of research and grant-supported activities, the NIH-MARC program (Co-PIs Church (Psych), **Stojković** and Hibdon (Math)) graduated its second cohort of MARC scholars, and sponsored seminars from a distinguished group of scientists, including Dr. Julian Hillyer (Vanderbilt University), Dr. Yaihara Fortis-Santiago (Director of Science Alliance at The New York Academy of Sciences), Dr. Clifford Tabin (Department of Genetics at the Harvard Medical School), and Dr. Victor Faundez (Department of Genetics and Director of Graduate Studies Neuroscience Program at Emory University). Having the support to bring such a diverse set of renowned scholars to our campus and interact with our students is a terrific opportunity for our students and our faculty.

Finally, faculty members and students in the department have also been selected to serve as the public face of the university, and have collaborated with colleagues at a variety of local, national and international institutions. Dr. Matt von Konrat at the Field Museum writes about the “*Microplants part of Field Museum exhibit on collections: the MicroPlants Citizen Science project that NEIU has had a very deep involvement with will be part of a forthcoming exhibit on Specimens. Exhibits has developed a huge*

*touchscreen and worked with Zooniverse developing a new version designed for touchscreen. NEIU has been a HUGE partner in this effort. The acknowledgements will be small, but nonetheless acknowledged.” In addition, we have been featured multiple times in the “Noteworthy at NEIU” weekly newsletter, including articles on: Anthony Smith (a student); Stojkovic and students (who were featured in the cover article of Argonne Labs magazine, *Argonne Now*, full article at <https://www.anl.gov/articles/all-nighters-science>); Geddes (who was featured in a video about Arbor Day 2017); Environmental Science majors who are doing research with Geddes (and who received travel awards and a Best Student Poster Presentation (Kayla Martinez-Soto) at Wisconsin Wetlands Association Annual Meeting in March 2017); Stojkovic again (this time delivering her Bernard J. Brommel Distinguished Research Professor talk on 29 Nov 2016, and her visit to SACLA in Japan with three NEIU students in Dec 2016 as part of an international collaborative project and meeting research groups from Sweden, Finland, Germany and the University of Wisconsin-Milwaukee); attendance of faculty and students at the annual meeting of ABRCMS; and a visit to Gensburg-Markham Prairie from our General Ecology classes.*

**Student enrollment and student successes:** Overall undergraduate enrollment declined rather dramatically, with a total of 362 majors (compared to 432 last year) and 30 graduate students (slightly down from 32 last year). Note, however, that at least some of the decline in undergraduate students is likely due to the fact that we graduated another near-high number of undergraduates (90, down only slightly from the 97 degrees awarded last year), but the majority of the decline is most certainly due to the negative impact on university-wide enrollment of the continuing state budget impasse.

Students have continued to be extraordinarily active in conducting research with faculty both here at NEIU and at other institutions in the midwest, and have presented their results at both local and national/international venues: again, over 70 different students were involved in over 75 different presentations (most with multiple authors). Much of the research conducted by students in the department was funded by grants made to our faculty members from the NEIU Student Center for Science Engagement, and we thank the SCSE for this support.

## **II. Program Plan**

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

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

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

- 4) Increase the involvement of tenured/tenure-track faculty in the teaching of both the general education classes and the introductory courses for majors;
- 5) Maintain an undergraduate curriculum that provides students with broad exposure to sub-disciplines in biology, and the technical and communication skills that they will need to succeed in the workplace or graduate school, but that is flexible enough to let them complete their degree requirements more quickly and pursue subjects of interest to them;
- 6) Review, revise and rejuvenate our graduate curriculum, so that our graduate course offerings are more relevant to our students' needs and interests, and to ensure that a sufficient variety of courses is offered on a regular basis so that students are able to complete the required course work in a timely fashion; and
- 7) Increase faculty involvement in the day-to-day activities of the department, in short- and long-term planning of teaching and research activities in the department, and to maintain faculty representation on and involvement in college- and university-wide committees and activities.

We are continuing to make progress toward achieving these goals.

## **B. Projected needs**

**1. Faculty:** We lost a tenure-line faculty member and a full-time instructor (both top resignation) this past year, which brought the number of tenure-line faculty in the department to 13 in Fall 2016 (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 the 12 remaining full-time instructors and a couple of adjunct instructors in the department, we are adequately-positioned to meet the demands of our students. However, the loss of the two faculty members (noted above), both of whom participated in teaching our WIP-General Ecology course has left us strained to staff this core course, and the anticipated retirement of Dr. Kimble (in a couple of years) leave us feeling somewhat anxious about our ability to offer a complete and varied curriculum in the future; if enrollment at the university and in the department recovers over the next few years, it will be important to hire at least one new tenure-line faculty member.

**2. Facilities and Equipment:** 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:** 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 the increased number of tenure-line faculty members and an increased number of 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

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

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

#### 3. Articles and Abstracts:

##### ARTICLES:

Brehme, M. and **C. Voisine**. 2016. Model Systems of protein-misfolding diseases reveals chaperone modifiers of proteotoxicity. *Disease Models & Mechanisms* 1:9(8):823-38.

Edlund, P., E. Claesson, H. Takala, L. Henry, R. Henry, H. Lehtivuori, R. Dods, M. Panman, K. Pande, T. White, T. Nakane, O. Berntsson, E. Gustavsson, P. Båth, V. Modi, S. Roy-Chowdhury, J. Zook, P. Berntsen, S. Pandey, I. Poudyal, J. Tenboer, C. Kupitz, A. Barty, P. Fromme, J. D. Koralek, T. Tanaka, J. Spence, M. Liang, M. S. Hunter, S. Boutet, E. Nango, K. Moffat, G. Groenhof, J. Ihalainen, **E. A. Stojković**, M. Schmidt, S. Westenhoff. The room-temperature crystal structure of a bacterial phytochrome determined by serial femtosecond crystallography. *Science Reports* 6:35279. 2016.

Neto, MF, Q.H. Nguyen, **J. Marsili**, S.M. McFall, and **C. Voisine**. 2016. The nematode *Caenorhabditis elegans* displays a chemotaxis behavior to tuberculosis-specific odorants. *Journal of Clinical Tuberculosis and Other Mycobacterial Diseases* 4: 44–49.

Zhang, H-J, **E. Rumschlag-Booms**, Y-F Guan, D-Y Wang, K-L Liu, W-F Li, V.H. Nguyen, N.M. Cuong, D.D. Soejarto, H.H.S. Fong, and L. Rong. 2017. Potent inhibitor of drug-resistant HIV-1 strains identified from the medicinal plant *Justicia gendarussa*. *Journal of Natural Products* 80(6): 1798-1807. DOI: 10.1021/acs.jnatprod.7b00004

Zhang, H-J, **E. Rumschlag-Booms**, Y-F Guan, K-L Liu, D-Y Wang, W-F Li, V.H. Nguyen, N.M. Cuong, D.D. Soejarto, H.H.S. Fong, and L. Rong. 2017. Anti-HIV diphyllin glycosides from *Justicia gendarussa*. *Phytochemistry* 136: 94-100. ISSN 0031-9422, <https://doi.org/10.1016/j.phytochem.2017.01.005>.

#### ABSTRACTS:

**Rebiai, R.**, S. Tsonchev, K. T. Nicholson and **E. A. Stojković**. 2017. Light-induced conformational changes of *S. aurantiaca* bacteriophytochromes as revealed by atomic force microscopy. *Biophysical J.* 112 (3):119a.

**Tracy, G. C., K. D. Gallagher, J.D. Varela, D. Bizhga, P. Duong, A. Nugent** and **E. A. Stojković**. Bacteriophytochromes in Myxobacteria: implications for light-control of cell development. *The FASEB J.* 31(1):760.23. 2017.

**Waltz, P.M.**, A. Halavaty, H. Patel, J. Hopkins, **N.C. Voitowich** and **E. A. Stojković**. Crystal structures of bacteriophytochrome from Myxobacteria *Stigmatella aurantiaca*. *The FASEB J.* 31 (1): 913.17. 2017.

#### 4. Conference Presentations

**Bolterstein, E., K. Nuss**, and J. Robalino. The Biology of Skin Color: Using HHMI's free teaching materials to engage students in evidence-based reasoning. Association of College and Undergraduate Biology Educators (ACUBE) 60th Annual Meeting, Milwaukee WI. 21-22 Oct 2016. (workshop presentation)

**Bolterstein, E., R. Salomon, M. McVey, J. Garcia, B. Rokita, D. Cassidy**, and **L. Zhou**. BLM and WRNexo protect against aging and tumorigenesis in *Drosophila*. The Allied Genetics Conference, Orlando FL. 13-17 July 2016. (poster presentation)

**Bolterstein, E., R. Salomon, M. McVey, J. Garcia, B. Rokita, D. Cassidy**, and **L. Zhou**. BLM and WRNexo protect against aging and tumorigenesis in *Drosophila*. Environmental Mutagenesis and Genomics Society 47th Annual Meeting, Kansas City MO. 24-28 Sept 2016. (poster presentation)

**Bolterstein, E., R. Salomon, M. McVey, J. Garcia, B. Rokita, D. Cassidy, L. Zhou**, and **C. Salameh**. Using genetic disease mutants to investigate the link between oxidative stress and aging in *Drosophila melanogaster*. NEIU 7th Annual Faculty Research & Creative Activities Symposium, Chicago, IL. 18 Nov 2016. (podium presentation)

**Cantú, J.** Introduction to Cancer Biology for Chicago Cancer Health Equity Collaborative (CHEC) Scholars. Northwestern University, Chicago IL. 26 June 2017.

**Cantú, J.** Junior Faculty panelist at 2017 National Research Mentors Network-Committee on Institutional Cooperation Academic Network (NRMN-CAN) Annual Professional Development and Grantwriting Conference. Rosemont IL. 30 October 2017.

**DiNello, E., H. Ahmed**, C. Gallemore, T. Liu, and **A. Schirmer**. Effects of urban photopollution on mammalian behavior and wildlife activity patterns. NEIU College of Arts and Sciences Brown Bag Series, Chicago IL. 18 Oct 2016. (invited presentation)

- Geddes, P.** Extinction by hybridization? A probable fate for a native cattail species. Wisconsin Wetlands Association Annual Conference, Stevens Point WI. 28 Feb-2 March 2017. (podium presentation)
- Prete, F.** From cognitive psychology to potassium channels: figuring out how praying mantises recognize prey. Dept of Biology, University of Wisconsin Milwaukee. 7 Apr 2017. (invited presentation)
- Prete, F., A.E. Schirmer,** B. van Alphen, *E.S. Mantes, W. Bogue, A.F. Urdiales, S.A. Patel, C. Carrion, G.M. Prete,* and *V.M. Skital.* The circadian modulation of physiology in the praying mantis: a novel insect model system. 7<sup>th</sup> Annual Faculty Research and Creative Activities Symposium, NEIU, Chicago IL. 18 Nov 2016.
- Rebai, R., E.A. Stojkovic,** S. Tsonchev, and K.T, Nicholson. Light-induced structural changes of *S. Aurantiaca* bacteriophytochromes as revealed by atomic force microscopy. 7<sup>th</sup> Annual Faculty Research and Creative Activities Symposium, NEIU, Chicago IL. 18 Nov 2016.
- Schirmer, A.** Effects of urban photopollution on mammalian behavior and wildlife activity patterns. Youth Organization for Lights Out, Chicago IL. 29 November 2016. (invited presentation)
- Slate, J. E., A. Harris,** and *K. Segura.* Native mussels and freshwater sponges: potential as bioindicators. Wild Things Conference, Chicago IL. Feb 2017.
- Stojkovic, E.A.** Bernard J. Brommel Distinguished Research Professor Lecture: Structural basis for light-control of cell development: new insights from bacterial phytochrome proteins. 29 Nov 2016. NEIU, Chicago IL.
- Su, J., **S. Mungre,** A. Apals, R. Xue, I. Garcia, and P. Mehta. Development of new peptide drugs for treating Type I diabetes. 7<sup>th</sup> Annual Faculty Research and Creative Activities Symposium NEIU, Chicago IL. 18 Nov 2016.
- Voisine, C.** Cell to cell spreading of TDP-43 may be linked to toxicity in *Caenorhabditis elegans*. 22<sup>nd</sup> Midwest Stress Response and Chaperone Conference, Northwestern University, Evanston IL. Jan 2017.
- Voisine, C.** A chaperome subnetwork safeguards proteostasis in aging and neurodegenerative disease. The Franco-German symposium on Age & Aging, University of Montpellier, Montpellier, France. Oct 2016 .

## 5. Funded grants

**Bolterstein, E.**, W. Funk, L. Hanakahi, and M. Rudnicki. Mechanisms for repair of DNA damage caused by oxidative stress, and the relationship between oxidative stress and breast cancer. 2-year Pilot Project Catalyst Grant submitted to ChicagoCHEC on January 20, 2017. (partially funded)

**Cantú, J.** 2017 NRMN-CAN Annual Professional Development and Grantwriting Conference. Travel grant.

**Geddes, P.**, M. Storie, and R. Flakne. Arbor Day Foundation Tree Campus USA Mini-Award to celebrate Arbor Day on Campus. April 2016-June 2016. (\$1,000)

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

Slate mentored a group of three students as they conducted a summer research project to develop a computer simulation that predicts the spread of the Zika virus. She also developed curricular materials so that the simulation can be used for a teaching tool in Introduction to Biology for Educators (BIOS 110).

**Olfelt, J.P.** (Co-PI) University and Community College Collaboration for STEM Teacher Education: Northeastern Illinois University & City Colleges of Chicago Noyce Mathematics and Biology Scholars Program. NSF–Robert Noyce Teacher Scholarship Program #1660785. (\$1.45 Million over 5 years, spring 2017 – spring 2022)

Recruited undergraduate majors in mathematics and biology, and began to prepare them to become high school mathematics and biology teachers.

**Stojkovic, E.A.** NSF Research at Undergraduate Institutions (RUI) grant BIO-MCB 1413360: Light-controlled Morphogenesis in Early Development of Myxobacteria, Principal Investigator: \$443,050. (ongoing grant)

This grant funded student research activities in the Stojkovic lab and provided stipends for student conference travel. Students and Stojkovic attended two major research conferences during reporting period: American Society for Biochemistry and Molecular Biology (April 2017) in Chicago, IL, and Biophysical Society (Feb 2017), New Orleans, LA. In addition, we traveled to SACLA (Spring 8-Angstrom Compact free electron LASer) in Harima, Japan, in Dec 2016 to analyze protein samples with international collaborators (including colleagues from the University of Gothenburg, Sweden and University of Jyvaskyla, Finland).

**Stojkovic, E.A.**, J. Hibdon (Mathematics), and B. Church (Psychology) (co-Principal Investigators). 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. \$1,850,000. (ongoing grant)

This grant provided training opportunities for selected group of URM students in preparation for future PhD studies in biomedical fields. Student MARC trainees, Dr. B. Church (Psychology), and Stojkovic attended the Annual Biomedical Research Conference for Minority Students (ABRCMS) in Tampa, FL (Nov 2016), where students presented their research projects and networked with colleagues and recruiters from research-intensive universities.

**Voisine, C.** Unraveling the mechanism of neurotoxicity for Amyotrophic lateral sclerosis: Does TDP-43 spread like a prion from neuron to neuron? Fulbright US Scholar, University of Heidelberg (Germany). Fall semester 2016. (€7500)

**Voisine, C.** (Co-PI) Signaling Specificity Mediated by the *C. elegans* FGF Receptor Tyrosine Kinase. NIH/R15 Grant. February 2017 (\$134,000)

**Voisine, C.** (Co-PI), L. Nonn (PI, UIC), S. Abdulkadir, and A. Murphy (Northwestern Univ), and M. Murray (Project Brotherhood). Prostate Cancer Disparity in Chicago-Area African American Men: Patient-derived Models and Biomarkers of Cancer Risk. NIH/U54 Chicago CHEC Award. (ongoing; Awarded May 2016; \$30,000/year)

The Chicago CHEC supports research projects focused on cancer disparities in the greater Chicago area.

## 6. Service

**Olfelt, J.** Served on the PLTL IS Local committee to organize the Peer Led Team Learning (PLTL) International Conference at NEIU on 1-3 June 2017

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

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

**Stojkovic, E.A.** Judge for the Undergraduate Student Poster Competition in the field of Biochemistry at the Annual Biomedical Research Conference for Minority Students (Nov 2016, Tampa FL), and a judge for the Undergraduate Student Poster Competition at the Annual Conference of the American Society for Biochemistry and Molecular Biology (April 2017, Chicago IL).

## **B. Student Achievements**

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

### >>> INTERNATIONAL VENUES

*Marsili, J.* and **C. Voisine**. The nematode *Caenorhabditis elegans* displays a chemotaxis behavior to tuberculosis-specific odorants. 22<sup>nd</sup> International *C. elegans* Meeting, Los Angeles CA. June 2017.

### >>> NATIONAL VENUES

#### **Annual Biomedical Research Conference for Minority Students (ABRCMS), Tampa FL. 9-12 Nov 2016. (all poster presentations)**

*Blaszczak, T., A. Rosano, S. Miniotas, E. Bolterstein,* and **M. Kimble**. The toxic effects of chronic acetaminophen exposure on *Drosophila melanogaster* development and longevity.

*Knapton, K.* and **C. Voisine**. Primary prostate cancer tissues are heterogeneous for accumulation of the advanced glycation end product N(E)-carboxymethyl lysine.

*Mapara, A., D. Feliz, K.D. Gallagher, D. Bizhga, J.D. Varela* and **E. A. Stojković**. Photoreceptors in Myxobacteria: implications for light-controlled multicellular assemblies.

*Segura, K., M. Vujanovic,* and **J. E. Slate**. Freshwater sponges in Volo Bog and the Chicago River: identifying species through anatomical examination.

#### **Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) National Meeting, Long Beach CA. 13-16 Oct 2016. (all poster presentations)**

*Cervantes, A.* and **J. Olfelt**. Comparison of demographics and genetic variability in Leedy's roseroot and its North American relatives.

*DiNello, Elisabeth, Humerah Ahmed,* Caleb Gallemore, Ting Liu, and **Aaron Schirmer**. Effects of urban photopollution on mammalian behavior.

*León, P., L.L. Sanders, J.M. Hemzacek,* and **P. Geddes**. Water quality characterization within small peri-urban watersheds.

*Rivas, E. L.L. Sanders, J.M. Hemzacek,* and **P. Geddes**. Relationship between water quality parameters and biological activity in eroded storm water runoff stream systems.

*Salameh, C., D. Cassidy, and E. Bolterstein.* DNA repair proteins, WRNexo and BLM, protect against oxidative stress in *Drosophila melanogaster*.

*Silvestri, Jessica and Cindy Voisine.* Using small molecule therapy to reduce AGEs in *C. elegans* for prostate cancer treatment.

*Solís, R., P. Geddes, L. L. Sanders, and J. M. Hemzacek.* Water quality and biological activity in a peri-urban oxbow wetland environment.

*Tapia, D., J.M. Hemzacek, L.L. Sanders, and P. Geddes.* Soil properties in peri-urban wetlands and streams: Implications for water quality.

>>> OTHER NATIONAL VENUES

Agoglossakis, K. , and **J. Olfelt.** Using leaf shape to examine boundaries among subspecies within *Rhodiola integrifolia* (Crassulaceae). Botany 2017, Fort Worth, TX. 24-28 June 2017.

*Blaszczak, T., R. Ciupuliga, S. Fonseca, F. Nazneen, M. Kimble, and E. Bolterstein.* Analysis of effects of acetylparaaminophenol on *Drosophila melanogaster* development. The Allied Genetics Conference, Orlando, FL. 13-17 July 2016. (poster presentation)

*Castro, Victoria Puccini de, Steven Keys, Jing Su (Chemistry), and Sue Mungre.* Effect of methylglyoxal and curcumin on PC12 and RINm5f Cells. Experimental Biology Meeting, Chicago IL. 22-26 April 2017. (poster presentation)

*Mapara, A., D. Feliz, K. D. Gallagher, D. Bizhga, J. D. Varela and E. A. Stojković.* Photoreceptors in Myxobacteria: implications for light-controlled multicellular assemblies. American Society for Microbiology (ASM) Annual Conference, New Orleans, LA. June 2017. (poster presentation)

*Martínez-Soto, K, and P. Geddes.* 2017. The use of microsatellites to genetically identify a new potential plant invader, *Typha domingensis*, in the United States Midwest region. Society for Wetlands Scientists Annual Conference, San Juan, Puerto Rico. (podium presentation). 5-8 June 2017

*Rebiai, R., S. Tsonchev, K. T. Nicholson and E. A. Stojković.* Light-induced conformational changes of *S. aurantiaca* bacteriophytochromes as revealed by atomic force microscopy. Biophysical Society Annual Conference, New Orleans, LA. Feb 2017. (poster presentation)

Tracy, G. C., *K. D. Gallagher, J. D. Varela, D. Bizhga, P. Duong, A. Nugent and E. A. Stojković.* Bacteriophytochromes in Myxobacteria: implications for light-control of cell development. American Society for Biochemistry and Molecular Biology (ASBMB) Annual Conference, Chicago, IL. April 2017. (poster presentation)

Tracy, G. C., **K. D. Gallagher**, **J. D. Varela**, D. Bizhga, P. Duong, A. Nugent and **E. A. Stojković**. Unusual photochemistry of red-light photoreceptors in Myxobacteria. American Society for Microbiology (ASM) Annual Conference, New Orleans, LA. June 2017. (poster presentation)

Waltz, P.M., A. Halavaty, H. Patel, J. Hopkins, N.C. Weitowich and **E. A. Stojković**. Crystal structures of bacteriophytochrome from Myxobacteria *Stigmatella aurantiaca*. American Society for Biochemistry and Molecular Biology (ASBMB) Annual Conference, Chicago, IL. April 2017. (poster presentation)

>>> REGIONAL VENUES

**Blaszczak, T.**, **A. Rosano**, **S. Miniotas**, **E. Bolterstein**, and **M. Kimble**. Characterizing the toxic effect of acetaminophen exposure on *Drosophila* longevity. Chicago Area Undergraduate Research Symposium, Chicago IL. 29 April 2017. (poster presentation)

**Cassidy, D.**, **S. Salameh**, **T. Zhou**, **D. Onofrei**, and **E. Bolterstein**. The Roles of WRNexo and BLM in Aging in *Drosophila melanogaster*. Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Midwest Regional Meeting, Chicago IL. 20 May 2017. (poster presentation)

**Murphy, L.**, and **P. Geddes**. Survey of native *Typha latifolia* at Volo Bog State Natural Area. Wisconsin Wetlands Association Annual Conference, Stevens Point WI. 28 Feb-2 March 2017. (poster presentation)

**Martínez-Soto, K.**, **G. Monterroso**, **L. Murphy**, and **P. Geddes**. Cattail dilemma: native doom or hybrid dominance? Wild Things Conference, Chicago IL. 18 Feb 2017. (poster presentation)

Aldakeel, S. and **C. Voisine**. Detection of volatile compounds secreted by *Mycobacterium tuberculosis* using *Caenorhabditis elegans*. 5<sup>th</sup> Annual Michigan *C. elegans* Meeting, Grand Rapids MI. April 2017.

**Martínez-Soto, K.** and **P. Geddes**. *Typha domingensis* potential invasion into the Midwest. Wisconsin Wetlands Association Annual Conference, Stevens Point WI. (poster presentation). **Award-winning poster presentation.**

**Vujanovic, M.** and **J. E. Slate**. Algae and sediment organic content reveal long-term presence of *Sphagnum* mat in Volo Bog Nature Preserve. Midwest Ecology and Evolution Conference, Champaign, Illinois. March 2017.

**Block, J.**, **A. Villegas**, **R. Borchert**, **A.G. Mendoza**, **A. Carmona**, **R.C. Jadin**, and **S.A. Orlofske**. Swimming in disease: parasite diversity driven by water quality. Rocky Mountain Conference of Parasitologists, Ogallala NB. 9 Sept 2016.

>>> LOCAL VENUES

**NEIU 8th Annual Student Center for Science Engagement Research Symposium, 16 September 2016**

PODIUM PRESENTATIONS:

*Azcuena, Rosana, Saulius Miniotas*, and **Mary Kimble**. Acetaminophen effects on *Drosophila melanogaster*.

*Cervantes, Alyson, James Harvey*, and **Joel Olfelt**. Leedy's roseroot demographics and genetic variability in comparison with its western relative.

*DiNello, Elisabeth, Humerah Ahmed*, Caleb Gallemore, Ting Liu, and **Aaron Schirmer**. Effects of urban photopollution on mammalian behavior and wildlife activity patterns.

*Hagg, Nicole, Robynne S. Aleagado*, **Robert C. Jadin**, and **Sarah A. Orlofske**. Behavioral and morphological assessment of the forked-tailed larval trematodes in Midwestern wetlands.

*Kruithof, Joshua, Winnie Jiang*, and **Elyse Bolterstein**. Assessment of a *Drosophila* model to determine protein interactions during DNA replication and repair.

*Lotesto, Krista* and Bruce Cuevas (Stritch School of Medicine, Loyola University Chicago). Development of a novel single-cell assay to interrogate a Crispr/CAS9 library for regulators of MEK kinase 3.

*Martinez-Soto, Kayla* and **Pamela Geddes**. The use of microsatellites to genetically identify a new potential invader, *Typha domingensis*, in the Midwest region of the United States.

*Murphy, Lynnette* and **Pamela Geddes**. Estimating plant invasion extent and hybridization of *Typha* species in Volo Bog, Illinois.

*Stefinko, Mariya, Cindy Voisine*, and **Michael Stern**. Identifying a new component of the EGL-15 fibroblast growth factor receptor signaling pathway.

*Zillen, Zak* and **Jennifer Slate**. Diatoms epiphytic on *Sphagnum* in the bogs of the Chicagoland region.

POSTER PRESENTATIONS

*Allende, Luis* and **Robert C. Jadin**. An updated phylogeny of the South American Sipo snakes with an undescribed species from Trinidad.

*Blaszczak, Terry, Raluca Ciupuliga, Stephanie Fonseca, Fareha Nazneen, Elyse Bolterstein, and Mary Kimble.* The toxic effects of chronic acetaminophen exposure on *Drosophila melanogaster* development and longevity.

*Cox, Greg, Diana Alzate, Lala Kakooni, Amy Sticha, and Jorge Cantu.* Molecular function and analysis of mucolipin 3B in zebrafish.

*Gokee, Alexandra, Juliet Salivo, Rima Rebai, Emina Stojkovic, Stefan Tsonchev, and Kenneth T. Nicholson.* Structural characterization of bacterial red-light photoreceptors using atomic force microscopy.

*Lopez, Alexandra, Sergio Barajas, Marilyn Alam, Lacy Reyna<sup>2</sup>, Anthony J Flores, Maha Khan, Charles D'lavoi<sup>3</sup>, Joann Martinec<sup>3</sup>, Matt Von Konrat<sup>3</sup>, and Thomas Campbell.* (<sup>2</sup>-Roosevelt University, <sup>3</sup>-Field Museum) Bryophytes in Cook County, Illinois - tracking biodiversity and promoting their use in education.

*Marsili, Joseph, Cindy Voisine, and Larisa Nonn (UIC).* Developing a patient-derived 3D co-culture model of prostate organoids to examine biological mechanisms involved in prostate cancer disparities.

*Mendoza, Beatriz, Jason Block, and Robert Jadin.* A systematic reassessment of the brown vine snake using phylogenetics methods.

*Salameh, Charlotte, Dierdre Cassidy, and Elyse Bolterstein.* DNA repair proteins, WRNexo and BLM protect against oxidative stress in *Drosophila melanogaster*.

*Segura, Karen, Mike Vujanovic, and Jennifer Slate.* Freshwater sponges in Volo Bog and the Chicago River: potential as bioindicators.

*Silvestri, Jessica, Ronan Ostro, and Cindy Voisine.* Using small molecule therapy to reduce AGEs in *C. elegans* as a model for application in prostate cancer treatments.

*Smith, Anthony, Seyedmehdi Nasr (Chemistry), Xuefei Huang (Michigan State University).* The synthesis of HA-conjugated nanoworms to target CD-44 expressing cancer cells for detection.

*Villegas, Alejandra, John Allen (University of North Carolina at Chapel Hill), and Uma Nagarajan (UNC-Chapel Hill).* Role of chlamydial plasmid in neutrophil cell death and efferocytosis by macrophages.

**25<sup>th</sup> Annual NEIU Student Research & Creative Activities Symposium. 14 April 2017. Northeastern Illinois University**

PODIUM PRESENTATIONS:

Aldakeel, Sumayh, **Cindy Voisine** and Erik Andersen. Detection of volatile compounds secreted by *Mycobacterium tuberculosis* using *Caenorhabditis elegans*.

*Blaszczak, Terry, Azucena Rosano, Saulius Miniotas, Mary Kimble, and Elyse Bolterstein*. Characterizing the toxic effects of acetaminophen exposure on *Drosophila* longevity and development.

*Block, Jason, Sarah Orlofske, and Robert Jadin*. Enjoy the flight: a survey of the parasite *Zygodotyle lunata* in Midwestern waterfowl.

*Cervantes, Alyson* (McNair Scholars Program) and **Joel Olfelt**. Investigating genetic variability in Leedy's roseroot and its Western relative.

*DiNello, Elisabeth, Humerah Ahmed, Aaron Schirmer, and Ting Liu* (Geography and Environmental Studies). Effects of urban photopollution on mammalian circadian behavior.

*Kruithof, Joshua* and **Elyse Bolterstein**. Effects of acetaminophen and oxidative stress on WRN deficient *Drosophila*.

*Lotesto, Krista* (University Honors Program) and Emma Turian (Mathematics). Tumor behavior under therapy: a modified predator-prey model.

Mueller, Monica and **Joel Olfelt**. Genetic diversity in North American *Rhodiola rosea*.

*Nielsen, Courtney* and **Frederick Prete**. Evidence of binocular interactions in the praying mantis electroretinogram.

Tracy, Gregory C., *Joseph D. Varela, Kevin D. Gallagher, Phu Duong, Angela Nugent, Dorina Bizhga, and Emina A. Stojkovic*. Unusual photochemistry of red-light photoreceptors in myxobacteria.

*Villegas, Alejandra* (McNair Scholars Program) and **Emily A. Rumschlag-Booms**. Effect of increased N-glycosylation sites on H5N1 hemagglutinin function.

POSTER PRESENTATIONS:

*Cassidy, Deirdre, Debbie Onofrei, Charlotte Salameh, Tracy Zhou, and Elyse Bolterstein.* The roles of WRNexo and BLM in aging *Drosophila melanogaster*.

*Harvey, James and Joel Olfelt.* Constructing a staged model of population dynamics for Leedy's roseroot (*Rhodiola integrifolia* ssp. *Leedyi*).

*Knapton, Kirsten and Cindy Voisine.* Primary prostate cancer tissues are heterogeneous for accumulation of the advanced glycation end-product N(E)-carbomethyl-lysine.

*Lotesto, Krista* (University Honors Program) and Bruce Cuevas. Development of a novel single-cell assay to interrogate a Crispr/CAS9 library for regulators of MEK kinase 2.

*Marsili, Joseph* (McNair Scholars Program), *Nathan Park, Cindy Voisine,* and David Kern. A worm model to study a putative human pheromone.

*Martínez-Soto, K,* and **P. Geddes.** *Typha domingensis* potential invasion into the Midwest.

*Murphy, L.,* and **P. Geddes.** Survey of native *Typha latifolia* at Volo Bog State Natural Area. **Award-winning poster presentation.**

*Romano, Britney,* Asija Watson, (Chemistry), and Medhat Shaibat (Chemistry, Prairie State College). Synthesis, characterization, and antimicrobial properties of silver nanoparticles.

*Silvestri, Jessica, Jacob Manlucu,* and **Cindy Voisine.** Using small molecule therapy to reduce ages in *C. elegans* as a model for application in prostate cancer treatments.

*Smith, Anthony* (McNair Scholars Program), Sumayh Aldakeel and **Cindy Voisine.** Optimization of chemotaxis assay for *C. elegans* using a computational scoring algorithm.

*Stefinko, Mariya, Victoria Puccini de Castro, Cindy Voisine, Michael Stern,* and Te-Wen Lo. Identifying new components of the EGL-15 fibroblast growth factor receptor signaling pathway in the nematode *C. elegans*.

*Sticha, Amy* (University Honors Program) and **Jorge A. Cantu.** A cost-effective method for raising zebrafish.

## Graduate (M.S.) Theses Defended

Aldakeel, Sumayh. Detection of volatile compounds secreted by *Mycobacterium tuberculosis* using *Caenorhabditis elegans*. (April 2017, Voisine)

Choi, Olivia. Worms on the move: Migration and parasite communities in avian hosts. (April 2017, Orlofske)

Waltz, Patricia. *Crystal structures of the red light photoreceptor from photomorphogenic myxobacteria Stigmatella aurantiaca*. (June 2018; Stojkovic)

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

## HONORS & AWARDS

**Ayesha Mapara** was one of 19 students designated as an Undergraduate Research Fellow for the American Society for Microbiology (ASM) Meeting, New Orleans LA, May 2017. (award included stipend for conference travel, room and board)

**Hannah Nuszen** and **Lala Kakooni** received Travel Awards to attend the Annual Biomedical Research Conference for Minority Students (ABRCMS) in Tampa FL on 9-12 Nov 2016.

**Joseph Marsili** and **Mariya Stefinko** both received Genetics Society of America Undergraduate Travel Awards to attend the International *C. elegans* Meeting in Los Angeles CA in June 2017.

## INTERNSHIPS/SUMMER RESEARCH

**Cameo Arnold** was accepted into the internship program at the Shedd Aquarium for Marine Mammal Husbandry.

**Ryan Borchert** and **Alejandra Villegas** (both NIH-MARC scholars) were accepted into the Summer (2017) Research Opportunity Program at Michigan State University in Lansing MI. Ryan was placed in the Department of Biochemistry and Allejandra in the Department of Microbiology.

**Lynnette Murphy** (Geddes, ENVI) received a NASA Scholarship for summer 2017.

## ACCEPTANCE INTO GRADUATE PROGRAMS

### >> Masters Programs

**Sanaa Abubhashish** (May 2017) was accepted to the MA Healthcare Leadership program at Concordia University, beginning in Fall 2017.

**Channell Hutchinson** will be attending the University of Maryland, Baltimore starting in Fall 2017.

**Omar Morales** was accepted into the M.S. program in Biological Sciences at Southern Illinois University-Carbondale, and was awarded a Graduate Dean's Fellowship, which provides two years of funding to support his studies.

**Ronen Ostro** was accepted into the M.S. program in Integrated Biomedical Sciences at Rush University.

**Jessica Silvestri** was accepted into the M.S. in Biology Program at the University of Iowa.

**Chuck Stark** (May 2017) began a year-long M.Ed. at UIC in May 2017. He was awarded a fellowship to attend from [Project SEECC](#) (funded by NSF's Noyce Program) and is committing to at least four years of teaching in the Chicago Public Schools. While taking his final classes at NEIU, he was student-teaching three classes of freshman biology at Benito Juarez HS, in the neighborhood of Pilsen.

**Luhan (Tracy) Zhou** began the MS Program in Reproductive Science and Medicine at Northwestern University in Fall 2016. She is working in the lab of Francesca Duncan.

### >> PhD Programs

**Anthony Smith** was accepted into the Driskill Graduate Program at Northwestern University, where he will pursue his PhD.

**Gregory C. Tracy** was accepted into the PhD program in Biochemistry at the University of Illinois-Urbana, Champaign.

## ACCEPTANCE INTO MEDICAL/HEALTH-PROFESSIONS PROGRAMS

**Anju Dindyal** was conditionally accepted into the Chicago Medical School at Rosalind Franklin University (North Chicago IL).

**Karolina Langowski** (May 2017) will begin the Master in Nursing (MSW) at DePaul University in Fall 2017.

**Paras Mehta** was accepted into the Chicago Medical School at Rosalind Franklin University (North Chicago IL).

**Giovanni Monterroso** was accepted into the Baylor College of Medicine PREP Program, Houston, TX.

**Veronica Skital** was accepted into an M.D. Program at the Medical University of Warsaw (Poland).

**Dollie Diaz** was accepted to Northwestern University's Department of Physical Therapy program as an Early Decision applicant.

**Lana Aziz** was admitted to the UIC College of Pharmacy at Rockford (IL).

**Victor Santizo** (May 2017) will begin the Pharmacy Program at Roosevelt University in Fall 2017.

**Marisol Garcia** was admitted into UIC's Post-Baccalaureate Admissions Program with acceptance into the College of Dentistry in Fall 2018.

**Anh Ho** will be attending Midwestern University College of Dental Medicine beginning in Fall 2017.

### **C. Alumni News**

**Robert Fidis** was accepted into NIH-funded 1-year paid program (starting summer 2017) at Michigan State University in Lansing MI. This program is meant to prepare URM students for PhD programs in biomedically-oriented fields.

**Stephanie Fonseca** has obtained a job as a Laboratory Assistant in the receiving lab at Northshore Hospital in Evanston IL.

**Rima Rebiai** (Biology Minor) earned a prestigious Student Research Achievement Award (one of only 14 awarded) in the area of Nanoscale Biophysics during the Biophysical Society 61st Meeting that took place 11-15 Feb 2017 in New Orleans LA. The award was for her work conducted at Northeastern in collaboration with Bernard J. Brommel Research Professor of Biology Emina Stojkovic and Associate Professors of Chemistry Ken Nicholson and Stefan Tsonchev.

**Robert Levendosky** is a PhD candidate at Johns Hopkins University.

# CHEMISTRY

## Annual Report 2016 - 2017

### Submitted by John Albazi

#### I. Executive Summary

The undergraduate degree program in Chemistry at NEIU fulfills the needs of students with diverse academic goals, while preparing them for careers in the industry and academia. The program is accredited by the American Chemical Society (ACS) and meets the standards established by the ACS committee on Professional Training. The Chemistry Department has submitted the 2016-2017 annual report to indicate its compliance with the guidelines established by the American Chemical Society (ACS) Committee on Professional Training. The chemistry department has also successfully conducted its Program Review. Dr. Miguel Ballicora from the Department of Chemistry and Biochemistry at Loyola University in Chicago visited our department on April 19, 2017 as an external Reviewer. Prior to his visit, Dr. Ballicora was provided with an extensive Program Review report prepared by Dr. Albazi. During one full day visit, he met with faculty, instructors, and students. He also met with the Dean of the College of Arts and Sciences, Dr. Wamucii Njogu and the Associate Provost, Dr. Mark McKernin. He visited Physical Chemistry laboratory, General and Organic Chemistry as well as **Quantitative Analysis lectures. In Dr. Ballicora's visit report, he emphasized on hiring, as soon as possible, 2 new tenure track faculty members at the level of Assistant Professor in the Organic and Analytical division just to keep the Chemistry Department in a barely "survival mode. He also strongly recommended establishing a course in Biological Chemistry.** The Fall 2016 Institutional Research and Assessment has reported 70 majors and 40 active graduated students.

For the third term, Dr. John Albazi has been unanimously elected to chair the chemistry department. The most noticeable change in the personnel of the chemistry department was the successful selection of Dr. Samantha Brown-Xu as the assistant professor of Polymer Chemistry. Dr. Brown-Xu comes from Northwestern University where she conducted her postdoctoral. Dr. Brown-Xu received her Ph.D. from the Ohio State University. Her research interests are in the polymer Chemistry, Coordination Compounds, and Photoactive Materials with environmental and alternative energy applications. We look forward to having Samantha as a faculty member of the Chemistry Department.

The faculty of the chemistry department continues to be recognized for professional development. Dr. Ana Fraiman was awarded the 2015-2016 Audrey L. Reynolds Distinguished Teaching Professor Award. **In Dr. Fraiman's 24 years of service at Northeastern Illinois University, she has demonstrated a serious commitment to student learning and success in Chemistry.** She has introduced many innovations into the Chemistry curriculum which have greatly enhanced the student experience.

Furthermore, she has fostered student success in the sciences through ongoing mentoring and creating opportunities for student achievement. In addition, Dr. Fraiman has introduced Peer Led Team Learning (PLTL), an innovative program which enables peer to peer learning in Organic Chemistry. On behalf of the Chemistry Department, I sincerely congratulate Dr. Fraiman for receiving the highest award in teaching at the Northeastern Illinois University. Dr. Ken Nicholson has successfully spent the Fall of 2016 on a sabbatical leave working to expend his ongoing research that involves the use of scanning probe microscopy to investigate the structure and function of light-sensing biological macromolecules. It involved collaboration with the Materials Research Science and Engineering Center (MRSEC) at the University of Chicago to support him in leading and training a group of undergraduate students from NEIU at this Center.

In terms of curricular issues, Dr. Mataka has modified Organic Synthesis CHEM 349 and changed name into Multistep Organic Synthesis, course credit hours, prerequisites, and course description. Dr. Jan Mataka has also introduced a new lab course in **“Bioorganic Chemistry Lab. Dr. Jing Su changed course description of the Physical Methods in Organic Chemistry CHEM 403** course. This change included addition of lab component to the course as well as lab fees of 50\$. CHEM 391 and CHEM 306 were approved as ELE-DS course and Dr. Nicholson is working in modification of the Environmental Chemistry in the City CHEM 321 to include ELE-X course. Dr. Albazi has initiated the ***business-oriented separation science emphasis graduate program in Chemistry***. This emphasis program is designed to serve middle-level Chemists working within the industry who would like to advance into management; for example, QC Lab Manager, or new project management positions. The completion of this program requires a total of 30 graduate-level credits, with a maximum of nine credit hours approved by the College of Business and Management. In addition to the coursework, students in this program will be equipped with advanced training in the fields of Separation Science as well as Business Administration.

The chemistry faculty continues to be actively involved in serving the college and the university. Dr. Albazi was involved in writing the Department of Education Title III grant application- Hispanic Serving Institutions STEM and Articulation Grant. Dr. Ken Nicholson continues to serve as the Academic Advisor for the Chemistry Department and the Environmental Science Program. He also represents the chemistry department to the Student Center for Science Engagement executive committee and continues to service on the Environmental Science Working Group. Dr. Jing Su continues to serve on the College of Arts and Sciences Academic Affairs Committee. She also serves as the Chemistry Department Graduate Adviser. Dr. Albazi has successfully organized the NEIU 7th Annual Faculty Research and Creative Activities Symposium held on November 18, 2016. Forty-three faculty participated in presenting their research work or creative activities. Dr. Albazi has also **coordinated the NEIU’s 25th Annual Student Research and Creative Activities Symposium** on April 14, 2017. Over 250 students participated in presenting one hundred and sixty-five projects. Over 100 faculty and instructors contributed as Faculty Sponsors, Session Presiders, or Discussants. This year, the symposium has hosted five students from Truman College, two students from Prairie State College, and six students from Ecuador attending the University of San Francisco de Quito participated by presenting their research work at the symposium.

**Dr. Albazi also services on the “Research and Creative Activities Advisory Group for the College of Graduate Studies and Research”. This committee was established by the Dean of the Graduate Studies and Research, Dean Michael Stern. The major achievement of this group for this academic year was finalizing NEIU’s Research Misconduct Policy.** At the college level, Dr. Albazi has organized the inaugural Brommel-Hahs Lectureship featuring speaker Dr. Teresa K. Woodruff. Dr. Teresa K. Woodruff is the Thomas J. Watkins Professor of Obstetrics & Gynecology, the Vice Chair of Research (OB/GYN), the Chief of the Division of Reproductive Science in Medicine at the Feinberg School of Medicine, and Professor of Molecular Biosciences at the Weinberg College of Arts and Sciences at Northwestern University. Dr. Woodruff delivered a presentation titled *“The 3 Breakthroughs That Will Change Our Lives in the Next 10 Years.”*

The faculty within the Chemistry Department continues to be actively engaged in research. During the 2016-2017 academic year, Dr. Stefan Tsonchev continued to advance his work in scanning probe microscopy (SPM) characterization of bacteriophytochromes (BphPs). Together with Dr. Ken Nicholson (Chemistry) and Dr. Emina Stojkovic (Biology), and with students from these departments, they continue studying the transition between the light-adapted and dark-adapted states of such BphPs. In collaboration with colleagues at Northwestern and elsewhere, Dr. Tsonchev has developed new methods and computational algorithms for the nano and micro-scale systems, for which there are no known computational procedures, as well on the mechanisms of channel crossing in the cell membrane by charged polymers such as DNA and RNA. Dr. Nicholson developed and revised existing miniature research projects with peer leaders for use in the general chemistry curriculum. This is a multidisciplinary project effort involving faculty and students from Chemistry, Physics, Earth Science, Computer Science, and Mathematic backgrounds. This project incorporates the use of peer leaders to assist the faculty and students through the research process. It is funded by the NSF-IUSE program and Ken is a Co-PI on the project. He also presented the work and accomplishments at the National Science Engagement and New Civic Responsibilities (SENCER) meeting (Chicago, IL).

The Chemistry faculty continues to be actively engaged with students in research involving undergraduate and graduate students. Two of Dr. Tsonchev graduate students defended their theses in December of 2016. Oscar Herrera developed new and improved methods for etching of STM tips which are to be used to analyze quantum dots and nanoscale materials, while Vibha Deshpande developed and extended synthetic methods for the creation of carbon nanodots, mainly for the purpose to be used in biological applications. Part of this project is also done in collaboration with colleagues at Northwestern and involves former graduate student Scott Russell. **Dr. Ken Nicholson’s** student (Halle Morrison) successfully defended her masters' thesis in the field of water analysis and quality in northwest Ohio. His student, Rima Rebiai, a recent graduate of NEIU, presented her research in several venues including a Gordon Conference in Houston, Texas and the National Biophysical Society Meeting in New Orleans, Louisiana. She won an award for her exceptional presentation at the Biophysical Society. Dr. John Albazi has supervised thesis research projects of 16 students who successfully defended their thesis projects and graduated. A total of 19 students in chemistry have fulfilled their graduate requirements and graduated during 2016-2017 academic year.

The Chemistry students have also been active in conducting research with faculty, and in presenting their results at both local and national conferences. Students were involved in over 7 presentations in the NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium. Students also participated in the SACNAS conference, the NEIU Student Center for Science Engagement Research Symposium, and the PITTCON International Conference. 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.

Dr. Albazi continues to organize the NEIU Annual Faculty Research and Creative Activities Symposium. The 7<sup>th</sup> Annual Faculty Symposium was held on November 2016. Forty-five faculty participated in presenting their research work or creative activities. Dr. Albazi was also involved in organizing the NEIU 25<sup>rd</sup> Annual Student Research and Creative Activities Symposium held on April 2017. Over 250 students participated in presenting one-hundred and sixty-five projects. Over 100 faculty and instructors contributed as Faculty Sponsors, Session Presiders, or Discussants.

To upgrade the equipment in the chemistry labs, a total of \$112,207 was spent during the 2016-2017 academic year in upgrading, repairing, or purchasing new equipment as follows:

- a. Agilent 7100 Capillary Electrophoresis Instrument: \$61,240.00
- b. Microplate Reader, BioTek Synergy; HTX; Multi-Mode; With Luminescence, top/bottom fluorescence and UV-Vis absorbance: \$20,560.95
- c. Auto Titrator: Easy pH; Mettler Toledo; EasyPlus For acid/base titrations: \$2,511.54
- d. MSB1 MK1 Magnetic susceptibility balance: \$7,599.00
- e. 2 balances, Mettler Toledo XS204: \$5,195.80 each, total cost: \$10,391.60
- f. 2 pH meters: free (as part of a deal with the balances)
- g. 2 Precision CP Ovens: \$1,732.15 each, total cost \$3,464.30
- h. 3 SPECTRONIC 200: \$1,240.24 each, total cost \$3,720.72
- i. 2 Stirring HOTPLATE ANALOG: \$316.81 each, total cost \$633.62
- j. 4 Corning Hot Plates: \$450.05 each, total cost \$1800.20
- k. 3 CONDUCTIVITY PROBES for LabQuest units: \$95.00 each, total cost \$285.00

To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment, Niroshi Meegoda (Chemistry Lab Manager) and I work closely with the University Safety Committee to better articulate safety procedures and policies for the Chemistry labs. The following achievements were accomplished to enhance the Safety in Chemistry labs:

- a. Implement ***Experiment SOP form*** for all research work conducted in the Chemistry department. Each student that does research has to 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. A copy of the form is attached.

- b. This year, lab audits for BBH 234 and BBH 117 were conducted and found to be compliant with safety rules.
- c. New safety signs (Globally Harmonized System) were placed outside the labs to communicate the hazards within and made sure every lab is safety compliant.
- d. Proper disposing of hazardous waste. Maintained hazardous waste sheets with details, listing the contents and composition.
- e. Maintained proper chemical storage by keeping the flammable solvents in flammables cabinets, corrosives in corrosives cabinets, and oxidizers in separate storage cabinets.
- f. The entire faculty and lab assistants were trained on the new GHS (Globally Harmonized System of Classification and Labeling of Chemicals) Training (Haz Chem 2017).
- g. All of the new student aides and graduate assistants were provided training on the chemical hygiene plan and other **relevant SOP's**.
- h. No major accidents occurred related to lab safety this year, only one incident was reported.

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

## **II. Program Plan**

### **A. Long Term Goals**

The Chemistry Department will continue to build in the Graduate Program in Separation Science. Within 1-2 years, it is the goal of the Chemistry Department to establish a ***Business Oriented Separation Science emphasis*** graduate program. The Chemistry Department will continue assessing program goals following the **department's assessment cycle**. Criteria to evaluate student learning will be established for each course studied. We will continue in maintaining the guidelines established by the American Chemical Society (ACS) committee on professional training. We will also continue to fully implementing the Chemical Hygiene Plan and to maintain our labs in a safe environment. The chemistry department will continue motivating students to become involved in research early at their early stages in in their undergraduate work to improve student learning, student skills, student retention, and the effectiveness of the Chemistry program. The Chemistry Department will continue to develop interdisciplinary directions through designing new courses and improving existing ones through collaboration with the STEM programs, in particular, in the areas of Chemistry and Biology, and Environmental Science. The chemistry department will work to step-up the recruitment efforts for new undergraduate students, and working out better strategies to retain and graduate existing students.

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

### **1. Faculty**

The chemistry faculty is in agreement with the External Reviewer recommendation to hire as soon as possible, 2 new tenure track faculty members at the level of Assistant Professor. In his report, the External Reviewer emphasized on this action by saying that “This is an absolute necessity just to be in a barely “survival mode.” It is urgent that both a tenure track Faculty in the Organic and Analytical division are hired. However, for a normal performance, at least another Faculty with a specialty in Biological chemistry is hired in the next two years. I 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 2012. A Department such as this with all its commitments may need eight faculty to function properly.”

### **2. Students**

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

### **3. Space**

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

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

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

## **III. Accomplishments**

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

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

U. Darya, S. Albazi, *Stability-Indicating Method Development and Validation for the Assay of Hydrochlorothiazide and Determination of Impurities/Degradants in Hydrochlorothiazide Raw Material and Tablets using Reversed-Phase Liquid Chromatography*, **Austin J. Analytical Pharmaceutical Chemistry**, 3(3), 2016.

## 2. Conference Presentations, Group Shows

- **Ana Fraiman** presented her work of the *PEER-LED TEAM LEARNING: AN ACTIVE LEARNING METHOD FOR THE 21ST CENTURY Sustaining Peer-Led Team Learning by Empowering Its Student Leaders* at the NEIU 7<sup>th</sup> annual faculty research & creative activities symposium, November 2016

1 *Northeastern Illinois University (UNITED STATES)*

2 *University of Texan at El Paso (UNITED STATES)*

3 Educational Consultant, New York (UNITED STATES)

Peer-Led Team Learning (PLTL) is an outstanding strategy

- **Ana Fraiman**, PLTLIS (peer lead Team Learning International Society) Integrating Research and Practice: PLTL in Action. NEIU June 1-3, 2017
- **Stefan Tsochev** Co-authored a presentation at the Biophysical Society's 61 Annual Meeting, New Orleans, Louisiana, February 11-15, 2017.
- **John Albazi** and Norberto Gonzalez, "Method Development and Validation for the Determination of Nicotine Enantiomers in Electronic Cigarette Liquids Using Reversed-Phase and Chiral Phase High Performance Liquid Chromatography," PITTCON International Conference, Chicago, March 2017.
- **John Albazi** participated at the Seventh Workshop on Mathematical and Statistical Modeling organized by the Department of Mathematics by presenting my research on "The Power of Mathematical Modeling in Pharmaceutical Analysis"
- **Denana Miodragovic**, Antonello Merillino, Sara Abuhadba, Luigi Messori, and Thomas O'Halloran, "Arsenoplatins – Potent Dual Targeting Anticancer Agents, NEIU 7th Annual Faculty Research & Creative Activity Symposium, Chicago, November 16, 2016, pp. 4
- **Chandana Meegoda**, "Fabrication of Lithium-Ion Battery Cathode Materials", Chandana Meegoda, Mark Mau, Elisabeth Somchith, and Giovanni Monterroso, oral presentation at NEIU 7th Annual Faculty Research and Creative Activity Symposium, November, 2016, Chicago, IL
- **Jing Su**, Delivered an oral presentation at the NEIU Learn & Lead Symposium, 01.31.2017
- **Jing Su** (Chemistry), Kimberly Shotick (Library), Marcia Buell (English); *Best Practices in Teaching and Educational Technologies*
- **Jing Su**, Sue Mungre, Andrew Apals, Rich Xue, Irvin Garcia and Paras Mehta, Development of New Peptide Drugs For Treating Type I Diabetes", 7<sup>th</sup> NEIU Faculty Research & Creative Activity Symposium, 11.2016
- **Jing Su**, "In Situ Hydrogel Formation from Macromonomers with Multiple Crosslinking Capabilities" 2017 MRS Fall Meeting in Boston, Massachusetts, 11.29.2017
- **Jing Su**, "Macromonomers with tunable multi-crosslinking capability for in situ hydrogel formation", 254<sup>th</sup> American Chemistry Society National Meeting, Washington D.C.,
- **Jing Su**, "A Selective Capture/Release Approach to Simplified Metabolite Identification by Mass Spectrometry", Pittcon 2017, Chicago, IL
- **John Albazi**, "The Role of Chemist in the Pharmaceutical Industry", Chemistry Department, Northeastern Illinois University (January 2017).

### 3. Funded grants and registered Patents

**Ken Nicholson**, Co-PI on a National Science Foundation - Improving Undergraduate Education in STEM grant. The title is Peer Enhanced Experiential Research in STEM. The amount is approximately 450K.

**Denana U. Miodragovic** and Thomas O'Halloran A new patent application was filed on June 29, 2017, with the US Patent and Trademark Office, No. 15/637,179, which is a divisional application of US 15/291,274 –“Arsenoplatin Anti-Cancer Agents”.

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

**Ana Fraiman**, Reviewer of the Journal of Scholarship of Teaching and Learning

**Ana Fraiman**, reviewer for the Journal of Chemical Education

**Ana Fraiman**, Board Member PLTLIS (Peer-Led Team Learning International Society)

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

**Stefan Tsonchev**, Served on the Editorial Advisory Board of 'The Open Nanotechnology and Nanomedicine Journal'

**John Albazi**, Reviewer for the Journal of Chromatographic Science.

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

### 5. Workshops and Conferences Attended

- **Ana Fraiman** attended the PLTLIS Integrating Research and Practice: PLTL in Action held at NEIU on June,
- **Ana Fraiman**, Session Chair- Pedagogical Methods and Experiences (1), ICERI 2015, Seville, Spain.
- **Chandana Meegoda**, Attended, Triton College Annual Adjunct Faculty Teaching Workshop.
- **Jan Mataka**, Seventh Chicago Organic Symposium . Dept. of Chemistry and Biochemistry, Loyola University, Chicago. October 1, 2016
- **Jan Mataka** , Fred Basolo Medal for Outstanding Research in Inorganic Chemistry annual lecture: Discovery and Development of Functional Porous Coordination Polymers / Metal – Organic Frameworks. October 7, 2016
- **Jan Mataka** , Oncology Review: Coverage from the 2016 American Society of Clinical Oncology (ASCO) annual meeting. Northwestern Memorial Hospital, Chicago. July 15, 2016
- **Jan Mataka**, Cancer Metabolism. The H Foundation Basic Science Symposium . Robert H. Lurie Comprehensive Cancer Center. Prentice Women's Hospital, Chicago. April 21, 2017
- **Denana Miodragovic** Attended the ILSAMP 2017 conference which was held in Rosemont, 24-25 February 2017 where the poster presented was awarded the first place in STEM in Chemistry. The student awarded was Sara Abuhadba.
- **Denana Miodragovic** Attended Symposium "Metallomes, Mito-tones and Chromosomes", Northwestern University, May 8&9, 2017.

- **Denana Miodragovic** Attended Symposium "Translating Cancer Research Innovations" organized by Chicago Region Physical Sciences-Oncology Center, Northwestern University, July 14, 2017.
- **Denana Miodragovic** Attended 8<sup>th</sup> Annual Student Center for Science Engagement Research Symposium, NEIU, September 16, 2016. Sara Abuhadba presented her research.
- **Chandana Meegoda** completed Online Design Course offered by Center for Teaching and Learning at NEIU, fall 2016.

## **B. Student Achievements:**

Student updates:

Following students successfully defended their thesis research work and graduated in the July 1, 2016 and June 30, 2017:

**Eyup Zengin** (August 2016)  
**Faisal Ahmed** (August 2016)  
**Mohammad Shatat** (August 2016)  
**Rajwa Alghareeb** (August 2016)  
**Hussain Kayani** (August 2016)  
**Khalid Boukallaba** (August 2016)  
**Eman Mohammad** (December 2016)  
**Andrew Apals** (December 2016)  
**Moizuddin Mohammed** (August 2016)  
**Oscar Herrera** (December 2016)  
**Vebha Deshpade** (December 2016)  
**Matilda McFarland** (December 2016)  
**Hugo Cordova** (December 2016)  
**Elham Alshaikh** (August 2017)  
**Anamika Das** (August 2017)  
**Fnu Mohammed Arifuddin** (August 2017)  
**Phillip Onagan** (August 2017)  
**Priyanka Patel** (August 2017)  
**Jayeshkumar Vasani** (August 2017)

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

**Kent Lopez** - Outstanding Achievement in General Chemistry  
**Alexandra Gokee** - Outstanding Achievement in Organic Chemistry  
**Keith Ditkowsky-Fink**-Outstanding Achievement in Analytical Chemistry  
**Jeremy Olvera** - Outstanding Achievement in Physical Chemistry

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

- **Rima Rebiai**, Ken Nicholson, and Stefan Tsonchev, Emina Stojkovic. The work was presented in the following conferences:
  - Gordon Conference in Houston, Texas
  - National Biophysical Society Meeting in New Orleans, Louisiana.Rima won an award for her exceptional presentation at the Biophysical Society.
- **Hugo Cordova** and John Albazi, "Reversed-Phase Separation of Six Sunscreen Reversed-Phase Separation of Six Sunscreen Actives Through Analyte Behavior Study and DryLab® Software Modeling," PITTCON International Conference, Chicago, March 2017.
- **Jayeshkumar Vasani** and John Albazi, "Method Development and Validation for Separation of Eight Pharmaceutical Active Ingredients Using Reversed-Phase Liquid Chromatography and Drylab® Modeling," PITTCON International Conference, Chicago, March 2017.
- **Kerald Gonzales, Lawannah Boyden, Shaima Patangia**, Jing Su, Ph. D, and Shubhangee Mungre, poster presentation at Society for Advancement of Chicanos/Hispanics and Native Americans in Science, Salt Lake City, Utah, 10.2017
- **Rashanda Eljio** attended the Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS) Conference on October 18-21, 2017.
- **Yadira Alonzo and Rashanda Eljio** attended the Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS) Conference on October 18-21, 2017.
- **Irvin Garcia, (Chemistry), Jennifer Abilmona**, (Biology), Jing Su (Chemistry), Sue Mungre (Biology), NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2017)
- **Anamika Das**, John Albazi, NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2017)
- **Elham Alshaik**, John Albazi, NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2017)
- Gabriela Martinez, Jing Su, NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2017)
- **Jayeshkumar M. Vasani**, John Albazi, NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2017)
- **Mohammed Arifuddin**, John Albazi, NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2017)
- **Rich Xue**, Jing Su, NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2017)

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

- **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
- **Paras Menta** has been accepted to Medical School at Roslind Franlin
- **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 he is pursuing his postdoctoral with Dr. Chris Dockendorff at Marquette University
- **Sarah Vorpahl** finished her Ph.D. at the University of Washington. She received a Materials research society fellowship in Washington DC and is working in energy policy under the direction of Senator Bernie Sanders.
- **Rima Rebiai** is continuing her Ph.D. at the University of Illinois at Chicago. She began her graduate work in Fall 2016
- **Norberto Gonzalez** is continuing his Ph.D. program in Chemistry at the Loyola University of Chicago. He began his graduate work in Fall 2016
- **Blaire Sorenson** is continuing her PhD at Cornell University.
- **Ralph Tobias** is continuing a Ph D at Iowa State University.
- **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
- **Sarah Vorpahl** - MRS/OSA Congressional Science and Engineering Fellow - Materials Research Society
- **Umesh Chaudhary** - R&D Chemist - Sasol
- **Gulustan Tahmisoglu** - Chemist - Abbott Laboratories
- **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
- **Rich Fernandez**, a manager at Stepan
- **Ralph Tobias** is continuing his Ph.D.in Chemical Education at the University of Illinois at Chicago
- **Blaire Sorenson** completed a M.S. in Chemical Engineering at Cornell University. She is now pursuing a Ph.D. in Chemical Engineering at Cornell University.
- **Keith Arntson** continuous to pursue a Ph.D. program in Chemistry at the University of Minnesota (Minneapolis, MN). He began his graduate work in Fall 2013.
- **Thach Nguyen** continuous to pursue a Ph.D. program in Chemistry at Boston College. He began his graduate work in Fall 2013.

- **Joe Schwab**, Chemistry 87 Alumnus received Ph.D. in Chemistry from the University of Illinois Urbana-Champaign and has started his own business, Hybrid Plastics Inc. in 2001. He has 27 patents listed.
- **Nasos Athanasiou**, NEIU Alumnus in Chemistry, is now CEO of AVVA Pharmaceuticals.
- **Syed Shahbaz Ahmed**, Senior Associate in Pharmacovigilance Operations, AMGen located in Thousand Oaks, California.
- **Chandrakant lunagariya**, a Scientist II at Therapeutic Proteins International, LLC, Des Plaines, IL has moved to Akron, Inc. where he is promoted to Analyst Scientist III.
- **Yating Wei**, has been employed as a Chemist by Deibel Laboratories, IL
- **Syed Shahbaz Ahmed** started working in Pharmaceutical Product Development (PPD) in North Carolina, as Drug Safety Specialist.
- **Hussain H Kayani**, recently employed by Gilead Sciences, San Francisco as a Master Data Management in Laboratory Information Management System.
- **Faisal Ahmede**, recently employed by Gilead Sciences, San Francisco
- **Gulustan Tahmisoglu**, recently employed by **Abbvie Inc.**
- **Eyup Zengiu**, employed by Fresenius Kabi Company, IL
- **Rafal Turek** continuous to work as a Research Chemist, R&D at AmeriCoats
- **Monika Parad** continuous to work as a chemist at Wockardt, Morten Grove Pharmaceuticals, USA
- **Shaheed Alam** continuous to work as a Senior Scientist (Analytical R & D) at Impax Pharmaceuticals, California
- **Syed Shahbaz Ahmed** continuous to work as Drug Safety Associate at Pharmaceutical Product Development (PPD) in North Carolina
- **Rajeshwar Raja** Continues to work at Pharmaceutics International Inc., (Baltimore).
- **Mohammed Aziz Shaik** continues to work at ERP Analyst (Ohio).
- **Syed Shafeeq Ahmed** Continues to work as Drug Safety Associate in California.
- **Syed Shahzaib Mehdi** Continues to work as Validation Transcription services in New Jersey.
- **Mohammed Shatat** Continues to work at Ingredion Incorporated in Bedford Park in Illinois
- **Monika Boba** Continues to work at Abbvie Inc.
- **Taral Patel** Continues to work at Abbvie Inc.
- **Adelf Alvarado** Continues to work at Abbvie Inc.

# CHILD ADVOCACY STUDIES Minor

**Annual Report 2016 – 2017**

**Submitted by Rachel Birmingham, Coordinator**

## **I. Executive Summary**

This report, where possible, uses the categories of the university's strategic plan to discuss the work of the Child Advocacy Studies (CAST) minor program that contributed to the larger university goals during the past year. It is important to note that CAST is an academic minor (not a major), and is comprised of a small number of faculty from several departments, including Psychology, Justice Studies and Social Work. In past years, annual review of this minor was housed within the Justice Studies annual report, as the tenure line of the coordinator resides in that department. However, in light of recent re-organization efforts, a unanimous decision was made by members of the CAST steering committee (i.e., Dr. Rachel Birmingham, Dr. Cris Toffolo, Dr. Saba Ayman-Nolley, Dr. Jade Stanley and Dr. Brett Stockdill), and with support of the CAS interim Dean, to separate the minor from any specific department and reflect its truly interdisciplinary nature. It is within this spirit that the first independent annual report for the Child Advocacy Studies minor is written.

To provide brief historical context, CAST is a relatively new minor and received formal classification as a program in the summer of 2013. The program has grown substantially between 2013- 2017, and enrollment trends indicate continued growth. In fact, as of spring of 2016, a total of 265 students had participated in the CAST program (new declarations, continuing students and alumni included). It is exciting to witness such growth, as each student who participates in CAST prepares themselves to serve children and adolescents in various ways and from multiple academic disciplines.

According to institutional research and advancement, there were 95 students enrolled in the CAST minor in the Spring of 2017, and 339 credit hours were generated for the College of Arts and Sciences. Departmental records (sorted by name and student ID), indicate that there are 155 students currently declared as CAST minors. Reasons for this discrepancy may include the potential that students were not enrolled during period of institutional data collection, or that students had dropped the minor for various reasons. While the discrepancy is noteworthy, the data nevertheless indicate that CAST thrives. It is currently amongst the most successful interdisciplinary minor programs on campus.

The Child Advocacy Studies (CAST) minor serves students from diverse backgrounds and academic majors. The majority of students come from Psychology, Justice Studies, Sociology, Social Work and Interdisciplinary Studies. Other majors represented include History, Political Science and Human Resource Development, as well as students from the College of Education.

### **Student Success**

Student success is currently measured by the number of students who successfully complete the minor, student success in fieldwork, and the ability of students to enter into the professions they desire to pursue. There is currently no alumni survey, which would better allow us to measure success in meeting post-baccalaureate goals.

Department records indicate that since the inception of the program, a total of 112 students have graduated with a minor in Child Advocacy Studies. The largest graduating class was seen in the 2016 academic year. The personal and professional goals of our students are as varied as their major concentrations. However, a central aim that students share is the desire to be prepared for future careers working with children. It is in this spirit that the Fieldwork Seminar was developed, with each student completing 80 hours of direct contact with youth from varied populations and developing a professional portfolio that captures their experience as a Child Advocate. Evaluations from site supervisors overwhelmingly indicate that our students are serving sites well, and that they successfully apply knowledge and skills acquired through the CAST curriculum to the organizations they serve.

CAST has also been instrumental in helping students prepare graduate school. For example, several students who graduated in the Spring of 2016 successfully entered into **Master's programs in Social Work, Counselor Education, Family Counseling and Counseling Psychology** both at NEIU and at other local universities (e.g., The Chicago School). Others have taken positions of leadership in local schools and early learning programs, as well as community and state organizations that serve youth.

An area for growth that will allow for a more robust understanding of how well we meet this goal is to develop a CAST program alumni survey. Now that the program is five years old, we have enough graduates to enable us to gain a picture of the pathways our students take in their post-baccalaureate lives. Information gathered from this survey will also enable continued development of our curriculum to address gaps that may arise based on feedback from our graduates.

### **Academic Excellence and Innovation**

Our understanding of Academic Excellence and Innovation comes primarily through communication between faculty, the application of faculty professional development to classroom curriculum, as well as student evaluation of courses. These areas are discussed below.

To ensure that CAST students continue to benefit from the program, faculty engage in scholarly activity and professional development in their given fields and regularly update their curriculum. This practice is built upon regular communication between faculty, and feedback from the steering committee to ensure growth meets the needs of our students.

For example, following the experience of serving as a junior faculty member in a study abroad trip to the United Nations in Geneva, Switzerland, Dr. Birmingham incorporated an international component into CAST 304 by familiarizing students with the Convention on the Rights of the child (UN-CRC) in the fall of 2016. In the same **semester, one student used the CRC to inform an honors' project where she incorporated article 19, a child's right to live free of violence,** into interviews conducted with women and children living in a de-funded domestic violence shelter. In the Spring of 2017, Students used additional articles to critically examine the U.S. response to police brutality in Ferguson, changes in immigration policy following a series of executive orders pertaining to this issue, the criminalization of girls who are victims of domestic minor sex trafficking, and equality in access to high-quality, non-discriminatory education for transgender youth.

Finally, in the summer of 2017 a student engaged in an independent study to examine the structural roots of inequality pertaining to gang membership to better understand why youth join gangs. She used this project to inform her practice with youth at the Cook County Juvenile Detention Center the following semester.

Evaluations of courses indicate that across the curriculum, coursework deepened their understanding of child advocacy issues and facilitated their ability to understand root causes of child maltreatment. An additional method of promoting academic excellence is the use of external programs in the training of CAST students. For example, all students must complete coursework provided by the Illinois Department of Child and Family Services to become certified Mandated Child Abuse Reporters. This certification becomes part of the professional portfolio they create upon completion of the minor program requirements.

### **Urban Leadership**

Because CAST requires a fieldwork component where all students must engage in direct contact with youth and youth-serving organizations in the Chicagoland area, demonstrating urban leadership is at the heart of the program. Students have worked **with numerous agencies including Chicago Children's Advocacy Center, SOS Children's Villages, The Cook County Juvenile Detention Center, The Cook County Juvenile Probation Center, Children's Home and Aid Society, YWCA, Sarah's Inn, Mujeres Latinas en Accion, Chicago Public Schools,** and the list goes on. The passion and dedication of these students continues to leave a mark on youth in communities across the city.

Further, curriculum from the classroom is often applied and used by CAST interns in these organizations. For example, resiliency building practices taught in the CAST curriculum, such as *the Search Institute's 40 developmental Assets for Positive Youth Development*, have been incorporated into curricula for community programs and youth outreach. In fact, in the Spring of 2017 at least two students were offered full time jobs upon graduation by their fieldwork site.

In the spring of 2017 several CAST students were also involved in helping to design a presentation to link access to higher education to combat poverty, social inequality and improve the lives of children and families. Indeed, multiple CAST students engaged in lobbying activities to fund higher education and provided personal testimonies that were taken to Springfield as the president spoke on behalf of NEIU. Students have also been engaged in campus and community events including Family Violence Prevention and Child Abuse Awareness activities.

### **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. This practice serves people across the community and across the lifecycle. As a social worker, Susan also served as the mentor for a clinical (MSW) intern from NEIU. BodyMind also engages in community outreach through public talks and educational seminars. The techniques that Susan uses translates into her Classroom, where she teaches and practices mindfulness with CAST students on a weekly basis.

##### ***Domestic Violence Awareness (2016-2017).***

Susan has also been involved in awareness events, such as Take Back the Night and Peace Circles, for NEIU Students in the Fall of 2016. Additionally, she gave a talk on trauma for the Social Work Day celebration.

#### **Birmingham, R**

##### ***NEIU Child Advocacy Club (2016-Present).***

With guidance from Dr. Birmingham, CAST minors developed NEIU's Child Advocacy Club in 2016, and hosted several campus events including an invited talk from Chicago Children's Advocacy Center, a movie screening and several child abuse awareness campaigns, including the *Clothesline Project* and *Pinwheels for Child Abuse Prevention*.

## **Korda, C.**

### ***Hate Has No Home Here Campaign (2016-Present).***

One of the most exemplary faculty initiatives came following the 2016-2017 election and inauguration, which enhanced a culture of uncertainty and distress on campus and within our communities. In response to this, one of the core faculty members in CAST, Catherine Korda, worked with children at a local elementary school to create a message of peace and unity. The product was a poster that read **“Hate Has No Home Here”**, the poster also provided translations of the powerful message in several languages. What started as a local activity on campus and in the North Park neighborhood has rapidly spread into something much larger. These signs have been in other states, and used in national rallies surrounding civil and human rights.

#### Interviews:

DNAinfo Chicago: *“Hate has no home here, started in North Park, goes viral.”*  
November, 2016.

Chicago Tribune: *“Hate has no home here, started in North Park, goes viral.”*  
February, 2017.

## **II. Program Plan**

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

1. The long term goals for CAST are numerous. Developing curriculum that **conceptualizes child rights as global children’s rights is currently underway via use of the United Nations’ convention on the rights of the child. Another major goal of our curriculum is to move beyond the primary focus of risk (e.g., trauma, poverty, mental health concerns), to the role of building resiliency and empowering children who be gifted, but lack access to resources. An additional goal for the minor is to continue works collaborating with the college of education to strengthen relationships and to offer our minor to students that are preparing for careers in the classroom.**

2. Outside of the minor, CAST is seeking to develop a post-baccalaureate summer institute, geared to both alumni and child-serving members of the community. This program will both generate revenue for the university and provide professionals with Continuing Education Units (CEUs), which are required for many licensed working professionals. Our short-term goal is to develop trainings on children and domestic violence, sexual assault and advanced child advocacy.

2. The modules described above will also serve as a platform for developing graduate level courses in advanced child advocacy (to include in-depth analysis of social policy regarding child welfare, to gain a better understanding of non-profit management, and to develop grant writing skills). This coursework will result in a graduate level certificate, with many students coming from other graduate programs on campus that wish to specialize in child advocacy. These steps will create the path for the long term **goal of creating a master’s degree in Child Advocacy Studies.**

## **B. Projected needs**

### **1. For Faculty:**

CAST is currently fully supported by three faculty members, with a fourth teaching for the program once every other year. The first two required courses regularly fill with waiting lists. This is especially so for CAST 301, which has regularly run two sections for some time. In the Spring of 2016 we recruited a faculty member from the college of education to teach an additional section of CAST 302 in order to meet growing need in this course. However, following budget cuts and institutional instability, this faculty member left the university. Additionally, we do not have the faculty to cover required courses should something happen with the core instructional staff. As a result, CAST is in great need of additional faculty in order to ensure that continued growth that is secure.

**2. For Equipment:** We have no major needs at this time, although one university provided laptop is aging and will soon be in need of replacement.

**3. For Other Resources:** Because CAST has no budget, informational brochures are **printed at the shared cost of multiple departments and the CAS Dean's office.** Given the financial struggles of the University, acquiring funds for this fundamental need has become difficult. Additionally, having other sources of advertisement, such as pens, wrist bands or pins, will increase the visibility of our program.

## **III. Accomplishments**

*Note: CAST has one full time, tenure track faculty member (CAST/JUST), one full-time instructor (CAST/JUST/WGS) and one part-time instructor (CAST/SWK). Research, Creative and Community requirements and activity differs dramatically for these faculty members.*

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

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

Birmingham, R., Bub, K. & Vaughn, B. (2016). Parenting in Infancy and Self-Regulation in Preschool: An Investigation of the Role of Attachment History. *Attachment & Human Development*, 19, 107-129.

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

Birmingham, R. (2016). Parenting in Infancy and Self-Regulation in Preschool: An Investigation of the Role of Attachment History. NEIU Faculty Research Symposium.

Birmingham, R. & Auman, S. (2016). *Responding to Grief: Recognizing Trauma and Helping Children Cope With Loss*. Peterson Elementary School. Chicago, IL.

**Korda, C. (2017)** “Starting a ‘Friends of Non-Profit,” invited presentation to local schools and other community groups, North River Commission, Chicago, IL.

**Korda, C. (2017)** “Starting a Friends of,” New Field School, invited presentation for Local School Council, Chicago, IL.

**Korda, C. (2017)** “STEP UP Parent Engagement Course,” panelist, Chicago Teacher Education Pipeline, Chicago, IL.

## **Alumni News**

**Barrera, G. ('15).** Director of youth Services. Clayten Youth Enrichment Center. Fort Worth, Tx.

**Breving, N. ('15).** Masters student of Social Work program. Northeastern Illinois University. Chicago, IL.

**Carillo, S. ('14).** Working as curriculum designer and bilingual home visitor. Puget Sound Educational Service District. Seattle, WA.

**Hoecker, C. ('14).** Doctoral Student of Clinical Psychology. William James College. Newton, MA.

**Huizar, D. ('16).** Masters student of Social Work. Northeastern Illinois University. Chicago, IL.

**Manley, D. ('17).** Special Education Assistant. John W. Garvey; Wildwood Magnet School. Chicago, IL.

**McGinnis, J. ('16).** Masters student of Social Work. Northeastern Illinois University. Chicago, IL.

**Vinson, C ('16).** Masters student Counseling Psychology. The Chicago School. Chicago, IL.

**Kukla, M. ('15).** Special Education Paraprofessional. Lane Tech College Prep. Chicago, IL.

**Navarro, D. ('16).** Preschool Teacher. The Goddard School. Chicago, IL.

# COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

## Annual Report 2016-2017

### Submitted by Melanie Bujan

#### I. Executive Summary

The College of Arts and Sciences Education Program (CASEP) marked its sixteenth year of teaching, guiding, and inspiring first-year and sophomore students interested in becoming teachers. After 16 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 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 2016-17 academic year with 32 first-year, full-time students. Of the 2015-16 class, 19 students returned for their sophomore year in fall 2016, and in keeping **with CASEP's history, our retention rate was higher than that of the mainstream** freshman at Northeastern. Though only 58% of returning sophomores is lower than usual for CASEP, the majority of the students that left the university did so between the fall and spring semesters. Of the first year students retained, however, something interesting occurred: the retention rate between spring 2017 and fall 2017 was actually much better than fall-to-fall, 87% of the students remaining after fall 2016 returned for **their sophomore year**. **Starting in 2017, CASEP's coordinator and CASEP's advisor have** made a concerted effort to get the first-year students registered for spring: we are over 90%.

In addition to the cohort structure of linked courses, CASEP students once again benefitted from the addition of a designated FYE course in their first year. The FYE course in TESL allows these future teachers to consider what it would be like to teach English language learners. All state of Illinois Early Childhood Education majors, and soon all Elementary Education majors, will be required to carry an ESL endorsement. **Offering the TESL course is an important step in students' recognizing one of the challenges of teaching.** Also, because experiential learning is an essential component of CASEP, in the TESL FYE course, students are required to tutor an English language learner. This experience, in addition to first-year classroom observations, offers **students further insights into teachers' real experiences in the classroom.**

Classroom visits involve 10 observation hours and 10 service hours in either a CPS or suburban school. After students complete their observations, they prepare a journal of their experiences and then are required to link their observations to the concepts studied in one of their CASEP courses. Most students select communication concepts, terms, and theories while others choose theatre activities to highlight. Below are first-year CASEP students' insights about their classroom observation experiences:

### **Cinthia Ruiz**

**"I saw Mrs. Pera helping a little boy color, and [she] asked him what he wanted to play. I realized students don't always need authority. They need to be guided and introduced to ideas, but they must always have freedom to make individual decisions, especially when they correspond to their interest.... They shouldn't have to rely on their teachers or parents for everything. This is why students learn to behave well on their own. And not make a mess whenever they play with objects. I noticed that teachers allowed their students to play with anything inside the classroom. They didn't really look at them. I began to think that they wanted to show students that they trust them and that they should feel comfortable. They learn how to be independent with a minimum amount of teacher interference."**

*Pre-school classroom observation*

### **Milica Kovacevic**

**"Physical movement is key to a kindergarteners focus and creativity. By encouraging small children to move around, we, as educators, encourage them to harness their focus, expand their knowledge, and establish long lasting relationships with their classmates. Theatre games in a kindergarten classroom are vital to the student's concentration and should definitely be utilized as much as possible."** *Kindergarten classroom observation*

### **Joseph Michael**

**"Something that I noticed about Mrs. Felton that I really liked was that she encouraged students to participate. She let them know that it is okay to be wrong, as long as you are learning from your mistakes. In doing so, she was keeping her students engaged in class."** *High School classroom observation*

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

**Maria del Carmen Ponce, first year CASEP student, *Presidential Scholar, and Golden Apple Scholar***

“One thing I am most grateful for is learning how natural teaching is for me. I have been put in front of the classroom before because of the Golden Apple Scholars program, but this was a very different experience. These activities were **different because they weren't in a 'formal' educational setting.** With the activities we engaged in in this class, I learned about being a teacher. The most important thing I feel I learned was the many learning styles each student has and how we can find activities that correspond with these learning styles. I was always aware of different learning styles, but never how to use them in cooperative activities like the ones we used in class.”

**Megan Andrews, first year CASEP student**

“I have never been in an environment where I felt a no judgment zone before. In high school, there would be signs all around the school saying ‘no judgment zone,’ but all I ever felt was judgment in high school. I am thankful I finally got to experience something right at the beginning of college where I felt like everyone was equal.”

**Eliot Kafka, first year CASEP student**

“I loved the open atmosphere of the class. I've always had a problem making friends but this class removed all that difficulty. It was the ultimate meta-trust exercise. By forcing 30-some strangers into an area together and making them play games where we had to meet new people, removed all of the awkwardness from the friendship-making process..... **I love the variety of the things we did.** I loved the morning check in meetings with the numbers and random questions. I liked that I found a group of people willing to put up with my jokes and laugh at them.”

**Dana Benitez, first year CASEP student and *Golden Apple Scholar***

“In my opinion, the adventure education [course] is a great complement to the CASEP program. It truly builds the relationships within the group.... **For one, the fact that the course is founded on teamwork and the idea of “challenge by choice”** allows us to be individually active within the group. We are not forced to **participate if we don't want to, but having the choice creates a responsibility** that entitles us to help the group to the best of our ability. We have also learned to work together efficiently. And that is a strength many people look for in the teaching field and in basically every field I can think of.”

For 15 years now, CASEP students have found this experiential course to be revelatory as they journey towards self-awareness. Indeed Goal 1 for this course is: "Developed self-awareness and self-management skills to achieve school and life success." CASEP students appear to finish their first semester at Northeastern having a better understanding of who they are. And thanks to their experiences with Maureen Kelty's Adventure Ed course, CASEP students continue to assist in GEAR UP through the Center for College Access and Success.

The qualitative data obtained through these students' experiences highlights the supportive and affirming, as well as challenging, nature of CASEP's programming. In addition to this qualitative data, the CASEP coordinator implemented a pre- and post-survey given at the start of fall 2016 classes and again at the end of the spring 2017 semester. The nature of the survey was to measure 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.

## **II. Program Plan**

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

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

#### **Retention:**

Though the cohort structure is affirming and supportive of students, for some, it is intimidating. Each CASEP first-year cohort is inherently different. In 2016-2017, the CASEP Coordinator taught both halves of the cohort in fall and spring to remain in constant contact with all first-year students in a classroom setting throughout the school year. Whether or not this had an impact is difficult to assess; the majority of students who left CASEP and Northeastern did so by the end of the fall 2016 semester. Of those remaining students who registered for spring 2017, 87% were registered for fall 2017. This instance may indicate that most of the hard work on retention in that first year needs to happen from the fall semester to the spring semester.

The addition of a 1 hour advisory course continues to be a consideration, especially since going forward all CASEP students may not have Cooperative Learning in Adventure Education due to changes in how the Goodwin College accepts and acknowledges health and physical education courses. An advisory session would allow students to discuss their progress or any other issues about university life they wish to share. Even with **more focused attention 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.

### **Applying to the Daniel L. Goodwin College of Education:**

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

While CASEP students continued to have tutoring available to them to pass the ACT or the TAP, they also had the opportunity to take a special, free semester-long preparation workshop. This workshop was offered by the Goodwin College, and CASEP students were invited to participate. The sessions were held in the evenings and focused on reading and math skills. At least two CASEP students were able to take advantage of the workshops, and one former CASEP student, Golden Apple Scholar and Special Education major, Victoria Valentine, assisted Dr. JoAnn Karr in teaching and tutoring during the workshop.

### **Assessment:**

As mentioned in the Executive Summary, the 2016-17 CASEP first-year students were given a pre-and post-survey examining their expectations when joining CASEP and after their first year, whether those expectations were met. This survey information demonstrated that indeed CASEP fulfills student expectations.

In addition to this survey, CASEP hopes to devise an assessment tool to measure student learning. 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 TESL 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 English and communication (culture, perception, conflict). Examining the depth of these connections may indicate an interdisciplinary strength uniquely fostered in **CASEP students. This year's connection between Intro to Theatre and U.S. History may** provide important highlights: plays chosen for the theatre course mirror the time periods being studied in the history course.

## **B. Projected needs**

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

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

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

# DEPARTMENT OF COMMUNICATION, MEDIA AND THEATRE

**Annual Report 2016 – 2017**

**Submitted by Shayne Pepper**

## **I. Executive Summary**

The Department of Communication, Media and Theatre links three creative and demanding disciplines, all of which take as their focus social interaction, technology, and performance. Students in the CMT program acquire proficiency in the theory and practice of communication, media, and theatre and develop an appreciation of differing values and perceptions of the world. CMT is again proud to report being named one of NEIU's top 10 majors (#7). This is the seventh year we have maintained a top-10 distinction, which we owe to the talent and dedication of our faculty and staff, and to the **interest and enthusiasm of our students. We also owe this success to the program's** continued focus on balancing the theoretical knowledge, practical skills, and opportunities for personal and professional development that students need to compete **in today's workforce. Our undergraduate major in CMT and our five minors** (Communication, Media and Theatre; Communication; Media; Theatre; Journalism) integrate technology and a liberal arts curriculum. **CMT's graduate program provides** an in-depth study of the principles and practices of communication, media, and theatre and is designed for students interested in advanced corporate and non-profit 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.**

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

As of Fall 2016, CMT has 252 undergraduate majors (including double majors), 63 undergraduate minors, and 27 graduate students. Undergraduate degree conferrals have been strong, with 126 degrees awarded in 2016-2017. CMT enrollment and student credit hour (SCH) production remain comparatively strong, with 4308 SCH for Fall 2016 and 4210 SCH for Spring 2017. We continue to appreciate student interest in our undergraduate and graduate degree programs, as well as to our five undergraduate program minors.

### **Program Activities and Accomplishments**

Major activities during the 2016-2017 academic year include: 1) maintaining the partnership with the Chicago Film Society, 2) organizing the third annual CMT Internship Fair, 3) continuing to produce engaging theatrical productions with the Stage Center Theatre **and Children's Theatre Workshop**.

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

#### Partnership with 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 acquisition, publicity and social media management. The screenings have been integrated into CMT's film studies courses, which serve more than 200 students each semester.**

A few highlights from the second year (2016-17) of the partnership include screening a total of 37 feature-length films to an audience of over 3,400 and received great press from *The Chicago Tribune* and other media outlets. We also created 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.

#### CMT Internship Fair

Faculty member Edie Rubinowitz, Office Administrator Linda Leyva, and work-study student Erika Rivera partnered with the NEIU Office of Career Services to coordinate the third annual CMT Internship Fair on October 18, 2016. 120 students and 16 employers attended the event, including Steppenwolf Theatre Company, Chicago Debate Commission, Centro Autonomo, WTTW, and the Raven Theatre Company. Media, In 2017-18, CMT will continue this event.

### 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 2016-2017, nearly 700 students were enrolled in Theatre courses and more than 140 students took practicum courses that involved work on our Main Stage **Theatre, Summer Theatre and/or Children's Theatre Workshop.** Each year we also involve more than 200 students in every aspect of production; we offer opportunities for student set designers; and we provide students with opportunities as playwrights, directors, and designers.

In 2016-17, the Stage Center Theatre presented six 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 2016 featured **David Mamet's *November***, directed by Rodney Higginbotham and **Josefina Lopez's *Real Women Have Curves*** directed by Mary Kroeck. **Spring 2017 featured Caryl Churchill's *Cloud 9*** directed by John Bliss and **Deborah Zoe Laufer's *End Days*** directed by Dan Wirth. Ann Hartdegen and the **Children's Theatre Workshop crew also performed *The Laramie Project*** (Fall 2016) and ***The Clam Made A Face*** (Spring 2017). In 2016-17, the total attendance for our Main Stage shows was over 1,600 and our CTW attendance was over 1,800.

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

### Children's Theatre Workshop

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

**We are proud that our Children's Theatre curriculum is not only a valuable "hands-on" experience for our students, but also serves as important community outreach and as a way to entertain, teach, and cultivate a love of theatre among children. This year's theme**

was “Different Lives” and the Children’s Theatre Workshop produced *The Laramie Project* (Fall 2016) and *The Clam Made A Face* (Spring 2017). The next theme for 2017-2018 will be “Immigration, Diversity, Inclusiveness.”

#### Media Production

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

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

#### Student Research

The CMT Department continues to excel in the area of student research and creative activities. In April 2017, two CMT graduate students—Elise Taylor and Samentha Sepulveda presented their original research at the NEIU Student Research and Creative Activities Symposium. Also in April, 2017 CMT graduate student Chris Churchill **successfully defended his M.A. thesis titled “How Honesty, Love, and Humor Helps Families Dealing With Mental Illness”** during which he produced the documentary *Tell Me About My Mother* that has since had several screenings in the Chicago area.

#### Scholarships

Thanks to the continued generosity of Professor Emeritus Bernard Brommel, the CMT Department now offers five annual scholarships. With these scholarships, Dr. Brommel has endowed more than \$200,000 to the Department, which provides important financial assistance to our students. We are also proud to announce that in 2017, the National Communication Association awarded the 20th annual Bernard J. Brommel Award for Outstanding Scholarship or Distinguished Service in Family Communication, an award that pays tribute to our esteemed NEIU Professor Emeritus.

**We are also continuing to award the “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.

#### CMT Website/Facebook/Twitter

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

### University Core Curriculum/Engaged Learning Experiences

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

- CMTC 305: WIP: Writing In Communication, Media & Theatre
- CMTC 313: Communication, Gender and Identity
- CMTC 330: Communication Research Methods
- CMTM 362: Video Production Workshop
- CMTM 366: Multimedia Storytelling
- CMTM 367: News Writing
- CMTM 377: Gender And Media
- CMTM 379: Media Law & Ethics
- CMTT 339: Advanced Theatre Practicum
- CMTT 350: Children's Theatre Workshop: Elementary
- CMTT 351: Children's Theatre Workshop: Middle and High School
- CMTT 393: Drama For Teaching And Learning
- CMTC 383-384-385: Professional Internship
- CMTM 383-384-385: Professional Internship
- CMTT 383-384-385: Professional Internship

### CASEP

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

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

### WGS and LGBTQ Studies Program Course Offerings

The CMT Department continues to contribute the following courses to the WGS major/minor as well as the minor in LGBTQ Studies: CMTC-313: **Communication, Gender and Identity** and CMTM-377: **Gender and Media**. The WGS program/LGBTQ Studies minor offers an interdisciplinary approach to studying the lives, histories and cultures of Lesbian, Gay, Bisexual, Transgender and Queer communities and their allies. Courses in history, culture, health, politics, justice, education, literature and the arts reflect a commitment to understanding and representing the contributions of LGBTQ individuals and communities.

### CMT Program Advising

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

### **Faculty Engagement**

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

The CMT department had several faculty members recognized with NEIU awards during the 2016-17 year: Cyndi Moran was awarded a Sabbatical Leave, Lizz Otto-Cramer was awarded an Instructor Educational Leave, and Shayne Pepper received a Faculty Excellence Award for Service.

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 Advisory Committee on Faculty Awards, the Research and Creative Activities Group, and the College of Arts and Sciences Academic Affairs Committee. They maintained membership on the Latino and Latin American Studies Faculty Board and University Honors Program Board and participated in important University initiatives such as the University Without Walls, the annual NEIU Student Research and Creative Activities Symposium, the NEIU Faculty Research and Creative Activities Symposium, and the CAS Economic Inequality Initiative. Finally, CMT faculty serve their professional, local/community and state organizations as officers, members of professional editorial boards, facilitators of professional workshops, and in various key leadership roles.

A specific enumeration of 2016-2017 CMT faculty research/creative activities and service is presented in the “Accomplishments” section of this report.

## **II. Program Plan**

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

Although 2016-2017 was another year of severe budget cuts to state universities, we will continue to work on community outreach, student recruitment and retention; be more resourceful with diminished funds, courses, and faculty; and find innovative ways to

support our students and maintain a curriculum that meets the needs of an ever-changing workforce. This past year again, it has been inspiring to watch our faculty work their CMT magic—their negotiating skills to protect workers’ rights; their use of media connections; their ability to facilitate meetings with politicians and engage in letter-writing campaigns; and their willingness to orchestrate an array of public protests. CMT has identified the following tasks for the upcoming academic year:

- Organize the 2018 6<sup>th</sup> CMT Day/8<sup>th</sup> North by Northeastern Media Festival;
- Organize the Brommel-Hahs lecture by Dr. Jarice Hanson (UMass-Amherst);
- Organize the 4<sup>th</sup> CMT Internship Fair;
- Continue to publish the *ComMuniTy* newsletter
- Find additional resources to help the theatre area and advocating for another tenure/tenure-track theatre hire and a full-time Technical Director/Master Electrician. We currently only have two faculty members able to oversee the Stage Center Theatre budget, advise students about theatre careers, and revise and assess the theatre curriculum;
- Consider the development of an Undergraduate Student Handbook with the goal of recruitment, increasing retention, and to ensure quality and effective advising;
- Consider ways CMT can fulfill the new University Core Curriculum (UCC) requirements especially by expanding our Engaged Learning Experience courses;
- Continue to find innovative ways to financially support NEIU students; being more resourceful with diminished funds, courses, and faculty; maintaining morale among CMT faculty, staff, and students; and engaging in community outreach regarding the need for funding for higher education in Illinois.

### ***Alumni Relations***

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

### ***Fundraising and Outreach***

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

## **B. Projected needs**

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

### 1. General Faculty/Instructional Support

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

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

However, CMT still only has two tenure-track/tenured faculty members in Theatre (Sarah Fabian and Rodney Higginbotham, with Rodney planning to retire by December 2019). The minimal number of faculty in this area will adversely affect student advising and retention, especially students who want to make theatre a primary focus. These two theatre faculty members are tasked with overseeing all activities of the Stage Center Theatre, supervising talent scholarships and theatre internships, advising theatre students, and monitoring the theatre curriculum. While we were granted a Theatre faculty position in the 2016-17 year, the offer had to be rescinded due to lack of funding, so we hope to be granted a search again to address this critical need.

Similarly, after losing both Tony Adams and Nanette Potee after the spring 2017 semester, our Communication area only has one tenure-line faculty member: Wilfredo Alvarez. With this in mind, it is imperative that we request the hire of two tenure-track Communication faculty members once our theatre area has been stabilized with an additional (third) faculty member. At the minimum, each area of our department (Communication, Media, and Theatre) needs three faculty members each to cover our **curriculum, serve our students, and handle the department's service workload** (including advising). We are currently operating with very few tenure-line faculty for a department of our size.

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

## 2. Theatre Faculty Hire

With this context in mind, although we are thankful for being able to hire Prof. Sarah Watkins, a new T/TT hire with an emphasis in Theatrical Design and Technology (August 2016), Prof. Rodney Higginbotham will be the only T/TT faculty member who has an emphasis in Performance and Theatre History/Literature. Further, Prof. Higginbotham has officially declared that he will retire by December 2019 at the latest.

In 2017-2018, we hope to be granted a faculty search to hire an Assistant Professor of Theatre with an Emphasis in Performance and Theatre History/Literature and Criticism. This hire would have the theoretical background, applied skills and professional experience to respond to the following programmatic needs: 1) teaching a range of introductory, advanced, and graduate courses in performance (e.g., Acting, Directing) and theatre literature/history (e.g., Contemporary Theatre, American Social Problem Plays); 2) directing at least one main stage production every year; 3) collaborating with CMT faculty to supervise and strengthen the Theatre curriculum; 4) **collaborating with CMT's Managing and Artistic Director to coordinate Stage Center** Theatre productions; 5) advising students about theatre careers; and 6) directing graduate research/creative projects in theatre. Additionally, this hire would support outreach efforts in the surrounding community, and through interdisciplinary collaborations within the University (e.g., Economic Inequality Initiative).

As mentioned above, we also anticipate the need to hire another Theatre faculty member in the 2018-2019 year in order to be prepared for the retirement of Rodney Higginbotham.

## 3. Communication Faculty Hires

As outlined above, with the recent loss of both Tony Adams and Nanette Potee in spring 2018, our Communication area only has one TP faculty member: Wilfredo Alvarez. We are in need of at least two tenure-track faculty members who teach in one or more of the following areas: business communication, public relations, quantitative/qualitative communication research methods, family communication, ethnography, health communication, applied communication, rhetoric, or education communication. These hires will be vital to support our graduate curriculum in particular as graduate students currently have only one faculty member available for Communication-focused graduate courses, independent studies, and theses.

#### 4. Theatre Administrative Staff Support

The CMT Department encounters the recurring issue of how to address our administrative needs in the Theatre area, as indicated below from previous reports:

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

#### 5. Office Administrator Position

The CMT Department has been lucky to have valuable and highly skilled office support staff over recent years: Karol Bailey, followed by Alan Mace, and now Linda Leyva. In previous years, CMT had not only an Office Administrator but also an additional part-time support position. That part-time position was eliminated, and now our Office Administrator Linda Leyva manages 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. As it stands, we have to rely heavily on our Student Aide and Graduate Assistants to do a tremendous amount of paperwork and high workloads, and this will only be exacerbated by the retirement of Linda Leyva in December of 2017 and the **reliance on only two “Anchor Positions.” As highly capable as Peter Goldman is (and we are tremendously lucky to have him as one of our two anchor positions),** 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.

## 6. Equipment and Technology

The CMT Department is pleased to report that the E-112 Media Lab, which is in its ninth year of operation and supports both our audio and video production courses, is working **well to serve our students. We appreciate the University's recognition that ongoing technical support, periodic software upgrades, and continued access to the Media Lab are required for the maintenance of the facility.** This support is: 1) essential in the **administration of CMT's audio and video production curriculum;** 2) **required for** the lab to remain timely and current in meeting disciplinary and industry standards in audio and video production; 3) important in meeting ongoing student demand for courses in media production; and 4) necessary for our students to be more competitive in their search for internships and other employment in media.

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

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

## 7. Space and Infrastructure

The CMT Department has long been confronted with space and infrastructure challenges in the F-Building Theatre area. Not only do we maintain that an entire renovation of the Theatre would have a significant and positive impact on the CMT program and the NEIU arts, it is long overdue. For example, we have a significant roof leak and damage in F-109, and our Theatre Wing lobby is in need of remodeling as it is the first thing the general public sees when coming to a play at NEIU. Our shop space in particular is in need of tremendous overhaul including a new ventilation system and other improvements.

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.

### **III. Accomplishments**

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

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

###### **Moran, Cyndi:**

Moran, C. (Editor). (2017). *CURE 2017: Miguel & Kelly Cervantes' Story*. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy).

Moran, C. (Editor). (2017). *CURE: Introducing Laura Lubber, Chief Science Officer*. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy).

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

###### **Alvarez, Wilfredo:**

Alvarez, W. (2016). The Latino immigrant myth and the (im)possibility of realizing communal appreciation. In Camara & Drummond (Eds.), *Communicating Prejudice: An appreciative inquiry* (pp. 141-161). Hauppauge, NY: Nova Science Publishers, Inc.

Alvarez, W. (2016). Establishing contact and entering the field when working with marginalized populations. In A. Kurylo (Ed.), *Are you in or are you out? Group identity in the research process* (pp. 43-64). Thousand Oaks, CA: Sage.

Alvarez, W., De Walt, P. S., Genao-Homs, M. J., & Yun, J. (2016). Multidisciplinary Graduate Student Alliance (MGSA): Crafting a peer network within and beyond a predominantly white institution (PWI). In B. G. Johansen (Ed.), *Global mentoring networks in a diverse 21<sup>st</sup> century higher education context* (127-154). New York, NY: Springer.

###### **Fabian, Sarah**

Watkins, S. (Scenic Designer). (2017, November 17) *Noises Off*. Live Performance in The Sarofim School of Fine Arts at Southwestern University, Georgetown, TX.

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

###### **Fabian, Sarah:**

Watkins, S. (Scenic Designer). (2017, April 24). *3C*. Live Performance in A Red Orchid Theatre, Chicago, IL.

Watkins, S. (Scenic Designer). (2016, April 03). *A Life Extra Ordinary*. Live Performance in The Gift Theatre, Chicago, IL.

Watkins, S. (Scenic Designer). (2017, February 22). *Gender Breakdown*. Live Performance in Collaboraction, Chicago, IL.

Watkins, S. (Scenic Designer). (2017, October 26). *In The Next Room or the vibrator play*. Live Performance in TimeLine Theatre Company, Chicago, IL.

Watkins, S. (Scenic Designer). (2017, May 18). *The Tender Land*. Live Performance in Northwestern University Bienen School of Music, Chicago, IL.

Watkins, S. (Scenic Designer). (2017, February 16). *Unseen*. Live Performance in The Gift Theatre, Chicago, IL.

### **Rubinowitz, Edie:**

Rubinowitz, E. (2017) "Book Review: Multimedia storytelling for digital communicators in a multiplatform world," *Electronic News*, 11(3), 186-187

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

### **Alvarez, Wilfredo:**

Alvarez, W. (2016, November). *Creating spaces to communicate: Toward a theory of communal appreciation*. Paper presented at the Northeastern Illinois University Faculty Symposium, Chicago, IL.

### **Pepper, Shayne:**

Pepper, S. (2016, October). Adapting AIDS literature: HBO and *The Normal Heart*. Paper presented at the Midwest Popular Culture Association Conference, Chicago, IL.

## **6. Service**

### **Fabian, Sarah:**

- Company Member, Resident Scenic & Properties Designer, and Director of Internship Programming with Two Pence Theatre Company
- Panel Member, Columbus Academy, Columbus, OH

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

- Editorial Board Member, *Integrative Studies* (October 2011 – Present)
- Manuscript Reviewer, *Asian Journal of Communication* (2011- Present)
- Member, the Hansa Institute (formerly KARDI: Korean American Research & Development) (Feb. 2017 – Present)

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### **Pepper, Shayne:**

- Manuscript Reviewer- *Communication and Critical/Cultural Studies* (2016)

## **B. Student Achievements**

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

Churchill, C. "How Honesty, Love, and Humor Helps Families Dealing With Mental Illness." M.A. Thesis, Northeastern Illinois University.

**Sepulveda, S. (2017) “Where Species Inequality Lives.”** M.A. Thesis, Northeastern Illinois University.

**Sepulveda, S. (2017) “Where Species Inequality Lives.”** Paper presented at the Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL.

**Taylor, E. (2017) “Exploring the Connection Between Emoticons and Hyperpersonal Theory.”** Paper presented at the Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL.

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

**Samantha Sepulveda (M.A. ‘17) was accepted to the Communication Studies Ph.D.** program at the University of Wisconsin-Milwaukee

**Merle Caviness (CMT ‘17) is now attending the John Marshall Law School after being** offered a scholarship covering the full cost of tuition.

Syeda Fatima, (CMT '14) is a Marketing Manager - Muirfield Energy and was accepted into Masters of Science in Integrated Marketing Communications at Franklin University, Ohio

### **C. Alumni News**

**Dina Berberkic (CMT ‘16) graduated from the Masters of Science in Communication (MSC)** program at Northwestern University.

Alejandra Franco (CMT '15) Sales Operation Assistant, NCSA Next College Student Athlete

Dane Campbell (CMT '13) Adjunct English Instructor - Malcolm X college, published author, wrote and produced "Low Hanging Fruit" and "Roomies" at Stage 773

Janean Watkins (CMT '13) Editor-in-Chief, Urban Matrix Magazine

# COMPUTER SCIENCE

## **Annual Report 2016 – 2017**

### **Submitted by Peter G. Kimmel**

#### **I. Executive Summary**

This year showed continued excellence and dedication by the faculty in the Computer Science Department. Xiwei Wang received a Faculty Excellence Award for Teaching and Rachel Adler received a Faculty Excellence Award for Research (both for the 2015-2016 academic year). The majority of our faculty worked on projects for grants which they received. Francisco Iacobelli organized NETT day, which took place in November 2016 and attracted hundreds of participants. Rachel Adler and the Computer Science Society sponsored our CS Alumni Panel and the job fair that followed. Rachel Trana continued her work increasing the use of PLTL in our introductory programming courses, and Graciela continued recruitment, mentoring, hosting talks, and other programs at the El Centro campus.

The Computer Science Department conducted a search for a new tenure track Assistant Professor, but unfortunately it was a failed search. This is the first time in at least 20 years that we have had a failed search. It is very likely that Illinois going 2 years without a budget, causing layoffs and furlough days, was a factor in this. On the positive side, however, Francisco Iacobelli was awarded tenure starting Fall 2016.

The Computer Science Department undergraduate enrollment continues its incredible growth spurt. Over the Fall 2015, Spring 2016, and Summer 2016, our introductory programming course (CS-200, Programming I) course generated a total of 1002 credit-hours. This number increased to 1299 credit hours total over the Fall 2016, Spring 2017, and Summer 2017 semesters. One of our biggest challenges now it to increase the retention rate of our majors. However, our graduate enrollment has dipped slightly for the second year in a row. We did have an unusually large number of graduate students who graduated in the Fall, Spring, and Summer of FY 2016 (55 students graduated) and the number of applicants for FY 2017 did not keep up with the number of people graduating.

In Spring 2016, we changed the format of our CS-200 (Programming I) common final exam. The exam was changed to pass/fail, and each of the five questions on the exam are graded pass/fail, with no partial credit (which was given previously). Students need to pass at least 3 out of the 5 questions in order to move on to the next course, CS-207 (Programming II).

As of Fall 2016, entering graduate students have been required to take two of the three core courses during their first semester (or first and second semesters if they don't have all the necessary prerequisite courses upon arrival). These courses are CS-400 (Discrete Analysis) and CS-404 (Analysis of Algorithms). Students who do not have the undergraduate programming and discrete math skills at their fingertips are not able to pass these courses. Since Fall 2016, if they are not able to pass these courses, then they are required to retake those undergraduate courses at NEIU before attempting these graduate core courses again, and sometimes the rigor of these courses at NEIU, especially with CS-200's common final exam, proves to be more than some of them can handle, and so they may be dismissed because of that.

Since the pass/fail format of the CS-200 common final exam started in Spring 2016, we have noticed that passing ratio in the subsequent course, CS-207 (Programming II), has become significantly higher. The vast majority (around 85%) of the students taking CS-207 now are able to pass this course on the first try. This indicates that the new common final exam format is a very accurate indicator of who should be moving on to Programming II and who should not be.

Furthermore, beginning in Spring 2017, the common final is no longer jointly written by all instructors of that course, but rather by someone who is not teaching any sections of that course. It is difficult as an instructor who knows the questions on the final exam to know how closely to teach to the exam questions. When this happens, some students are able to pass the common final exam even though they are not ready for CS-207, because they have seen sample problems perhaps too much like the ones on the final. This change has allowed instructors to be unrestricted in the examples they use in class or for assignments, since they don't know the final exam questions themselves.

We have increased our usage of PLTL for CS-207 to now accommodate all sections of that course, but up until now, we have not incorporated this into CS-200. We will be piloting PLTL in one section of CS-200 in Fall 2017, and by Spring 2018, we should have PLTL for all sections of CS-200.

We also had ten undergraduate students who served as Peer Leaders in Fall 2016 and Spring 2017, up from five Peer Leaders from the previous year. Rachel Trana continued to coordinate all CS PLTL for both CS-200 (Programming I) and CS-207 (Programming II) as part of a cross-disciplinary NSF IUSE grant, including the creation of research labs, which covered 4 sections of CS-207 in Fall 2016 and all 5 sections of CS-207 and one piloted section of CS-200 in Spring 2017.

Undergraduate student research continues to be strong: As part of the STEM + C grant, Rachel Adler had 9 undergraduate students doing research with her and her co-PIs during Summer 2017 on incorporating computational thinking into biology, physics, and mathematics courses for educators. Four of the nine students were computer science students (1 was in physics, 2 in biology, 1 in mathematics, and 1 MSTQE).

A new Video Game Programming student group was formed in Spring 2017 and proved to be very popular. Instructor Oguzcan Adabuk started this group and served as faculty advisor. Graciela Perera continued her role as faculty advisor to the NEIU SEC

(Security) student group, which was formed in Fall 2015. Rachel Adler continued serving as the faculty advisor for the Computer Science Society club, which is also the ACM Chapter at NEIU.

The first contract courses for the joint NEIU/ISU Teacher Education in Computer Science (TECS) Program (<http://tecs.illinoisstate.edu/resources/teachers/pathways/chicago/>) were two sections of CS-200 (Programming I) which ran in Spring 2017 with a combined enrollment of 37 (mostly) CPS teachers. This is a program in which high school teachers in and around Chicago take 18 credit hours of computer science courses at NEIU and 6 credit hours of courses at Illinois State University. Upon finishing this coursework and passing a state exam, participants in this program receive a Teaching Endorsement for Computer Science, without having to apply directly to IBHE. There is huge demand for high school teachers to obtain this endorsement—for Chicago high school students starting in Fall 2016 or later, taking at least one Computer Science class is a graduation requirement.

## **II. Program Plan**

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

The main long-term goals of the Computer Science Department are to provide students with the best possible computer science education and to give our students as much of an advantage as possible in obtaining even the most competitive computer science positions in industry and in academia. Although our enrollment continues to increase, it is still our goal to be able to accommodate this growth in enrollment without having to sacrifice small class sizes and close contact with professors.

Another long-term goal is to attract not only more students to our major, but also stronger students. Making the program more rigorous may have a short-term effect of reducing enrollment, but doing so will reduce the time to graduation, produce a higher rate of job placement, and increase the caliber, salary, and prestigiousness of the jobs our students obtain. This would bolster the quality and reputation of the CS program at NEIU, which would, in turn, attract a higher number and quality of students, which would increase enrollments in the long-term.

Perhaps the most important step in achieving these goals is to increase the retention of students who initially choose computer science as their major. One of the ways we are planning to do this is to introduce a course (CS-101, Algorithmic Problem Solving) which will not count as credit towards the CS major but will give students the necessary background to have a better chance of succeeding in CS-200 (Programming I). This course could also be taken by students who have failed CS-200 and need to go back a step. This should better prepare these students to pass CS-200 the next time they take it. Currently, without such a course, many students are taking CS-200 a second (or third or fourth) time without making any significant progress.

We also plan to add a lab component to both CS-200 (Programming I) and CS-207 (Programming II). Rachel Trana continues her involvement with a multi-disciplinary grant which has allowed us to greatly expand our use of PLTL. However, that grant support will end after the Spring 2018 semester.

Beginning in Fall 2018, we plan to have a required lab session which will be run by peer leaders. Currently we cannot require students to attend these sessions since they are outside of the scheduled class times. Although there are many different sessions of PLTL and some extra credit is given to motivate the students to attend those sessions, many students still do not go to these. Starting in Fall 2018, when students register for CS-200 and CS-207, the meeting times listed in NEIUport will include the PLTL/lab session hour. These courses will remain three credit hour courses, as the lab session will be run by peer leaders. To support this financially, we will add a course fee for both of these courses.

Another long-term goal is continued success and growth in the joint NEIU/ISU Teacher Education in Computer Science program. Of the thirty-seven participants who began this program in Spring 2017 with CS-200, twenty-three of them are continuing with the program this semester with CS-201. Although this seems like a large decrease, this represents a 62% pass ratio for these participants, whereas the overall pass ratio for CS-200 in Spring, 2017 was 48%. In addition, eight students have started in a second cohort, this one beginning with CS-201. There are currently eleven students registered to start the third cohort in Spring 2018, but most enrollment in Spring 2017 happened at the last minute, so we are expecting the size of the third cohort to increase significantly.

In addition to increasing enrollment, these contract sections will also bring revenue to the CS Department, which will allow us to support more students doing research as well as to support more faculty and students to be able to attend conferences with registration fees and hotel costs being covered.

## **B. Projected needs**

### **1. Faculty**

Although the CS Department did not lose any faculty due to retirements this year, we are in desperate need of several more tenure-track faculty. We did conduct a search for a new tenure-track, assistant professor during the 2016-2017 academic year, but the search failed. None of the candidates we made offers to accepted them, and even if they had accepted them, all offers that year were rescinded due to the budget crisis.

We have 7 tenured/tenure-track faculty. In Fall 2017, we have 24 instructors teaching 74% of our sections (52 out of 70 sections), and in Spring 2018 we will have 26 instructors teaching 73% of our sections (51 out of 70 sections).

Although we have many wonderful and popular instructors who are devoted to teaching, the instructors do not do research. We need at least three new tenure-track assistant professors if we want to engage higher numbers of undergraduate and graduate students in research. We also need to have more researchers so that the CS Department has

more and more varied publications, to strengthen the reputation of NEIU as a strong research school as well as a teaching school, which will help us attract even stronger researchers.

If we could advertise for three new positions, this would allow us to bring several more candidates to campus for interviews. And this way, even if our top three choices do not accept offers, we would have (possibly) up to six other candidates to make offers to. The search and screen process is an extremely labor and time intensive process (not to mention expensive), and for the department to go through this for six months only to have a failed search, is a huge waste of time and effort of our faculty. If we advertise for three positions and had only two offers accepted, this would still be an enormous help to the department.

## **2. Equipment**

The CS department is very far from "state of the art". We advertise that EI Centro is "state of the art", but even EI Centro does not have equipment, such as a 3D-printer, which is needed to be considered as "state of the art". The CS Department would benefit greatly if we could purchase a good quantity of Raspberry Pi's, which are single-board computers that have myriad applications. The following quote is from Wikipedia ([https://en.wikipedia.org/wiki/Raspberry\\_Pi#Reception\\_and\\_use](https://en.wikipedia.org/wiki/Raspberry_Pi#Reception_and_use)):

The Raspberry Pi continues to collect awards. In June 2017 the team behind the device won the UK's top engineering innovation prize, the Royal Academy of Engineering MacRobert Award.<sup>[182]</sup> The citation for the award to the Raspberry Pi said it was "for its inexpensive credit card-sized microcomputers, which are redefining how people engage with computing, inspiring students to learn coding and computer science and providing innovative control solutions for industry."<sup>[183]</sup>

□ [182] "Chips that changed the classroom" Ingenia, September 2017

□ [183] The coding revolution marches on: Raspberry Pi wins UK's top engineering innovation prize

Our faculty have not had computers replaced in many years. Some haven't been replaced since 2011 and even earlier. Faculty who started 4, 5, and 6 years ago have never had their laptops replaced. Our computers are not adequate. Individuals in the CS Department should not have to spend their own money buying equipment that should be provided by NEIU. The equipment that we do have at EI Centro was state of the art in 2014, but even that equipment is now starting to lag behind the technology.

We desperately need replace the out-of-date equipment at the Bryn Mawr campus. Furthermore, the systems and networks at the Bryn Mawr campus do not allow our students to do the projects in networking and security that they can do at EI Centro. We have looked into obtaining this equipment through grants, such as the "Campus Cyberinfrastructure" NSF grant:

<https://www.nsf.gov/pubs/2016/nsf16567/nsf16567.htm>). However, in order to even apply for this grant, the entire university needs to have a "Campus Cyber-Infrastructure Plan" or CI plan for short. The following quote is taken directly from the website above:

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

So even applying for the grant would require us to work with UTS to create a campus-wide plan for our technology.

### **3. Other Resources**

The CS Department would benefit greatly from having software packages available to us and to our students, such as "Codio". From <https://codio.com>:

Codio is the cloud infrastructure & LMS for CS and STEM education that makes teaching easier and creates a better learning experience for students.

We are unable to equip our labs with software needed by the students for various classes, often because of licensing issues which could be solved with appropriate funding. We do have our own "lab" which has six computers that are maintained by the CS Department, so we can equip those with whatever software we want, but this is still insufficient. We do have complaints that students cannot get onto those machines because they are being used for tutoring, and do not have a laptop or have a laptop on which this software doesn't run.

We also need a "real" computer lab, like every other computer science department has. The external reviewer for our 7-Year Program Review also pointed out that we are severely lacking in this department. This entails a big enough space for at least 24 computers, as well as the computers themselves.

We will have 26 instructors in Spring 2018, each teaching an average of about 2.5 courses per semester. We have three instructor offices. We are no longer able to schedule instructors' office hours so they don't overlap within an office, and it is impossible for two instructors to be explaining concepts to students in the same (small) office at the same time.

The following is not at all unique to Computer Science, but we need travel and conference registration budgets. Our faculty cannot afford to pay for travel, registration fees, and hotel expenses out of pocket. Attending national and international conferences is a rarity for our department. Again, we understand the disastrous effects of the budget crisis, with layoffs and all, but having no money to send faculty to conferences not only hurts our current faculty, but it makes wooing new candidates extremely difficult.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

##### 1. Articles and Abstracts:

- Hao Yang, Hua Xu, and **Xiwei Wang**. *Regionalization Compressive Sensing for Optimizing Lifetime of Sensor Networks*. In Proceedings of the 12th International Conference on Wireless Algorithms, Systems, and Applications, 175-184. Guilin, China. June 19-21, 2017.
- Hao Yang, Keming Tang, Hua Xu, and **Xiwei Wang**. *Energy-efficient Transmission Based on Compressive Sensing in WSN*. In Proceedings of the 2017 IEEE Wireless Communications and Networking Conference. San Francisco, California, USA. March 19-22, 2017.
- Adepu, S. and **Adler, R. F.**, "A Comparison of Performance and Preference on Mobile Devices vs. Desktop Computers," in Proceedings *of the 2016 IEEE 7th Annual Ubiquitous Computing, Electronics & Mobile Communication Conference (UEMCON)*, October 2016, pp. 1-7, New York, NY.

##### 2. Conference Presentations:

- Hanna Kim, **Rachel F. Adler**, and Jean Boris Konan, *Integrating Computational Thinking in Preservice Science Classrooms*, Northern Illinois Science Educators 2016, Naperville, IL, November 2016.
- **Rachel F. Adler**, *Promoting Future Teachers' Computational Thinking in STEM*, (with Hanna Kim) Invited Talk at NETT Day, Northeastern Illinois University, Chicago, IL, October 27, 2016.
- **Rachel F. Adler**, *Multitasking and Beyond*, Invited Talk at Girls Who Code Summer Immersion Program, Chicago, IL, July 12, 2016.
- J. Hibdon, **R. Trana**, E. Head, P. Acioli, K. Nicholson, and S. Srinivas, *Using Peer Leaders to Support Research Modules in Introductory STEM Courses*. Integrating Research and Practice: PLTL in Action Conference at NEIU, Chicago, IL, June 1-3, 2017. Online.
- Paulo H. Acioli, Sudha Srinivas, Elisabet Head, Ken Nicholson, **Rachel Trana**, Joseph Hibdon Jr., *Embedding Research in Undergraduate STEM Curricula: The NEIU PEERS Project*. AAPT Winter Meeting, Atlanta, GA, February 18-21, 2017. Online.
- Ken Nicholson, Paulo Acioli, Elisabet Head, Joseph Hibdon, Sudha Srinivas, and **Rachel Trana**, *The Peer Enhanced Experiential Research in STEM (PEERS) Project at NEIU*. 2016 SENCER Summer Institute, Chicago, IL, July 28 - August 1, 2016. Online.

- **Xiwei Wang**, *Energy-efficient Transmission Based on Compressive Sensing in WSN*. 2017 IEEE Wireless Communications and Networking Conference, San Francisco, CA, March 19-22, 2017.
- Buitrago, D., Maciel, C., Shivaprakash, N., Buscemi, J., Perez-Tamayo, A., Castro, Y., **Adler, R.F.**, **Iacobelli, F.**, Rodriguez, M., Penedo F., Yanez, B., *Development of a Patient-Centered Smartphone Application for Hispanic Breast Cancer Survivors*. 14th International Conference of the Society for Integrative Oncology, Chicago, IL, July, 2017.

### 3. Funded Grants:

- **Rachel Adler** received a 3-year STEM + C NSF grant beginning October 1, 2016 for \$700,608, on incorporating coding into the preservice elementary and middle school curriculum ([https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=1640041](https://www.nsf.gov/awardsearch/showAward?AWD_ID=1640041)):

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

- **Francisco Iacobelli** was Co-leader of the Research and Education Core on the U54 Chicago CHEC. August 1<sup>st</sup> 2016 through June 30<sup>th</sup> 2017, amount funded \$64,513.
- **Francisco Iacobelli** was Co-PI for the U54 Chicago CHEC Pilot Project #2 summer 2017 grant (June 19 – August 9, 2017), funded \$9000 (created a voice enabled dialogue for breast cancer patients).
- **Xiwei Wang** has joined **Francisco Iacobelli** (principal investigator) and **Rachel Adler** (co-investigator) on continued work for the U54 NIH grant project: An e-Health Intervention to Improve Symptom Burden and Health-Related Quality of Life among Hispanic Women Completing Active Treatment for Breast Cancer."

### 4. Service:

#### **Rachel Adler Service**

- Served as Faculty Sponsor for the NEIU Computer Science Society, which is also the Northeastern Illinois University ACM Chapter.
- Organized and ran the 26th Annual CS Alumni Career Panel on April 27th, 2017.
- Organized the job fair that followed the Alumni Panel in April 2017.
- Chair of Computer Science Search Committee
- Member of Search Committee for the Associate Dean of the College of Graduate Studies and Research
- Handled distribution of free Microsoft software to students.
- Part of MSTOE Faculty Advisory Board.

- Reviewed for NSF STEM + C Grant, NEIU SCSE Summer Research Awards, and a book chapter for "The Internet and the 2016 Presidential Campaign".
- Session chair at the IEEE UEMCON 2016 conference

### **Francisco Iacobelli Service**

- Board member of the Student Center for Science Engagement
- Proposed and added a Computer Ethics course to the curriculum
- Organizer NETT Day 2016
- Maintainer of SASY (Our Graduate students system)
- Maintainer of the CS server (performed updates and optimizations, accounts for instructors and students)
- Search committee chair for Chicago CHEC's Community Health Educator.

### **Peter Kimmel Service**

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

### **Graciela Perera Service**

- Coordinated every aspect of the CS Department's involvement with El Centro, including recruitment, programs, and teaching at the El Centro campus.
- Served as faculty advisor for the NEIU SEC (Security) student group.
- Investigated possible partnerships with companies to provide internships and other opportunities for our students and for us to obtain necessary equipment.

### **Pericles Prezas Service**

- Served as Chair of the Department Personnel Committee.
- Developed syllabus and materials for CS-341, Distributed and Parallel programming.
- Engaged students with research involving microprocessor boards (e.g., Arduino, Raspberry Pi) used for education or industrial control, and organized necessary software tools and IDEs to enable students start their work.

### **Rachel Trana Service**

- Served as Graduate Advisor and Coordinator
- Coordinated all CS PLTL for both CS-200 (Programming I) and CS-207 (Programming II) as part of a cross-disciplinary NSF IUSE grant, including the creation of research labs, which covered 4 sections of CS-207 in Fall 2016 and all 5 sections of CS-207 and one piloted section of CS-200 in Spring 2017.

- Served as the faculty advisor for a Google igniteCS project (05/06/17 through 6/10/17): Undergraduate students Austin Leatham and Julien deCastelnau wrote a proposal to implement a 6-week program to engage high school students with a diverse demographic which was implemented with students from Roosevelt High School in Chicago and WGN news: <http://wgntv.com/2017/06/03/students-from-under-resourced-schools-learn-the-language-of-computers/>

### **Xiwei Wang Service**

- Proposed new course: CS-422, Introduction to Data Mining
- Served as Computer Science representative to CASAAC.
- Served as a session chair of the 2017 IEEE Wireless Communications and Networking Conference.
- Served as a program committee member and reviewer of the 2017 IEEE International Conference on Computer Communications
- Served as a program committee member of the 2017 International Conference on Mobile Multimedia Communications

## **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications.  
(undergraduates are marked with\*, graduate students are marked with \*\*, presenters are marked with ^).

- **Austin Leatham\*** and **Julien deCastelnau\*** wrote a proposal to implement a 6-week program to engage high school students with a diverse demographic which was implemented with students from Roosevelt High School in Chicago and WGN news: <http://wgntv.com/2017/06/03/students-from-under-resourced-schools-learn-the-language-of-computers/>
- **Adepu, S\*\*.** and Adler, R. F., "A Comparison of Performance and Preference on Mobile Devices vs. Desktop Computers," in Proceedings *of the 2016 IEEE 7th Annual Ubiquitous Computing, Electronics & Mobile Communication Conference (UEMCON)*, October 2016, pp. 1-7, New York, NY. (\* graduate student)
- Hanna Kim<sup>^</sup>, Rachel F. Adler<sup>^</sup>, and **Jean Boris Konan\*<sup>^</sup>**, "Integrating Computational Thinking in Preservice Science Classrooms," *Northern Illinois Science Educators 2016*, November 2016, Naperville, IL.
- **Jean Boris Konan<sup>^\*</sup>**, **Suhaib Nadaria\***, **Purva Chandel\***, **Zainab Akubat\***, **Amna Irfan\***, Rachel F. Adler. "Incorporating Computational Thinking into Science Classrooms," Presentation at the 2017 Spring Symposium & Student Research Conference in STEM (ILSAMP 2017), February 2017, Rosemont, IL.
- **Zainab Akubat<sup>^</sup>**, **Suhaib Nedaria\***, **Purva Chandel\***, **Jean Boris Konan\***, Rachel F. Adler, "Teaching Computational Thinking using Newton's Laws of Motion," Poster at 2016 SACNAS Annual Conference, October 2016, Long Beach, CA.

- **Zainab Akubat**<sup>^</sup>, **Suhaib Nedaria**<sup>\*</sup>, **Purva Chandel**<sup>\*</sup>, **Jean Boris Konan**<sup>\*</sup>, Rachel F. Adler, "Teaching Computational Thinking using Newton's Laws of Motion," Poster at 2016 SACNAS Annual Conference, October 2016, Long Beach, CA.
- **Jean Boris Konan**<sup>\*^</sup>, **Suhaib Nadaria**<sup>\*^</sup>, **Purva Chandel**<sup>\*^</sup>, **Zainab Akubat**<sup>\*</sup>, **Amna Irfan**<sup>\*</sup>, Rachel F. Adler. "Incorporating Computational Thinking into Science Classrooms," Presentation at Student Center for Student Engagement's Eighth Annual Research Symposium, Northeastern Illinois University, September 2016, Chicago, IL.

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

- Undergraduate students Austin Leatham and Julien deCastelneau wrote a proposal to implement a 6-week program to engage high school students with a diverse demographic which was implemented with students from Roosevelt High School in Chicago and WGN news: <http://wgntv.com/2017/06/03/students-from-under-resourced-schools-learn-the-language-of-computers/>

## 3. Jobs received by recent graduates

- **Eric Oij** received a job as a software engineer at NASA.
- **Oguzcan Adabuk** received a job programming virtual reality headsets.

## C. Alumni News

- Alumni who taught CS courses at NEIU in Fall 2016 and Spring 2017
  - **Oguzcan Adabuk** (MS: December 19, 2016).
  - **Jeremy Baker** (MS: August 13, 2014).
  - **Yehuda Gutstein** (MS: August 13, 2014).
  - **Devlin Hyna** (BS Comp Sci: May 8, 2000. MA Linguistics: Dec 18, 2006. MS Comp Sci: May 11, 2010. Currently enrolled in NEIU MBA program).
  - **Jonathan Murfey** (MS: December 15, 2014).
  - **Freddy Porps** (BS: Augst 31, 1985. MS: May 8, 2001).
  - **Michael Carden Reichert** (MS: August 13, 2014).
  - **Chris Sulla** (Information Science B.S., 1980). He has also joined the NEIU Computer Science Advisory Board
  - **Akkady Tchaba** (MS: May 10, 2016).
  - **John Wallin** (MS: August 13, 2014).

# ECONOMICS

## **Annual Report 2016 – 2017**

### **Submitted by Michael Wenz**

#### **I. Executive Summary**

The Department of Economics enjoyed something of a return to normalcy during a year of much change at the University. Professor Michael Wenz returned to the role of coordinator following an overseas sabbatical and Professor Christina Ciecierski returned from educational leave to her role as Principal Investigator on the multi-million dollar, multi-university Chicago CHEC grant from the National Institute of Health. This return to full strength at home allowed us to focus on curricular and development initiatives that helped stabilize our department in the face of declining university enrollments.

The department took a few curricular actions this past year, including the creation of our first ELE course which will run for the first time in Fall 2017. This course, ECON 345: The U.S. Federal Reserve, was developed by Professor Hardik Marfatia and will organize a team to compete the the Fed Challenge, a national event for universities across the country and will provide an opportunity for our students to make a monetary policy recommendation to economists at the Chicago Federal Reserve Bank. ECON 345 will join ECON 322 and ECON 320 as ELE courses, the latter two of which earned ELE status following modifications to existing courses.

Professor Ryan Gallagher spent a sabbatical semester working on a project with the Lincoln Land Institute in Boston, MA. This project has produced multiple papers and publications, and Dr. Gallagher has been able to present his work at some of the top conferences in regional and urban economics including the Urban Economics Association and the National Tax Foundation.

Professor Scott Hegerty continues his impressive record of publication in the field of regional and international economics, with six refereed publications appearing during the year. He was also able to present his work in invited seminars in Warsaw, Poland and Riga, Latvia as well.

This year, we launched the Ed Stuart Legacy Fund to support student travel. This campaign is the first organized fundraising program taken on by the Department of Economics, and we were able to raise over \$5,000 to get the fund started. The Fund will support a scholarship for travel-study programs. Professor Emeritus Stuart led his 17<sup>th</sup> annual travel-study tour in March 2017, this time to Zadar, Zagreb and Munich.

The department inducted twelve members into our chapter of Omicron Delta Epsilon, our student honors society. This was the eighth class of inductees since we reinstated the chapter in 2009.

The NEIU Econ alumni career panel welcomed back five of our graduates to speak with our students about careers and networking. These alums reflect a diverse spectrum of career experiences, a testament to the range of opportunities available to our graduates.

Professor Ciecierski, through her work with Chicago CHEC, has been able to connect the department and the university with a wide network of scholars working on cancer research and health disparities. Here is a brief list of her accomplishments through the grant during the 2016-17 academic year:

- Provided funding for faculty and student cancer-related research through NEIU Student Center for Scientific Engagement's Summer Research Program, 2016.
- Developed and implemented the first ChicagoCHEC Research Fellows 8-week Training Program (Summer 2016).
- Received an NCI administrative supplement entitled "NEIU @ the Crossroads of Knowledge, Policy and Practice Interdisciplinary Minor in Health Policy Studies – Administrative Supplement, September 1, 2016.
- Organized the First Annual ChicagoCHEC Community Symposium entitled "Keeping Cancer in CHEC Bridging Communities through Education, Health Care, and Research", September 29, 2016 at Malcolm X College.
- Launched the third Cycle of the ChicagoCHEC competitive Request for Application (RFA) for the partnership's pilot funding program in September 2016. Eight applications were received (February 2017) - and after a rigorous review process, two new grants were awarded on July 17, 2017.
- Provided funding for faculty and student cancer-related research presentations delivered at the December 2016 and May 2017 NEIU Math Modeling Workshops.
- Sponsored and organized (in conjunction with the Office of Minority Health Resource Center) a Technical Grant Writing Workshop for junior faculty and staff at NEIU, March 2017.
- Co-sponsored Dr. Teresa Woodruff's Brummel-Hahs Lecture, April 2017
- Organized and funded 7th International Conference on Risk Analysis (ICRA7).

## **II. Program Plan**

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

2016-17 is the second year following our program review, and we continue to make progress toward the goals set out in that report. This narrative follows the outline of recommendations developed in that review.

- To continue our rollout of technology-driven teaching tools throughout the program, we have identified an instructor, Kelly Gollan, who will lead our online Principles classes and maintain our developed video library of teaching tools. Kelly completed the CTL online teaching class in Spring 2017 and will complete Online Teaching II in Fall 2017.
- We have three assessment goals. We assessed Goal 2 in 2015-16, Goal 1 in 2016-17 and will complete our full cycle with an assessment of Goal 3 in 2017-18.
- We have been able to connect our research with external communities, especially with colleagues abroad, but we are in need of infrastructure and travel support to strengthen this effort. We need to secure resources to support our research.

- To assist with finding resources, we aim to develop a culture that is supportive of grant-writing efforts and seeking outside funding for research and curriculum development. We have been successful with Chicago CHEC, but this project has relatively few spillover benefits to the rest of the program. We can improve by both trying to build more connections with Chicago CHEC and developing alternative networks of funding sources.
- We have set a target of \$20,000 within five years for the Ed Stuart Legacy Fund. This will allow us to create a permanently endowed fund to support students.
- To strengthen our career development opportunities for our students and alums, we plan to add a second event focused on career development each fall. This second event, a resume and mock interview workshop, will complement our alumni career panel that runs each Spring. We formally integrated this into our curriculum through our WIP course, Econ 221.

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

## **B. Projected needs**

1. Faculty. Dr. Marfatia is progressing toward tenure. We are appropriately staffed for our program size, but it would be helpful to develop another instructor as we look to the future.

2. Equipment. We have no significant equipment needs.

3. Other Resources. We need to develop funding sources that will allow us to systematically promote the things we are doing to our peers, alums, and potential students if we hope to achieve meaningful growth as a program. We can maintain what we are doing with our current level of resources and can handle more students in our classes, but we do not have a clear path to external growth. As the University goes through program prioritization, we are monitoring opportunities and seeking ways to scale up what we are doing.

## **III. Accomplishments**

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

**Gallagher, R.M.** The Fiscal Externality of Multifamily Housing and its Impact on the Property Tax: Evidence from Cities and Schools: 1980-2010. (2016) *Regional Science and Urban Economics*, 60, 249-259.

**Hegerty, S.W.** Inflation Volatility, Monetary Policy, and Exchange-Rate Regimes in Central and Eastern Europe: Evidence from Parametric and Nonparametric Analyses. (2017) *Eastern European Economics*. 55(1), 70-90.

Bahmani-Oskooee, M., H. Harvey, and **S.W. Hegerty**. The Japanese-U.S. Trade Balance and Asymmetric Effects of Yen Fluctuations: Evidence Using Nonlinear Methods. (2017) *Journal of Economic Asymmetries*. 15, 56-63.

**Hegerty, S.W.** Regional Convergence and Growth Clusters in Central and Eastern Europe: An Examination of Sectoral-Level Data. (2016) *Eastern European Business and Economics Journal*. 2(2): 95-110.

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

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

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

Kishor, N. Kundan, and **Hardik A. Marfatia**. "The Dynamic Relationship Between Housing Prices and the Macroeconomy: Evidence from OECD Countries." *The Journal of Real Estate Finance and Economics* 54, no. 2 (2017): 237-268.

**Marfatia, Hardik A.** "A fresh look at integration of risks in the international stock markets: A wavelet approach." *Review of Financial Economics* 34 (2017): 33-49.

**Wenz, Michael** and William Wei-Choun Yu. Housing Price Fundamentals through the Business Cycle. (2016) *European Journal of Business Science and Technology*. 2(2), 91-106.

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

**Ciecierski, C.** "Social Activities and Events and their Role in Determining Health Behavior Adoption among Minority College Students", *Ninth American Association for Cancer Research Conference on the Science of Cancer Health Disparities in Racial/Ethnic Minorities and the Medically Underserved, Fort Lauderdale, FL, September 25, 2016.*

**Ciecierski, C.** "Network Competences of Knowledge Workers Fixed in-Network," *13th International Conference on Intellectual Capital, Knowledge Management and Organizational Learning, Ithaca, NY, October 14-15, 2016*

**Gallagher, R.M.** "Fiscal Zoning, Small Homes, and the Property Tax: Evidence from Massachusetts" *National Tax Association, November 10, 2016, Baltimore, MD.*

**Gallagher, R.M.** "Fiscal Zoning, Small Homes, and the Property Tax: Evidence from Massachusetts" *Urban Economics Association, November 12, 2016, Minneapolis, MN.*

**Gallagher, R.M.** “Fiscal Zoning, Small Homes, and the Property Tax: Evidence from Massachusetts” *Lincoln Land Institute, Spring 2017, Cambridge, MA.*

**Hegerty, S.W.** “Deprivation, Crime, and Abandonment: Do Other Midwestern Cities Have ‘Little Detroits’?” *Illinois Economic Association, October 14, 2016, Chicago, IL.*

**Hegerty, S.W.** “Spatial Measures of Socioeconomic Deprivation: An Application to Four Midwestern Industrial Cities” *63rd Annual North American Meetings of the Regional Science Association International, November 12, 2016, Minneapolis MN.*

**Hegerty, S.W.** “Common Cycles and Baltic-Nordic Economic Integration” *International scientific conference “Economics and Management” (ICEM) 2017, May 11, 2017, Riga, Latvia.*

**Hegerty, S.W.** Panelist, “Trump Presidency: First Implications for the US-EU-Russia Relations” *Warsaw School of Economics (SGH), May 26, 2017, Warsaw, Poland.*

**Marfatia, Hardik.** “Monetary Policy Trade-off in the Presence of Structural Changes and its Macro-Financial Linkages” *Illinois Economic Association, October 14, 2017, Chicago, IL.*

**Wenz, Michael.** “The Socioeconomic Impact of Polish Casino Expansion” *Illinois Economic Association, October 14, 2017, Chicago, IL.*

## **5. Funded grants**

**Ciecierski, Christina,** The Chicago Collaborative to Promote and Advance Cancer Health Equity, Year 2 Renewal, 5U54CA202995-02  
\$829,677.

**Ciecierski, Christina.** Developing a Two-Course Series in Health Policy Studies, Grant Number 3U54CA202995-02S1.  
\$39,000.

**Marfatia, Hardik.** Reducing Colorectal Cancer Disparities on the South Side of Chicago, ChicagoCHEC - National Institute of Health, Grant Number 1U54CA202995-02, \$5000.

## **6. Service**

**C.C. Ciecierski,** Executive Committee and Organizing Committee, 7th International Conference on Risk Analysis, *May 5-7, 2016, Chicago, IL.*

**C. C. Ciecierski,** Editorial Committee, *Polish Annals of Medicine*

**C.C. Ciecierski,** Reviewer, National Cancer Institute (NCI) Subcommittee F, Review of T32, K12 and R25 Institutional Training and Education grant applications, October 24-25, 2016.

**C.C. Ciecierski**, Reviewer, William J. Fulbright Foundation, 2016-17.

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

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

**S.W. Hegerty**, Economics Peer Review Committee, Fulbright Specialist Program

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

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

**S.W. Hegerty**, Head of terminology and language edition group, *Eastern European Business and Economics Journal*

**Michael Wenz**, Treasurer, Illinois Economic Association

# ENGLISH DEPARTMENT

## **Annual Report 2016-2017**

### **Submitted by Tim Libretti, Chair**

#### **I. Executive Summary**

The English Department faculty continue to excel in the classroom and in creating innovative curriculum **responsive to our students' needs and to the evolving cultural** landscape of our contemporary national and global cultures. Moreover, English faculty are consistently and actively engaged throughout the university, playing a vibrant role in strengthening and innovating academic programs at the university and in executing the **university's strategic plan, as well as working with larger state institutions to address** pressing issues in public higher education and also with local high schools to address issues and articulations between secondary education and higher education in the state with an eye toward preparing students more effectively for college. Additionally, the department has made significant strides in developing relationships with other departments and programs to initiate the creation of interdisciplinary curricula, to coordinate curricula, and to unite energies and intellects in offering programming and events for students, the university community, its alumni, and the broader community. Internally, the department has launched strategic efforts in recruitment, curriculum development, alumni and community outreach, and assessment. Without a doubt, one hallmark of our department is the community we have created among faculty, students, and alumni, providing a nurturing and supportive environment for our students while they are here as well as programming, a sense of community, and career networking for our students after graduation. It is fair to say we have probably the most engaged and active group of majors on campus. As for our faculty, in addition to their substantial contributions to the department and university, the faculty should be noted for the continued vitality of their creative and scholarly contributions to the profession of English and Cultural Studies and to the literary world at large.

#### **Department/Faculty Achievements**

As it is our faculty who contribute in such substantial ways to the advancement and flourishing of university life and the vibrancy of our professions, let me first highlight some of the noteworthy achievements of our faculty.

As testament to the high level of teaching and achievement generally among English Department faculty, our faculty have been honored internationally and nationally.

**Professor Chielozona** Eze received an international fellowship from the Stellnebosch Institute for Advanced Study. **Professor Tim Libretti** won multiple awards from the

Illinois Woman's Press Association and the National Federation of Press Women for his scholarly and journalistic writings as well as speeches and presentations. Additionally, he was awarded the 2017 Silver Feather Award from the Illinois Woman's Press Association for overall excellence in writing and communication across categories.

**Libretti** also received a First Place Award from The International Labor Communications Association for "Outstanding Achievement in Labor Media and Journalism in the Category of Writing Best Series" for his three-part series "Considering the 'Racial Conversation,'" which appeared in *People's World*. These awards speak not only to the level of regard in which the university and broader academic and cultural communities hold English Department faculty but more importantly to the impact that the contributions of our faculty have had on our community and the degree to which these energies have been transformative and profoundly felt. We view our department as one that with great intentionality works to serve not just our students and curriculum but the entire university and community.

Along these lines, the work of **Professor Tim Barnett** on several fronts needs to be recognized. He served as Vice-President for the UPI last year and focused on organizing faculty, staff, and students to fight for a budget. He helped organize the largest group of all the UPI campuses to visit Springfield on April 27th for the state-wide "Teach-Out" and protest, helped organize well-attended and student-led press conferences on campus, and led the "funeral" march for education to Governor Rauner's house in Winnetka--all efforts instrumental in helping us get a budget last July. At the same time, he was working with others, primarily Erica Meiners, to organize the first BA degree program in Stateville Prison in more than 20 years and the first in Illinois in that period. This involved meeting with students at Stateville to explain the program; collaborating with officials at Stateville, IDOC, NEIU, and PNAP to work through details of application, tuition, etc.; locating potential faculty advisers for the Stateville cohort; reading applications; writing acceptance and rejection letters; **coordinating the curriculum, and more. This work is central to Northeastern's mission,** and the English Department mission, in working for the public good, particularly in educational contexts, in the state of Illinois.

Additionally, in order to professionalize students, engage them with research, and provide opportunities for them to share their research and engage the larger academic world, **Dr. Poll** organized two panels for professional conferences to help NEIU students. He organized the panel "Food Studies and 'Popular' Figurations of Minority Identity" for the Sigma Tau Delta 2015 International Conference in Savannah, GA last March in which three undergraduate students (Katie Galmiche, Billy Peters, and Sarah Vaid) and graduate student (Nathan Steele) presented papers. Additionally, with **Tim Libretti**, he organized a panel for the "How Class Works" conference of the Working Class Studies Organization in Stonybrook, New York.

Additionally, in order to professionalize our students, cultivate their research skills, and engage our university community, **Professor Kris Over** organized a public symposium in which 12 of our graduate students presented their research they had been conducting in her English 410: Methods for Graduate Students class. The symposium took place over two weeks, drawing a substantial audience and generating pointed and

vibrant discussion in our community. This effort is representative of our larger commitment to professionalizing students and cultivating research and presentation skills that will serve them in the academic world but also in many other professional worlds as they pursue careers.

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

Additionally, English faculty, as they historically have, continue to serve the university in key leadership roles in the administration, operation, and development of our academic life for students, faculty, the broader university, and public education in the state. **Professor Vicki Byard** continues to serve as Coordinator of the First-Year Writing Program. **Professor Marcia Buell** continues, now in her second year, to chair the University Core Curriculum committee.

Other notable service within the department includes **Professor Scherman's** spearheading of our departmental assessment efforts which maintains quality in our programs and keeps our eyes on the prize so we continue to innovate and adjust to serve our students more effectively. Also, **Professor Christopher Schroeder** has been instrumental in working on our website and producing an on-line English Lounge open to the public which allows visitors to stay abreast of happenings in our profession, opportunities to publish or submit work for conference presentations, and even to interact with others through blogs and forums.

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

- Overall, English faculty are incredibly active in serving the university on a wide range of important committees and governing bodies, including the Faculty Senate, the Faculty Council on Academic Affairs, the College Academic Affairs Committee, the Global Studies Committee, the University Advisory Council, the Honors Program, the Advisory Council for the Center of Teaching and Learning, the Finance and Administration Committee, and the General Education Committee, among others.
- Our creative writers **Olivia Cronk, Larry Dean, Amanda Goldblatt,** and **Christine Simokaitis** inaugurated *The 82 Writers/Reading* series that featured two events, one in the Fall and one in the Spring, featuring 6 significant local writers. This series also included an event featuring our students sharing their work, which took place at the local coffee house *Nighthawks*, getting NEIU and our excellent students (and our faculty) out in the world developing partnerships and building important relationships. Indeed, the series takes its name from the 82 bus which runs down Kimball Avenue and delivers many of faculty and students to NEIU, highlighting the series' efforts to build deep roots in our local literary ecology.

- English Department faculty sponsored 15 students at this year's Student Research and Creative Activities Symposium and sponsored another 6 student presentations of research at professional conferences outside the university. We have really stepped up our efforts to professionalize our students and to prepare them with the skills and experience to enter doctoral programs or open doors in the professional world.
- Additionally, our faculty teach and serve in the Latina/o and Latin American Studies Program, the Women and Gender Studies program, the LGBTQ program, the African and African-American Studies program, the First-Year Experience Program, and others.
- **Dr. Ryan Poll** advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students.
- **Dr. Ryan Poll** advised our student-run literary journal *Seeds*, which has revitalized the literary culture on campus and provided valuable experience for our students in the work of editing and print production.

### **Important Developments in Curricular Reform, Recruitment, and Outreach**

Curricular development, recruitment, and outreach have been coordinated and mutually supportive efforts in the department, so I will discuss them together.

This year the most substantial and potentially transformative initiative, next to the creative writing minor and the development of our local writers series, was that of our series of professional development seminars for high school and community college faculty across disciplines. One of our goals for the 2016-2017 Academic Year was to build on the Professional Development Seminar Series we inaugurated last year, aimed primarily at supporting high school and community college faculty from across disciplines in the work they do. In addition to providing what we hoped would be a valuable service of support to teachers and to fulfilling our mission of working to improve secondary education in the state, the series also helped publicize and recruit to our programs as well as generate a modest revenue stream to fund our other efforts to support students and offer a range of programming. More importantly, we continued our efforts in developing relationships with high school and community college faculty and chairs with whom we plan to work in the future. Most gratifying this year was the number of faculty we attracted from Malcolm X College, an institution with which we have been developing a relationship and which we would like to serve. At least two high school teachers who participated in the seminars have applied to our MA program. In the coming year, we plan to make greater efforts to publicize the series more broadly and make use of the relationships we have developed to grow our enrollments and develop seminars more responsive to the needs of the populations we aim to serve. This year we attracted 56 teachers from 19 different high schools. Evaluations were incredibly positive, and we anticipate momentum building. Of the series we put together, we ended up running the following seminars:

*Friday, October 14, 9:30 am-12:30 pm*

**Reading and Teaching *The Scarlet Letter* in terms of our Crazy Contemporary Civics:  
Re-Contextualizing *The Scarlet Letter* in the Politics of Post-Revolutionary America**

Taught by Professor Tim Libretti

Do you or your students think of *The Scarlet Letter* as a tired text? Nothing could be further from the truth, particularly as we live out this inflammatory election cycle. This seminar brings alive *The Scarlet Letter* for those who teach English, History, American Studies, or Social Studies, providing ways of highlighting for students the relevance of the novel to the pressing concerns of our contemporary culture and political world. Rather than studying the novel as a reflection on Puritan culture and society, we will read the novel as a nostalgic yearning for the politics that defined the American Republic in the 1790s and will also situate the novel within the evolution of democratic discourse and U.S. political economy from the early Republic to the present, focusing on issues of citizenship and materialism; the uneasy relationship between romantic individualism, social democracy, and capitalism; and the decline of the public sphere.

*Friday, October 21, 9:30 am-12:30 pm*

**Teaching *Frankenstein* in the Age of Ecological Crisis**

Taught by Dr. Ryan Poll

We are fast approaching the 200-year anniversary of the publication of Mary Shelly's *Frankenstein* (1818). But perhaps more important than the date of its publication is the date it was written, in 1816, a year that European presses nicknamed "the Year Without a Summer." Today *Frankenstein* is studied in various contexts: as a warning against unbridled faith in science and technology; as a study of monsters; as a narrative about humanity's decentering of the divine. In this seminar, we will collectively study Shelly's masterpiece as a text about climate change. Shelly wrote *Frankenstein* in the context of one of the most destructive weather disruptions in human history: the 1815 eruption of Indonesia's Mount Tambora. Together, we will study how climate change informs Shelly's *Frankenstein*, and moreover, think more broadly about the relationship between weather, art, and affect.

*Friday, October 28, 9:30 am-12:30 pm*

**Errors, patterns, and non-target-like forms**

Taught by Drs. Richard and Jill Hallett

Have you ever wondered why your Chinese and Russian students forget articles? Or why your Spanish-speakers say 'eschool'? Does it seem like you're addressing every student mistake and getting nowhere? This seminar introduces teachers to error

analysis, which focuses on looking for patterns in student writing and speech that indicate transfer from their first languages. The beauty of this approach is that teachers **do not have to know the students' first languages.** While some errors in English stem from specific language backgrounds, others are common to all learners, even if their first language is English. Teachers will learn how to look for sounds and structures in student speech and writing in order to target specific problem areas in learning classroom English, enabling teachers to develop lessons focusing on known student language needs, without the frustration of papers covered in red ink. Teachers will leave this seminar with resources and sample lesson plans targeting student errors, patterns, and non-targetlike forms in academic American English.

*Friday, November 4, 9:30 am-12:30 pm*  
**Allowing Race in the Classroom**

Taught by Kristen Lee Over

Race is real, and clearly on the front burners of the American mind in urgent and sharply contested ways. We need to find a way to talk about it, especially in the **classroom; and this conversation is not easy. We like to say that it doesn't exist because** there is no biological fact of race. But beliefs as well and social structures *make* it real by continuing to map race onto certain bodies in ways that perpetuate inequality. Students of color, for example, spend disproportionate amounts of energy dealing with material racism, while white students, who generally do not experience racism, are less familiar and less comfortable with its material reality (Helling). In this seminar we will focus on ways to allow the facts of race and racialized inequality into the classroom so that everyone can be acknowledged in the fullness of their being. With concrete examples from the work of James Baldwin, Eula Biss, Ta-Nehisi Coates, Peggy McIntosh, Charles Mills, and George Yancy, we will deliberately put issues of race and inequality on the table and practice ways to reflect and keep participating in the conversation.

*Friday, November 18, 9:30 am-12:30 pm*  
**Harnessing Students' Language Expertise to Win at Academic English: Part I**

Dr. Jill Hallett

For many of our students, the language of the classroom, and of their teachers, differs from the languages of their homes. Teachers often struggle to find ways to help students **navigate academic English without devaluing students' home languages.**

Taught by a former CPS teacher, this seminar provides teachers with the tools to **recognize students' linguistic funds of knowledge so students may use their language** expertise to succeed in academic English. Teachers will learn to recognize some common patterns of African American English and Spanish-influenced English, and how these patterns may show up in student reading, writing, and speech. By understanding these patterns, teachers and students can work together to make optimal

language choices for various contexts. Teachers will leave the seminar with a toolkit for helping students capitalize on their language expertise and transition in and out of academic English. Methods include linguistic inquiry, contrastive analysis, editing checklists, and journaling strategies.

*Friday, January 27, 9:30 am-12:30 pm*

### **Reading Film**

Taught by Professor Bradley Greenburg

Most classroom film discussion takes place at the level of what a film "means" (what it is trying to say or explore, and especially its thematic complexities, political engagement, and character development). There is nothing wrong with this. This seminar is designed to demonstrate methods of getting beyond the narrative level of the film. How can we bring to bear a reading that is attuned to all of the complexities of the film space? What can sound, editing, camera placement, scene construction, and so on, add to the construction of what the film is doing? Further, how do we talk about how film works to make its meaning? We will deconstruct one or two films, read a few short articles, and work on how to make arguments about how films work to construct meaning in ways you can translate to the classroom.

*Friday, February 3, 9:30 am-12:30 pm*

### **Harness Student Language Expertise to Win at Academics Part II: Translingual and Hybrid Texts**

Taught by Professor Marcia Buell

As classrooms become increasingly diverse, teachers need to balance validating student home cultures and languages while helping them to adapt to mainstream academic demands. However, language use causes particular tension because non-standard forms of English are commonly viewed as incorrect and use of languages other than English is often viewed as a deficiency in student writing and communication. One approach linguists advocate is to teach language awareness so that home languages are seen as valuable in the home domain and in less formal situations, while helping to develop only standard fluency in school settings. Other linguists and composition theorists argue for a **translingual approach, wherein students' home languages and dialects can be woven** into the academic work that they do because this can actually increase understanding of how mainstream forms work.

This workshop introduces translingual writing theory and techniques for incorporating hybrid texts into academic assignments. Participants will have an opportunity to examine hybrid texts from academic journals before producing and analyzing their own. Then we will look at examples of hybrid assignments that can meet the writing goals of high school and introductory college writing courses.

*Friday, February 17, 9:30 am-12:30 pm*

**Using Contemporary Experimental Poetry in the Writing Classroom, Creative and Otherwise**

Taught by Olivia Cronk, Poet and Writing Instructor

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).

*Friday, March 3, 9:30 am-12:30 pm*

**Black Lives Matter: Teaching Lin-Manuel Miranda's *Hamilton***

Taught by Dr. Ryan Poll

Lin-Manuel Miranda's play *Hamilton* is changing the cultural conversation. In retelling the story of the U.S.'s "founding fathers" through an all black-and-brown cast, *Hamilton* fundamentally remixes and creolizes "official," state-sanctioned narratives that posit and perpetuate the myth of the United States as foundationally white, a myth enabled by actively erasing black and brown lives and narratives. In this seminar, we will study the play's lyrics (available on-line for free) to study how the work interrogates national belonging, immigration, gender relations, and the legacy of slavery. This seminar makes the case as to why every English, history, and social science teacher should incorporate Miranda's play in their classrooms. Moreover, we will study how Miranda posits hip hop as the music of revolution—both for the late eighteenth century and today.

*Friday, March 10, 9:30 am-12:30 pm*

**Haters Gonna Hate?: Teaching the Concept of Hate as a Root Value in U.S. History, Literature, and Culture**

Taught by Tim Libretti

We talk a lot about hate these days. Despite that it now functions as an umbrella concept to label violent speech and actions motivated by any number of prejudices, we haven't defined or understood precisely. What is hate? Where does the feeling come from? What does it signify or register? If we label an action an act of "hate," do we remove that action from social and historical grounding, thus disabling a material analysis? Or, can

hate become an incisive and fruitful category of social, cultural, and historical analysis? This seminar will study the concept of hate as a key analytical category that brings together race, class, and gender analysis in fundamental ways to study U.S. society, history, and literary history from the Puritans forward. We will study hate as a legalistic category and also explore a number of social and literary texts to see how using hate as an analytical category can open them up, providing new understandings of history and culture. James Baldwin's essay "Freaks and the Ideal of American Manhood" will ground our discussion.

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

In response to calls from Academic Affairs to develop innovative summer courses with more convenient and compressed schedules, the English Department continued its Summer Institute program with the intent of reaching a broader range of students as well as reaching targeted populations.

- We offered one summer institutes with the intent of taking advantage of the strengths and interests of our faculty to (1) offer a wider variety of scheduling options for students during the summer, (2) help grow our graduate program and potentially our creative writing program, and (3) publicize our programs and faculty with the objective of not only recruiting students but also of developing long-term partnerships between our graduate programs and local high schools and school districts. The Summer Institutes for 2011 were the following:
  - ***The Summer Creative Writing Institute:*** Larry Dean and Christine Simokaitis taught an intensive two-week Summer Creative Writing Institute for its fifth year. It met with great interest, enrolling nineteen students (with minimal publicity), and enabled us to feature a strength of our faculty who are creative writers but do not typically have the opportunity to teach creative writing. The students appreciated the different scheduling option, and the department views this summer institute as an offering that will help us recruit students, grow our creative program, and perhaps even, in the long view, lead to the development of a B.F.A. and perhaps further down the line an M.F.A. in creative writing. Given the high level of student satisfaction and interest this year, we anticipate that through word of mouth and a greater effort to publicize the institute that the enrollments in the institute will grow and our creative writing program will become a centerpiece of our English curriculum. Cronk and Simokaitis also put together an impressive slate of local authors, from novelists to poets to journalists, to guest lecture.
  - ***The Graduate Summer Institutes: English 495: Re-Thinking Race and Gender.*** This year the department continued the Graduate Summer Institute concept, which is largely an effort to develop partnerships with local

high schools, given that secondary education teachers constitute a significant constituency our graduate programs serve. We hope to develop custom classes that match the expertise and research interests of our faculty with the professional development needs of faculty in local high school English Departments. This year **Professor Kris Over** paired up with Professor Al Frankowski of the Philosophy Department to teach a course on re-thinking race and gender.

In terms of curriculum development, we had a productive year in terms of updating and enlivening our course offerings to meet evolutions in the profession and to meet changing social and workforce demands.

- We offered new on-line offerings at in our general education and English major curriculum, which enjoyed solid enrollments. Those were English 203: World of Fiction English 360: Detective Fiction, each taught by Julie Kim.
- Our creative minor has been flourishing, we have had to add sections of English 235: Intro to Creative Writing, English 240A: Elements of Style for Creative Writers, as well as electives to serve the interest in this minor, and we see potential for substantial growth and program development in this area.
- In beginning to highlight the cultural studies dimension of our disciplines, particularly at the grad level, we developed or offered new courses of Global Ecologies and Literature; on Land, Labor, and Literature; Material Culture; and more at both the graduate and undergraduate level. We are also developing a curriculum in professional writing, passing a Technical Writing class through governance this year.
- The department undertook a fundraising campaign to raise funds for a student awards ceremony and to begin funding an endowed scholarship. The department raised over \$5,000 from alumni and students, increasing our donor participation over last year, and held a fabulous and moving ceremony honoring the outstanding work of our students. We gave around \$2000 in cash awards to students for their creative writing, critical essays, and literary analysis and for two overall outstanding students, in addition to giving awards to first-year writing students fo the first time. The event honored our students as well as our alumni and also helped to shape future alumni donors. Overall, the event helped to create a stronger English community and, by recognizing excellence, to create a **greater sense of the English Department's commitment to excellence.**

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

## II. Program Plan

### A. Immediate challenges and long term goals

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

With regard to our other programs, our main long term goals involve growing our majors and graduate programs by creating a vibrant and relevant curriculum and department environment for students, creating and highlighting the professional and career opportunities for which our programs prepare students, and developing more effective means of tracking and communicating with our students.

Because of the success of our Creative Writing Minor, we hope to develop a BFA degree in the near future, as we already possess the curriculum but need stability in funding the faculty positions. Additionally, we hope also to develop post-BA and post-MA certificate programs at the graduate level, including one in Global American Studies that our research of local high schools leads us to believe will attract students.

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

In terms of recruitment and retention, we have already begun to track and communicate more effectively with students, developing comprehensive e-mail lists which allow us to inform students more effectively of deadlines, requirements, and other developments in the department or opportunities available to them.

Our work to develop our summer institutes, aimed at meeting the professional development needs of secondary education teachers in the state, is one way we are addressing work force needs in the state. Additionally, as we revise our curriculum, we are beginning to explore integrating internship experience into the major to prepare students for the professional world and to highlight the careers for which our programs prepare students. Our efforts at alumni outreach will be central to this effort, as we will gather concrete data as to what exactly our major has prepared our students to do and how effectively it has done so. Additionally, such outreach, obviously, will help us develop a network of professional relationships for our students.

Most importantly, we see the creation of a relevant curriculum that recognizes and **responds to the complexities of our global society as essential to our students' success.** We look to develop our curriculum in literary and composition studies in ways which recognize both traditional constructions of the field and more contemporary revisions and developments in English studies, particularly as these revisions have extended the scope of the field beyond the U.K., Europe, and the United States to include literatures of Africa, the Caribbean, Latin America, and Asia as well as a range of U.S. multicultural, indigenous, and working-class literatures which have been less recognized.

This plan for curricular development responds to evolutions in the field and also to the cultural composition of our student body and its needs. Additionally, this plan is designed to foster an interdisciplinary dimension to our offerings and to integrate the

department more cogently into the university curriculum as a whole, solidifying the **department's relationships with and service to the emerging global studies initiative**, Latina/o and Latin American Studies, and African and African-American Studies.

Consequently, our hiring program will aim to define positions that integrate traditional bodies of literature which our students, especially our secondary education students, are required by the state to know with revisionary approaches that responsibly offer our students an updated curriculum, which is especially necessary for students pursuing a graduate degree.

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

As the teaching of writing has long been a staple of the department and is now, through the Title V grant, a priority of the university as a whole, creative writing courses offer an important outlet for students to refine their writing skills and to explore modes of **written expression beyond the academic essay, developing students' creative and** imaginative faculties in ways central to a humanistic curriculum geared toward cultivating well-rounded and thoughtful people. Additionally, as the department curriculum is essentially devoted to the reading and writing of texts, the creative writing component of our curriculum serves a vital integrative function, enabling students to grapple with the same issues of poetic and narrative form that they encounter in their reading of texts in literature courses from the perspective of producing such texts.

Consequently, our future hiring program may define positions that give priority to creative writing and also call for teaching or scholarly expertise in a literary field that meets a programmatic need as defined above.

Relatedly, we look to articulate the coherence of our offerings, exploring and accentuating links between our literature offerings and our rhetoric and composition offerings. While we are unclear where this exploration might lead, possibilities might include some reconfiguration within our department, including perhaps the development of a textual studies approach that highlights the commonalities or intersections of the two fields. Additionally, the future will likely include a more forthright development in our curriculum of rhetoric and composition studies, as Professor Byard developed a 300-level course that introduces students to the field of composition studies.

### **III. Accomplishments**

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

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

###### **Cronk, Olivia.**

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

###### **Eze, Chielozone.**

*Ethics and Human Rights in Anglophone African Women's Literature.* New York: Palgrave Macmillan, 2016.

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

###### **Dean, Larry.**

"Spoiler Alert(s)," *Razor Literary Magazine* #3 (05/17)

"Death Penalty Questionnaire," *Trailer Park Quarterly* #6 (05/17)

"Bill Murray Admits a Painting Saved His Life," *Little River* #6 (03/17)

*Activities of Daily Living* (full-length book), *Salmon Poetry* (02/17)

"The Beard Won't Shave Itself," *Picaroon* #6 (01/17)

"Powerbar Pro Meets Ferret Expert," *Jazz Cigarette* #2 (10/16)

"A Cat That's Surprisingly Good at Jenga," *KAIROS* #1 (08/16)

"Man Finds Fake Skeletons Posed in Lawn Chairs," *KAIROS* #1 (08/16)

###### **Eze, Chielozone.**

"Empathetic Cosmopolitanism: South African and the quest for global citizenship. *Strategic Review for Southern Africa.* Vol. 39. No. 1 May 2017): 236-255.

## **Goldblatt, Amanda.**

Story Publication: "Ha! I Said Quietly." *NOON*, March 2017.

Essay Publication: "Huge Cheap Fake Meat." *Hobart*, 15 November 2016. Web.

Story Publication: "Softly, Whispery, Feathery." *The Fanzine*, 27 July 2016. Web.

## **Libretti, Tim.**

"Meritocratic thinking devalues all work: Job Talk series, part 3," *Peoplesworld.org*, December 31, 2016.

"Why Chicago's Black Ensemble Theater matters: Creativity in the age of Trump," *Peoplesworld.org*, December 21, 2016.

"Work is more than a job: Job Talk series, part 2," *Peoplesworld.org*, December 28, 2016.

"What makes a quality job?: Job Talk series, part 1," *Peoplesworld.org*, December 23, 2016.

"Education, human rights at stake in election," *Peoplesworld.org*, November 7, 2016.

"Dylan's revolutionary lyrics celebrate play, protest," *Peoplesworld.org*, October 28, 2016.

"Trump and taxes: Smart or un-American?," *Peoplesworld.org*, October 7, 2016.

"Socialism and the individual: Are they compatible?," *Peoplesworld.org*, August 29, 2016.

"Politics, music, drama alive on death row in 'Scottsboro Boys'," *Peoplesworld.org*, August 25, 2016.

"On voting, should you let your conscience be your guide? Part 2," *Peoplesworld.org*, August 18, 2016.

"On voting, should you let your conscience be your guide? Part 1," *Peoplesworld.org*, August 17, 2016.

"With primaries over, shall we pack socialism away once more?," *Peoplesworld.org*, July 8, 2016.

"In 'Marvin Gaye Story,' sexual healing is the political," *Peoplesworld.org*, July 7, 2016.

"Chicago Rally Reveals Economic and Human Damage of GOP's Real Motives and Hypocrisy in ACA Repeal," *PoliticusUsa.com*, January 21, 2017.

“Trump’s Politics of Repression Promise to Exacerbate Domestic and Global Problems,” *PoliticusUsa.com*, January 28, 2017.

“Dissent, Democracy, and Deliberation Are on Trump’s Chopping Block,” *PoliticusUsa.com*, February 4, 2017.

Book Review. *American Pulp: How Paperbacks Brought Modernism to Main Street*. Paula Rabinowitz. Princeton, NJ: Princeton University Press, 2014. *Modern Philology*, February 2017.

“Town Halls Show Participatory Democracy Best Hope of Saving Obamacare and Country,” *PoliticusUsa.com*, March 18, 2017.

“CEO politicians try to run government like a corporation,” *Peoplesworld.org*, April 17, 2017.

“Aesthetics meets politics in Josephine Baker tribute,” *Peoplesworld.org*, June 23, 2017.

“Pilgrims’: New Play asks questions about replicating utopian genocide,” *Peoplesworld.org*, June 29, 2017.

“Trump’s Education Secretary’s ‘School Choice’ Movement Undermines Public Education,” *PoliticusUsa.com*, November 26, 2016.

“What is the Minimum Wage of Whiteness?,” *PoliticusUsa.com*, November 19, 2016.

“Trauma and Trump: Understanding America’s Vote Requires a Psychotherapeutic Approach,” *PoliticusUsa.com*, November 12, 2016.

“Don’t Be Fooled: Existing Extremism Is Not Trump but GOP Establishment,” *PoliticusUsa.com*, November 5, 2016.

“Donald Trump’s Language About Women Shows He Can’t Represent Women,” *PoliticusUsa.com*, November 5, 2016.

“Trump’s Failure to Pay Taxes is Deeply at Odds with the Nation’s Founding Values,” *PoliticusUsa.com*, October 8, 2016.

### **Poll, Ryan.**

“A Linguistics Revolution: ‘Arrival’ and the Politics of Language.” *PopMatters*. February 2017.

American Gun Culture and the Political Aesthetics of Keith Maitland’s *Tower*. *PopMatters*. May 2017.

"That Statue of Liberty Poem Everybody Quotes?" was published in *History News Network* (February 2017) and was republished in *The Raw Story* soon thereafter (February 2017)

"*Zombies, Migrants, and Queers* Make for a Monstrous Economy. *Popmatters*. June 2017. A review of Camila Fojas's *Zombies, Migrants, and Queers: Race and Crisis Capitalism in Pop Culture* (University of Illinois Press, 2017)

"THE POLITICS OF HAPPINESS: *KUSHUTHARA: PATTERN OF LOVE AND BHUTANESE CINEMA.*" APRIL 2017.

### **Scherman, Tim.**

"Tom Waits: Eluding the Authorities." PopMatters.com (9 January 2017).

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

### **Cronk, Olivia.**

September 2016

Performance, Sector 2337 Gallery

October 2016

Performance, Experimental Sound Studio

January 20, 2017

Co-Presenter, NEIU's Learn & Lead Symposium

"Making a Minor"

April 8, 2017

Co-Presenter, Northern Illinois University, Midwestern Conference on Literature, Language, and Media

"'All of the Meanwhiles': Signal Intrusion, Time Travel, Abrasion, and Rupture"

### **Dean, Larry.**

Excited Utterance at Uncharted Books (08/14/16)

ChiARTS (10/24/16)

Excited Utterance at Uncharted Books (11/13/16)

Excited Utterance at Uncharted Books (02/12/17)

Myopic Books (03/18/17)

Book Cellar (04/19/17)

City News (04/29/17)

Chicago Academy for the Arts (05/03-04/17)

Frugal Muse Books, Darien, IL (05/07/17)

Excited Utterance at Uncharted Books (05/14/17)

Poetry Foundation (05/31/17)

Totem Books, Flint, MI (06/08/17)

### **Goldblatt, Amanda.**

Reading, Absinthe & Zygote, CHI PRC, Wicker Park, September 9, 2016

On-Campus Faculty Reading, NEIU, September 26, 2016

Significant Others Reading, with Aaron Coleman, Lemp Neighborhood Arts Center, St. Louis, MO, October 8, 2016

**“Writing A Novel” Craft Talk & Workshop**, Plum Library, Lombard, IL, November 3, 2016

NEIU Symposium Faculty Reading, Recital Hall, NEIU Campus, November 18, 2016

Fictilicious: Resist Reading, The Hideout, Chicago, January, 22, 2017

**Learn & Lead Symposium “Making a Minor” with Olivia Cronk, Jenn Lee, and Airam Velasquez**, NEIU Campus, January 30, 2017

Reading for Launch of Silk Flowers, with Meghan Lamb & Annah Browning, City Lit, Chicago, April 2, 2017

NOON Issue Launch Reading with Vi Khi Nao, Kathryn Scanlan, and Tetman Callis, Book Culture, NYC, May 10, 2017

**Author’s Day, James Monroe Elementary School, Chicago, IL, May 12, 2017**

### **Libretti, Tim.**

**“The Devils in Our Better Angels: Analyzing the Connection Between Creativity and Destruction in American Historical Development Through Reading Erik Larson’s *Devil in the White City*,”** presented at the Conference of the Council of American Studies Education, Roosevelt University, Chicago, IL, February 17, 2017.

**“WHY WE CHOP THE MEAT: READING POPULAR TELEVISION REPRESENTATIONS OF WORK AND INTIMACY IN *CHOPPED* and *DEXTER*,”** presented at the Faculty Research and Creative Activities Symposium, November 18, 2016, Northeastern Illinois University.

## **Poll, Ryan.**

"Our Oceanic Future: Reimagining Aquaman in the Age of Mass Pollution, Midwest Popular Culture Association/ American Culture Association, Chicago, IL, October 2016

"Black Lives Matter: The Politics of Storytelling in Lin-Manuel Miranda's *Hamilton*," Northsateran Illinois University Seventh Annual Faculty Research & Creative Activities Symposium, Northeastern Illinois University, Chicago, IL, November 2016

"BLACK LIVES MATTER: REPRESENTING RACE FROM #OSCARSoWHITE TO TRUMP'S AMERICA," CONFERENCE: "RACE AND TRUMP'S AMERICA," NORTHEASTERN ILLINOIS UNIVERSITY, CHICAGO, IL, MARCH 7. 2017.

## **6. Service**

### **Barnett, Tim.**

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

### **Dean, Larry.**

- Mentored CPS students for Poetry Center's student events

### **Libretti, Tim.**

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

### **Over, Kristen.**

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

### **Poll, Ryan.**

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

# ENGLISH LANGUAGE PROGRAM

**Annual Report 2016-2017**

**Submitted by John Armour**

## **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 John Armour in the role of coordinator for the third year. We had no faculty retirements or resignations this year and our headcount remained at eight full-time instructors and a full-time program support specialist. Two of the **Program’s instructors continued to teach part of their** appointments in the Teaching English as a Second Language Department, and a third splits her time between ELP and the Learning Support Center. Due to a very significant increase in initial course enrollments, we hired four adjunct faculty members to cover five developmental courses in the fall semester. The increase did not carry into the spring semester, so no adjuncts were required then.

The need for a tenure-track faculty member in the English Language Program has been known and acknowledged by both internal and external reviewers for several years. Dr. Ulugbek Nurmukhamedov was hired into TESOL as his home department with the intent of becoming the Coordinator of ELP. While scheduled to take over as Coordinator at the beginning of the summer, a resignation in his home department caused a change in assignment and the Coordinator role will instead be assumed by Dr. Tina Villa on August 15, 2017.

The summer of 2016 was the third year that ELP offered the English & Math: Enrichment, Readiness & Growth Experience (EMERGE) program during the summer. 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. This year's program expanded the number of developmental levels supported in the program; last year only the two highest writing workshop levels (ELP 096 and ELP 097) were offered, but this year all three levels were offered. Our results remained very high. While the first year saw a respectable 65% success rate (the proportion of students advancing at least one course level), this year we repeated last year's success rates of 96%.**

## **II. Program Plan**

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

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

### **B. Projected needs**

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

# GEOGRAPHY AND ENVIRONMENTAL STUDIES

## Annual Report 2016-2017

### Submitted by Erick Howenstine

#### I. Executive Summary

**Student Success:** According to the latest data in the Data Digest G&ES claimed 26 Geography majors, 42 Environmental Studies majors, 28 graduate students seeking an M.A. in G&ES\* and 13, 20, and 10 received their degrees respectively. \*\* In addition, currently we claim 27 Undergraduate and 15 Graduate GIS Certificate students. In the past year 16 and 6 received their GIS Certificates respectively. We have email contact with **approximately half of our 960 alumni and we update our website “brag” sheet\*\*\*** regularly as we hear regular reports from the field.

Under faculty advisor Dr. Alex Peimer the Green Conservation Group put on a second annual Green Business Conference, attracting 750 attendees. The Department held its 9<sup>th</sup> Annual Potluck and Picnic for alumni and its 7<sup>th</sup> Annual Awards Ceremony for graduating students.

**Academic Excellence and Innovation:** Twenty students undertook supervised internships Summer 2016-Summer 2017. A class went to Belize for its 24<sup>th</sup> year to study the environment, economy, and culture. Dr. Howenstine flipped his GIS class and parts of Computer Cartography with 160 video lectures in addition to the full 45 hours **face time. The Department’s online** WIP class was offered for the fourth time, revealing an advantage of converting it to hybrid in Fall 2017. Our Intro to Environmental Studies has an online session, and World Geography will be online again in Spring 2018 after a retirement in 2016. Dr. Grammenos took many classes on excellent field trips throughout the region. Dr. Peimer added drones and a Total GPS station to GES 380: Field Methods. Dr. Storie took students onto the Chicago River as part of her field course Chicago River Issues, and Dr. Liu continued to revise and strengthen the GIS curriculum.

We reviewed and revised program objectives for both of our majors and for the graduate program and moved forward the program assessment of all of these. Program requirements for Environmental Studies were updated. Consulting with the other **departments, Dr. Storie created a brochure contrasting NEIU’s very different**

“environmental” majors: **Environmental Science, Earth Science, and Environmental Studies.** Our Undergraduate and Graduate Handbooks were regularly updated and the former was converted to an online document. Our Facebook Group now has 161 members and the Facebook Page has 191 followers.

### **Urban Leadership**

As part of G&ES 391: GIS 1 student groups each connect with a community organization and during the term contribute to its needs with their new GIS skills. This results in approximately 8 community service group projects during the year. In our WIP class, G&ES 250, students connect to a local organization and direct many of their writing assignments toward it and its needs and challenges. The last assignment is a grant proposal written from the perspective of the organization, directed at NEIU, proposing an interdisciplinary ad hoc class devoted to their community service learning project in the inverted curriculum style. Many courses have a field component including each of these which were offered during the past year or are scheduled in coming terms: Environmental Infrastructure (GES 323), Great Lakes issues (301), Environmental Interpretation (309), Forest Resource Management (327), Metropolitan Transportation Problems (355), Wildlife Resource Management (328), Chicago River Issues (344), Global Chicago (109a), Environmental Education (307), Geography of Metropolitan Chicago (346), Gentrification (347), Environment and Urbanization (349), and Field Methods (380). A required internship for ES students (GES 383) and an optional one for GIS students (395) regularly provide field sites with 160 highly supervised student work hours for each enrollment.

### **Exemplary Faculty and Staff**

In Fall 2016 Assistant Professor Alex Peimer joined the department to lead the environmental policy/planning concentration and has been very active in curriculum development, major advising, club advising, in research, graduate thesis advisement, and in other departmental matters. Instructor Thomas Brecheisen received his PhD in Civil Engineering from U of I. Mark Boyle, Judy Bock and Kari Burnett were promoted to Instructor. Adjunct faculty members were carefully evaluated and given formative feedback. Curriculum revision continued with new program requirements, new courses, **many ELE designations, assessment, and every course was touched by the University’s** Master Course Initiative in anticipation of our HLC accreditation review.

Altogether the faculty presented 9 professional papers including two international conference papers and published one article in a juried journal.

To provide a rich curriculum with a small faculty, members teach an extraordinary number of courses which are offered on a regular 2- or 3-year pattern. The number of **different** courses taught Summer 2016-Summer 2017 inclusive were Peimer (7), Grammenos (9), Storie (8), Liu (8), and Howenstine (2).

Howenstine was awarded a Fellowship by the American Council on Education (ACE) and will be spending 2017-18 at another institution studying higher education leadership. By way of service, faculty advised the Green Conservation Group (Peimer) and the Green Fee Committee (Storie). Howenstine chaired the Faculty Senate for his

third year. Administrative Assistant Michael Partipilo was member and Secretary of the University Advisory Council. Storie coordinated the graduate program and Liu coordinated the GIS Certificates. All the tenure track faculty members advised graduate and undergraduate students.

### **Enhanced University Operations**

Projects funded by the Green Fee Committee -- advised by Dr. Storie -- have a direct impact on university operations by such things as new trees and shrubs, bottle filling fountains, solar installations, an electric vehicle, bike racks and repair station, and more. Funding this year was restricted due to the fiscal crisis, but the Committee met regularly and efforts were made to continue these campus improvements.

The GIS for natural vegetation – 1,000 trees and woody shrubs – continues to be a resource for various departments, and the get-to-campus video (created by G&ES and featuring our 3D model of campus) on the university's web site was up for most of the year but was removed in May 2017. It had had 4,531 views. The burning of the prairie areas, usually led by G&ES and involving Biology, was postponed this year because of some mowing that took place unexpectedly.

### **Fiscal Strength**

An appeal for alumni donations went out this summer after a “Donation” form and a “Subscribe/Unsubscribe to mailing lists” form were built for the web site. Our Department foundation accounts holding monies donated by alumni and faculty emeriti totals \$39,701. We use this to support student travel, a possible scholarship, special events, and for other case-by-case expenses by faculty vote, always to help students.

## **II. Program Plan**

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

**Revenue Streams:** We are currently exploring the possibility of workshops on GIS at the request of the City of Chicago. We may also contribute to an admissions-based lecture series being organized by department chairs following a proposal by Tim Libretti, chair of English. G&ES has not advertised its GIS Certificate program widely although we have intended and intend to do that in order to build enrollment.

### **Enrollment and Retention**

With the University's introduction of the new major *Environmental Science* this past year confusion has ensued regarding the differences between Environmental Science and Environmental Studies -- as well as with Earth Science which has always been trouble enough. We plan to work with ENVI, ESCI and marketing to create more materials clarifying differences between these programs for better student advisement and to present potential students with the message that all manner of environmental interests can be satisfied at NEIU. More highly coordinated major/minor combinations may also be useful.

We will continue to stay in touch with students and alumni through our Facebook Page, Facebook Group and mailing lists. Potential students will notice a richer departmental web presence. We continue to schedule very carefully to roll out each program each with morning, evening, weekend, and online sections. Our graduate courses are all in the evening. Care is also taken with faculty evaluations to maintain a high quality curriculum and to attract majors.

### **Assessment**

The university-wide formalized assessment efforts at the Undergraduate and now the Graduate levels will help G&ES measure its successes and weaknesses meeting program goals. Also, an alumni survey will gauge student satisfaction after years in the field.

## **B. Projected needs**

### **1. Faculty**

Because of the fiscal crisis we defer any request for additional tenure track faculty in the coming year but we expect to hire highly qualified adjuncts for special classes. In the recent past this has included an attorney for the EPA, the GIS Director for the Field Museum (also with a PhD in Ecology), an urban planner, and the GIS director for the EPA Region 5 office. We will need modest funds for this purpose.

### **2. Equipment**

Dr. Peimer, with special expertise in water resource management, has a wish list of field equipment to enhance his courses. He has spent his start-up funds for this purpose and has arranged to share equipment with other departments to save the University cost and storage. For our technical classes we will need software upgrades and technical maintenance.

### **3. Other Resources**

Perhaps our most pressing need is in office support. The office staff position supporting G&ES was been eliminated in Summer of 2017 leaving an immediate gap in services for which there is yet no solution. It would be difficult to overstate the importance of office support to keep the programs going schedules intact, for enrollment issues and to ensure that faculty members are hired and paid. This has become an urgent need and by Fall it must be solved and we look to the College for this support. It may come as one or more positions shared by various departments and it may involve student aides or work study. We must accept this loss and we await a solution.

We will need a more suitable shared Instructor office equipped with phone service. At this time an Instructor is in a room dedicated to storage and map production, with inadequate ventilation. There are no other resource requests at this time. Our departmental foundation monies have supported the annual Picnic and Awards Ceremony, student travel to professional organizations and other incidental expenses through the year.

### **III. Accomplishments**

G&ES with Biology was successful making NEIU a Tree Campus USA. This prestigious recognition requires ongoing educational activities for both students and the surrounding community. This year an Arbor Day event included an educational tour of campus vegetation. Our Instructor Dr. Robyn Flakne is the G&ES lead in this effort. Other events and accomplishments have been mentioned above.

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

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

Peimer, A. W., Krzywicka, A. E., Cohen, D. B., et al. (2017). National-Level Wetland Policy Specificity and Goals Vary According to Political and Economic Indicators. *Environmental Management*, 59(1), 141-153. doi:10.1007/s00267-016-0766-3

**Storie, M. (2016, October). "Ask the experts" excerpt for John S Kiernan's 2016 Greenest States.** Wallethub.

Storie, M. et. al., (n.d.) Volo Bog Interpretive Exhibit Volo Bog Visitor Center. Ingleside, IL

##### **2. Conference Presentations, Group Shows** during the year

Ahmed, H., DiNello, E., Gallemore, C, Liu, T., Schirmer, A. 2016. Effects of Urban Photopollution on Mammalian Behavior and Wildlife Activity Patterns. Presented at the 8th Annual SCSE Student Research Symposium, Northeastern Illinois University, September 16, 2016, Chicago, USA

DiNello, E., Ahmed, H., Schirmer, A., Liu, T. 2017. Effects of Urban Photopollution on Mammalian Circadian Behavior. Presented at the 25th Annual Student Research & Creative Activities Symposium, Northeastern Illinois University, April 14, 2017, Chicago, USA

Injerd, R. and Liu, T. 2017. GIS for Pre-Flood Inundation Mapping of Unprotected Communities on the Mississippi River. Presented at the 25th Annual Student Research & Creative Activities Symposium, Northeastern Illinois University, April 14, 2017, Chicago, USA

Liu, T. 2017. Mapping Urban Settlement Patterns through Satellite Remote Sensing and Geospatial Analysis. To be presented at the 28th International Cartographic Conference (ICC), July 2-7, 2017, Washington, D.C., USA

Liu, T. 2016. Web Mapping: the Power of Spatial Data and the Internet. Presented at the 7th NETT Day, Northeastern Illinois University, October 27, 2016, Chicago, USA

Liu, T. and Yang, X. 2016. A Scale-dependent Analysis of the Socio-biophysical Factors Driving Urban Landscape Changes: A Comparison of Two American Metropolises. Presented at the 33rd International Geographical Congress (IGC 2016), August 21-25, 2016, Beijing, China

Peimer, A. 2017. U.S. Army Corps of Engineers District Implementation of Stream Mitigation under Section 404 of the U.S. Clean Water Act in Illinois and Missouri: A sociology of translation at the Partnership for River Restoration and Science in the **Upper Midwest's 2017 Upper Midwest Stream Restoration Symposium in La Crosse, WI.**

Storie, M. (2016, April). Environmentally responsible behavior and exceptional experiences in nature: A study of how environmental epiphanies impact self-reported behavior. Paper presented at the 21st International Conference of the Society for Human Ecology, Santa Ana, CA.

Storie, M. (2016, October). The psychology of conservation and the conservation of **psychology: Solving today's complex environmental** problems. Research seminar given in the Psychology department seminar series at Northeastern Illinois University, Chicago IL.

Storie, M. (2016, November). Setting the scene for wonder: An exploration of factors that may predict exceptional experiences in nature. Paper presented at the NEIU Seventh Annual Faculty Research and Creative Activities Symposium, Chicago, IL.

Thomas, N. and Liu, T. 2017. Spatiotemporal Analysis of the Physical and Social Structures in Chicago: The Recent Urban Dynamics. Presented at the 25th Annual Student Research & Creative Activities Symposium, Northeastern Illinois University, April 14, 2017, Chicago, USA

Yang, X., Shi, D. and Liu, T. 2016. Mapping and Interpreting Vegetation Patterns in Urban Areas: Research and Challenges. Presented at the 33rd International Geographical Congress (IGC 2016), August 21-25, 2016, Beijing, China

## **B. Student Achievements** during the year

Injerd, R. and Liu, T. 2017. GIS for Pre-Flood Inundation Mapping of Unprotected Communities on the Mississippi River. Presented at the 25th Annual Student Research & Creative Activities Symposium, Northeastern Illinois University, April 14, 2017, Chicago, USA

Green, Destinie (B.A. Geography, GIS minor) is Intern at Washtenaw County Public Health Department and has been accepted into the Future Public Health Leaders Program (FPHLP) at the University of Michigan.

Mostefaoui, M. 2017. Mapping Spatiotemporal Land Sensitivity to Desertification in Biskra, Algeria. Presented at the 2017 Annual Meeting of the Association of American Geographers (AAG), April 5-9, 2017, Boston, Massachusetts

Thomas, N. and Liu, T. 2017. Spatiotemporal Analysis of the Physical and Social Structures in Chicago: The Recent Urban Dynamics. Presented at the 25th Annual Student Research & Creative Activities Symposium, Northeastern Illinois University, April 14, 2017, Chicago, USA

The following students presented at the Annual Meeting of the Association of American Geographers, which was held in April, in Boston:

Jason LaBrosse: Modeling the intersection of human and animal geographies in an urban environment: A case study of commodified pet populations in Chicago, Illinois

Srdjan Majdov: Taking place, (re)making nation: Positional élite discourse of urban restructuring in Skopje, F. Y. R. of Macedonia

Mohamed Mostefaoui: Mapping Spatiotemporal Land Sensitivity to Desertification in Biskra, Algeria

## **2. Acceptance to graduate or professional school** during the year

Alnesary, Hasan (B.A. Geography 2014) began a Master of Advanced Studies in Humanitarian Operation and Supply Chain Management (MASHOM) in Switzerland. His intended thesis will apply GIS to the siting of refugee camps, using Kenya and southern Sudan as case examples.

Kocisky, Kat (M.A. G&ES 2016) entered a doctoral program at the University of Wisconsin Milwaukee, Urban Studies Fall 2016.

## **C. Alumni News** from the year

Aler, Ann (Graduate Certificate in GIS 2013) became Cartography & GIS Resources Specialist, Northwestern University Library.

Anderson, Derick (B.A. Geography 2011) became Director of the Housing Resource Center of the Northside Community Resources in Chicago.

Anderson, Matt PhD (M.A. Geography and Environmental Studies 2008) published another paper: "Class Monopoly Rent and the Contemporary Neoliberal City," in *Geography Compass*, 2014. He is Assistant Professor of Geography at Eastern Washington University, Spokane, Washington.

Brundidge, Troy (G&ES M.A. 2017), received an internship with the American Planning Association.

Donakowski, Andrew (G&ES M.A. 2015 Graduate Certificate in GIS 2015) became Policy and Planning Specialist at Friends of the Chicago River.

Kauth, Paisly GISP (G&ES M.A. 2013 Graduate Certificate in GIS 2013), GIS Coordinator for the Region 5 office of the EPA received a promotion from Environmental Protection Specialist to IT Specialist in Fall 2016. She is also adjunct **faculty member at DePaul University's M.A. in Sustainable Urban Development.**

LaBrosse, Jason (M.A. G&ES 2017), former technical assistant in G&ES, became adjunct faculty member in G&ES teaching Computer Cartography and GIS 1.

Magrisso, Nick (Environmental Studies B.A. 2010) became Associate at CIVITAS Public Affairs Group. He recently was Midwest Legislative Director for the Natural Resources Defense Council where he worked for six years.

Majdov, Srdjan (G&ES M.A. 2016) presented at the 2017 Association of American Geographers (AAG) Annual meeting in Boston. His research was entitled, "Taking place, (re)making nation: elite discourse of urban restructuring in Skopje, F.Y.R. of Macedonia."

Snyder, Rich (GIS Certificate 2013) became GIS Analyst for the City of Elgin, Illinois.

Spiasanta, Angela (G&ES M.A. 2013) became GIS Validation Analyst at CN Transportation Trucking and Railroad

\*<http://www.neiu.edu/about/sites/neiu.edu/about/files/documents/dbuetow/Data%20Digest%20Enrollment%20Update%20F16.pdf>

\*\*<http://www.neiu.edu/about/sites/neiu.edu/about/files/documents/pefulton/2016%20DegreesConferred.pdf>

\*\*\*<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/geography-environmental-studies/brag-board-class-notes>

# GLOBAL STUDIES

## **Annual Report 2016 – 2017**

### **Submitted by Tracy Luedke**

#### **I. Executive Summary**

2016-17 was the Global Studies program's fifth year and in May 2017, we graduated our first cohort of majors, an important milestone for the program. During this year, the program continued to grow in enrollments and number of majors. For the first time we offered our intro course during all parts of the year (Fall, Spring, and Summer). Also for the first time, we taught our entire curriculum: GS 201: Intro to Global Studies; our WIP class GS 205: Interdisciplinary Research and Writing; and our capstone course GS 399, in which our graduating seniors wrote culminating research papers drawing from the skills, interests, and perspectives developed across their time in the program.

The **Global Studies program reflects NEIU's strategic goals in its design, implementation, and outcomes.** Goal 1: Student Success includes a commitment to improving student retention and time to graduation rates. In 2016-17, we revised our assessment plan and advising practices to better capture student experiences across the program and provide active support through degree completion and beyond. The program advisor, Tracy Luedke, meets with GS majors at least once in person per semester and monitors student success carefully. Luedke has additional interaction with majors in the GS core courses, which provides multiple points of contact. The results of our assessment data for this year demonstrated that students in both our WIP and Capstone courses are developing significant research and writing skills. We were pleased to meet our assessment targets for student performance and will use this data to further hone those courses.

The Global Studies program meets Goal 2: Academic Excellence in its design and content. 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, with 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** acting as electives that count toward the major and minor. In conjunction with the program advisor, students choose from a broad range of courses that correspond with their interests and the thematic tracks that organize the program: Culture, Society, and Identity; Language, Knowledge, and Representation; Nature, Technology, and the Body; Power, Movements, and Political Economy; and Violence,

Resistance, and Resolution. Also toward Goal 2, the GS program has developed an online version of our intro course (GS 201) which has served to introduce these issues to a broader range of students and has also helped our majors with time to degree, as we have multiple majors who work full time and rely on evening and online courses.

The GS program also forwards Goal 3: Urban Leadership. Many of the courses in our curriculum address urban issues including immigration, urbanization, economic inequity, and cross-cultural interaction. We encourage students to use program curriculum as a lens for examining their own experiences and the spaces (social and physical) they inhabit. A more specific example of the ways the Global Studies program encourages students in civic engagement is our internship with NEIU community partner the Pan-African Association, in which students learn about and contribute to the work of an organization that serves African refugees who have been relocated to Chicago.

## **II. Program Plan**

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

Articulate based on University priorities

- To continue to grow both student and faculty engagement with the program and increase the number of graduates.
- To hone our curriculum and student support services to best serve our students during their time at NEIU and afterwards.
- To develop a career readiness component of our capstone course that mentors students in their transition to work and/or graduate school after graduation.
- To develop an outreach program for high schools and community colleges in the region to introduce them to the program and its benefits and opportunities for students.
- To enhance our outreach to existing NEIU students with an increased number and range of campus events.

### **B. Projected needs**

1. Faculty: The Global Studies program has no dedicated faculty, drawing instead on the contributions of faculty in other departments who dedicate a portion of their time to the program. This approach maintains the deep interdisciplinarity of the program. However, it also strains faculty resources, as the workings of the program depend on faculty being willing and able to work double time in certain areas. For example, meeting the service load within the program has become increasingly difficult as the program grows—the GS coordinator has been able to cover these activities to now, but also owes service to a home department, which means some years are overloaded with service to the detriment of other areas. Likewise, the need for faculty or instructors who can teach GS courses is expanding and soon will overtake the abilities of the coordinator (Luedke) and one other GS faculty member (Schroeder) who teach the program's core courses. Having more flexibility and resources to cover required courses will be crucial in the future, especially as periodic sabbaticals and other career demands make it difficult for a small number of people to cover all aspects of the program and make sure students are able to get to graduation in a timely way, which is always our top priority.

### **III. Accomplishments**

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

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

Mahootian, S., Kaplan-Weinger, J., Gebhardt, L and R. W. Hallett (2017). Language and Human Behavior: Topics in Linguistics. Kendall-Hunt Publishers. Dubuque, Iowa.

##### **Conference Presentations, Group Shows**

Cloonan Cortez de Andersen, Denise. 2016. Panelist in Mothering Abroad: Empowerment in the Face of Language Barriers and Cultural Dissonance. The Polish and European Academic Center for Exchange and Research (PEACER), December 14.

Luedke, Tracy. 2016. "Body Politic: Mobilizing Affliction in Mozambique." Presented at Annual Meeting of the American Anthropological Association, Minneapolis, MN, November 18.

##### **Funded grants**

Tracy Luedke: contributor to NCI U54 Partnership to Advance Cancer Health Equity, 2015-2020: ChicagoCHEC (partnership includes NEIU, Northwestern, UIC)

##### **Service**

Denise Cloonan Cortez de Andersen: Editorial Review Board Member of The Linguistics Journal.

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

Chris Schroeder: judged over 200 performances as a member of the Joseph Jefferson Awards Committee.

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

Mia Blixt-Shehan: graduated May 2017 with a B.A. in Global Studies, accepted to the M.S. program in Library and Information Science, UIUC

# HISTORY

## **Annual Report 2016 – 2017**

### **Submitted by Charles Steinwedel**

#### **I. Executive Summary Staffing, Research, and Teaching**

##### a. Staffing

The department currently consists of eight tenured/tenure-track faculty (including the chair) and four budgeted full-time instructors (as distinct from adjunct instructors) whose course loads have dropped substantially over the last few years. In May 2017, Josh Salzman received tenure and was promoted to Associate Professor. Now all tenure-line faculty in the department are tenured.

The department was fortunate to be able to search for a colleague in Early Modern **History to restore the department's ability to offer courses in this popular field. A** committee chaired by Francesca Morgan reviewed over one hundred applications. **The department's first choice, Aviva Rothman, was happy to accept the offer. The retraction** of that offer in May was a real blow to the department and its morale.

Despite the challenges the university faced due to the budget crisis, the Department of **History's faculty continued to set and achieve high standards for their students and** themselves.

##### b. Research

For the third year in a row, our report features the publication of a high quality academic monograph from a university press. In October 2016, University of New Mexico Press published Professor Christina Bueno's book *The Pursuit of Ruins: Archaeology, History, and the Making of Modern Mexico*. The book is an important intervention in the history of Mexico and was well-received. It received an honorable mention for the Alfred B. Thomas Award for Best Book in Latin American Studies from **the Southeastern Council of Latin American Studies. Prof. Mateo Farzaneh's 2015 book** *The Iranian Constitutional Revolution and the Clerical Leadership of Khurasani*, also received recognition, winning the 2016 Phi Alpha Theta National History Honors **Society awarded Prof. Mateo Farzaneh's book its Best First Book award. In the current** publishing environment, publishing a book from a non-profit university press is an achievement. Receiving a book prize or honorable mention is truly outstanding.

Department faculty also won fellowships in recognition of their achievements and to **support their research. Prof. Patrick Miller's appointment as the 2016-2017 J.W. Fulbright Bicentennial Distinguished Chair in American Studies at the University of Helsinki, Finland, is most prestigious in this respect.** As a Fulbright distinguished chair, Prof. Miller taught seminars in Finland and delivered lectures in Germany, Austria, Tunisia, and Spain on the Civil Rights movement, African-American History, and Race in the Age of Obama.

Prof. Bueno received an NEH Summer grant to expand her research on Mexican archaeology. Prof. Charles Steinwedel, who was on sabbatical in 2016-17, received a short term fellowship from the Jordan Center for Advanced Study of Russia and an NEIU Summer Stipend to begin a new project on Sugar, Money, and Power in Late Imperial Russia.

Work which straddles service and scholarship should also be mentioned. Two of our faculty members—Francesca Morgan and Joshua Salzmänn—are co-directors of two different seminars at the Newberry Library in Chicago. The first, co-directed by Morgan and Elizabeth Son of Northwestern University, is on Women and Gender, while Salzmänn co-directs with Jeff Sklansky of UIC a seminar on the history of capitalism. The Department of History supports these seminars financially and intellectually, as they provide service to other scholars and opportunities to our faculty to be active in their fields.

### c. Teaching

In Fall 2016, the Department of History had seventeen students enrolled in its M.A. program, and 103 undergraduate majors in History and History and Secondary Education program. Compared to enrollments in Fall 2015, this represents steady enrollment in the M.A. program and in the History and Secondary Education undergraduate major, but a decrease of 23 undergraduate History majors. As a whole, in Fall 2016, the department taught 32 course sections and 2,091 student credit hours (SCH), which is a substantial drop from 38 sections and 2,592 student credit hours in Fall 2015. The enrollment per class decreased slightly, from 68.2 SCH per section in Fall 2015 to 65.3 SCH per section in Fall 2016.

The department continued to support a range of university programs. Including the First Year Experience, Latino and Latin American Studies, Honors, and Women and Gender Studies programs. In order to build enrollments, the department will develop additional courses for the University Core Curriculum and new thematic courses to maximize student interest.

The department supports students with two scholarships. The Susan E. Rosa Memorial Scholarship (\$1000) honors our late colleague, and represents a great deal of work on the part of Liesl Downey in Development and the commitment of our faculty. In 2016-17, Nathan Besser, who seeks to go to graduate school in Medieval history, received the award. The Brommel-Lindberg Scholarship in History was awarded to Josef Venable, to cover expenses at NEIU.

## II. Program Plan

### A. Long term goals

#### Community Engagement

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 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 greater 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 present their work digitally. Doing so would give students critical skills and knowledge that expand the types of work for which they would be qualified.

### B. Projected needs

#### 1. Faculty

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

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

Moreover, students who intend to teach history in the US will need to be able to teach the revolutionary era, which makes the need for a historian of early US history particularly great.

#### 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 Latin America, China, Europe, the Middle East, and Africa. That requires a commitment from the university to ensure they can stay up to date in their fields, and that requires travel.

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

## III. Accomplishments

### A. Faculty Research/Creative Activities

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

Christina Bueno, *The Pursuit of Ruins: Archaeology, History, and the Making of Modern Mexico*. (Albuquerque: University of New Mexico Press, October 2016). Honorable Mention, 2016 Alfred B. Thomas Award for Best Book in Latin American Studies, Southeastern Council of Latin American Studies.

Mateo Farzaneh's 2015 book, *The Iranian Constitutional Revolution and the Clerical Leadership of Khurasani*, (Syracuse: Syracuse University Press, 2015), received the *Phi Alpha Theta* National History Honor Society Best First Book Prize in 2016.

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

Patrick Miller, "Zur Anatomie des wissenschaftlichen Rassismus: Rassistische Reaktionen auf die Leistungen schwarzer Athleten" ("The Anatomy of Scientific Racism") published as a chapter in Gender-Race-und-Disability-im-sport: Von Muhammad Ali über Oscar Pistorius bis Caster Semenya (Marion Müller, Christian Steuerwald (Hg.). May 2017. (Translation and Reprint of an earlier publication).

Francesca Morgan, “My Furthest-Back Person’: *Roots* and the History of Black Genealogy.” In *Reconsidering Roots: Race, Politics, and Memory*, edited by Erica L. Ball and Kellie Carter Jackson, 63-79. Athens: University of Georgia Press, 2017.

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

Joshua Salzman, Winner of 2016 biennial “Best Article Prize,” Labor and Working Class History Association for: “Bionic Ballplayers: Risk, Profit, and the Body as Commodity, 1964-2007,” *LABOR: Studies in the Working-Class History of the Americas* 11 (Spring 2014): 47-75.

Charles Steinwedel, blog post, “Threads of Empire – A Response to Gerasimov, Romaniello, and Werth. Space, Time, and Study of the Russian Empire,” and “Loyalty.” The Russian History Blog, February 7 and 13, 2017.  
<http://russianhistoryblog.org/2017/02/threads-of-empire-a-response-to-gerasimov-romaniello-and-werth-space-time-and-study-of-the-russian-empire/>.

\_\_\_\_\_. “The Bashkir Vanishes?” All the Russias’ Blog, Jordan Center for Advanced Study of Russia, New York University, November 14, 2016.  
<http://jordandrussiacenter.org/news/the-bashkir-vanishes>.

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

Mateo Farzaneh “Women and Gender in the Iran-Iraq War,” University of Oklahoma, January 2017.

\_\_\_\_\_. “History and Prospects of Modernity in Twelver Shiism,” University of Oklahoma, February 2017.

\_\_\_\_\_. “US-Iranian Relations: Past, Present, and Future,” University of Oklahoma, February 2017.

\_\_\_\_\_. “US-Iranian Relations in the Trump Era: What Happens Next?,” University of Oklahoma, February 2017.

\_\_\_\_\_. “Upcoming Iranian Presidential Elections: Can Rouhani Survive?,” University of Oklahoma, February 2017.

\_\_\_\_\_. “100 Years if Iranian-American Relations,” University of Tulsa, February 2017.

Nikolas Hoel, “Civilization and its Discontents: A Sketch of Intellectual History in the 1920s,” Rockford University, February 2017.

\_\_\_\_\_. “Gregory the Great and Monasticism: the Hagiographic Evidence,” 51<sup>st</sup> International Congress on Medieval Studies, Kalamazoo, Michigan, May 2017.

Patrick Miller, “*Passporting*: Notes toward the ideal of Cosmopolitanism.” Fulbright American Voices symposium, University of Turku, October 7, 2016.

\_\_\_\_\_. “*Race*, Class, Gender – and Generation—in the Writing of Sport History.” Lecture at “Celebrating Visions of North American Studies: A Seminar in Honor of Dr. Benita Heiskanen,” University of Turku, October 14, 2016.

\_\_\_\_\_. “The *Long* Civil Rights Movement: From the March on Washington to Arab Spring.” J. William Fulbright Bicentennial Inaugural Lecture, University of Helsinki, December 8, 2016.

\_\_\_\_\_. “Reading Sport History into Civil Rights Studies.” Paper presented at the meeting of the Finnish American Studies Association (FASA), Helsinki, December 9, 2016.

\_\_\_\_\_. “The *Long* Civil Rights Movement” (on the significance of women in the movement)” Informal presentation to members of the American Women’s Club, in arrangement with Suzanne Louis, at the Fulbright Center, January 19, 2017.

\_\_\_\_\_. “From Negro History Week to #Black Lives Matter.” Introductory talk, Black History Month Symposium, February 16, 2017.

\_\_\_\_\_. “Democracy is in the Streets! (Activism and Organization for Our Time).” Fulbright Forum 2017: Education, Innovation, Science and Art in Jyvaskyla, March 17, 2017.

\_\_\_\_\_. “Symbols Matter: *Race* and the Politics of Popular Memory.” Plenary lecture University of Heidelberg Spring Academy, March 24-28, 2017.

\_\_\_\_\_. Panel Participant, “The Role of Academics in Contemporary Society,” sponsored by the International Cultural Exchange (ICE) program, University of Helsinki, April 5, 2017.

\_\_\_\_\_. “Symbols Matter.” Keynote address, University of Tunis/ Higher Institute of Applied Studies in Humanities at the University of Tunis (ISEAHT), Research conference, “Tradition and Transformation,” April 13-15, 2017.

- \_\_\_\_\_. Moderator, Roundtable Discussion at “The American Corner” *American Cultural History and Current Events*, sponsored by AMIDEAST, U.S. Embassy in Tunisia, April 18, 2017.
- \_\_\_\_\_. Panel Participant, “President Trump – First 100 Days. Symposium organized by the American Resource Center (ARC) and the U.S. Embassy in Finland on the occasion of the first 3 months of a new presidency. April 27, 2017. (Interviewed for this occasion by **YLE**: Finnish National Radio).
- \_\_\_\_\_. “The *Long* Civil Rights Movement . . . From the March on Washington to Tunisia’s Jasmine Revolution.” Lecture, the Amerika Institut, Ludwig-Maximilians-Universität, Munich (LMU’s annual Fulbright Lecture Series, May 3, 2017).
- \_\_\_\_\_. “Reading Sport History into Civil Rights Studies,” lecture at the Institut für Amerikanistik, Karl-Franzens-Universität Graz, Austria. May 10, 2017.
- \_\_\_\_\_. “From Charleston to the Founding of the ‘Blacksonian’: *Race* in Popular Memory and Public History.” Presentation at the biannual meeting of the Collegium for African American Research in Málaga, Spain, June 13-15, 2017;
- Francesca Morgan, Brown-bag presentation on “The Racialization of Genealogy Practice in America, 1860s onward.” Department of History, University of Illinois at Chicago (April 12, 2017). Invited.
- \_\_\_\_\_. “African American Genealogy Before and After *Roots*.” Presented at the annual meeting of the Organization of American Historians, New Orleans (April 6, 2017). International conference.
- \_\_\_\_\_. Faculty workshop and presentation on “Nation of Descendants: Mormon Genealogy in U.S. History.” Department of History, Brigham Young University, Provo, Utah (March 24, 2017). Invited.
- \_\_\_\_\_. Women’s History Month presentation on “The Chatty Old Lady’: Explorations in Gender and Genealogy.” Women’s Studies Program, Brigham Young University, Provo, Utah (March 24, 2017). Invited.
- Joshua Salzmann, “Blood on the Tracks: Death and the Built Environment,” (edited volume contributors’ workshop) American Society for Environmental History Meeting, Chicago, IL, March 2017.
- Charles Steinwedel, “Threads of Russian Empire: Identity and Authority Where Europe Met Asia, 1552-1917.” UIC Institute for the Humanities, University of Illinois-Chicago, February 27, 2016. Invited talk.

## 5. Funded grants

Christina Bueno, National Endowment for the Humanities, Summer Stipend, 2017, \$6,000.

Patrick Miller, 2016-2017 J.W. Fulbright Bicentennial Distinguished Chair in American Studies at the University of Helsinki Finland. EUR 50,000.

Joshua Salzmann, **Principal Investigator, “Unlocking Chicago’s History: A Guide to Research in City Government Records,” awarded to the Ronald Williams Library at Northeastern Illinois University by the Consortium of Academic and Research Libraries in Illinois, 2015-2017, \$4,999.**

Charles Steinwedel, Short-term Fellowship, Jordan Center for Advanced Study of Russia, New York University, \$4,340.

## 6. Service

Christina Bueno, RMCLAS Article Award Committee 2016, Rocky Mountain Council for Latin American Studies.

\_\_\_\_\_. Reviewer/referee: Oxford University Press.

\_\_\_\_\_. Reviewer/referee: *Hispanic American Historical Review*.

\_\_\_\_\_. Reviewer/referee: *Mexican Studies-Estudios Mexicanos*.

\_\_\_\_\_. Reviewer/referee: Oxford Research Encyclopedia of Latin American History, Oxford University Press.

\_\_\_\_\_. Reviewer/referee: The Pennsylvania State University Press

Andrew Eisenberg, Board member and Treasurer, Tang Research Foundation

Nikolas Hoel, Nominations Chair, Hagiography Society

Patrick Miller, Fulbright Selection Committee for Finnish Candidates applying for Fellowships to the US, August 2016.

\_\_\_\_\_. Fulbright Orientation for Finnish Fulbright Graduate Students bound for the US, September 2016.

\_\_\_\_\_. North American Studies Program Committee: review of applications for 2017-2018 Fulbright Bicentennial Chair in American Studies.

\_\_\_\_\_. Fulbright Selection Committee/ Response/ Fulbright Bicentennial Chair in American Studies.

\_\_\_\_\_. **Correspondence and Planning as part of the “Scientific Committee” of the Higher Institute of Applied Studies in Humanities at the University of Tunis (ISEAHT) towards a research conference, titled “Tradition and Transformation,” April 13-15, 2017 in Tunisia.**

\_\_\_\_\_. Member of the Organizing Committee for the forthcoming Maple Leaf and Eagle Conference on North American Studies, titled ***Ideas, Ideals, and Ideologies***, University of Helsinki, Finland, May 15-18, 2018.

\_\_\_\_\_. Interview with Keisha Blain: An Introduction to The African American Intellectual Heritage book series. Website of the African American Intellectual History Society (AAIHS) titled ***Black Perspectives***, January, 2017.

\_\_\_\_\_. Series Co-editor, ***The African American Intellectual Heritage***, published by the University of Notre Dame Press.

Francesca Morgan, Co-Chair, History of Women and Gender Seminar, Newberry Library.

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

\_\_\_\_\_. Member, Local Arrangements Committee, American Society for Environmental History

## **B. Student Achievements**

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

**Victor Garcia**, “Cloistered Traditions in Iberia: A Look at the Development and **Origin of Coenobitic Monasticism**,” 25<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, April 2017

# JUSTICE STUDIES

## **Annual Report 2016-2017**

### **Submitted by Cris Toffolo**

#### **I. Executive Summary**

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

Before proceeding to that, however, it should be noted that all of the following was accomplished in a year when all faculty, no matter how low their salaries, were forced for a second year in a row to take furlough days due to the lack of state funding. Not only did this cut into the number of work days in which we accomplished the following, it also added a tremendous amount of unnecessary stress and confusion and a depleting of the department. This affected everyone in very negative ways, including the students **who worried they won't be able to get the classes they need in order to graduate**. In addition, after a tremendous amount of work to conduct a national search which resulted in an excellent candidate for a tenure line position, we lost him because the **offer, which was contingent upon next year's funding, had to be rescinded**.

In order to take the furlough days we first had to let go of our temporary office stay person and our student worker. This left us with just only one staff person, whereas a year ago we had two full time staff plus a part-time student worker. One highly effective and much beloved Senior Instructor left in December and another at the end of summer 2017, both citing the budget situation and furloughs as propelling them to leave a few years earlier than they had originally planned. I am also aware that TP faculty are actively on the job market and thus we may lose additional core faculty. It is hoped that **the following will inform those who have the power to fund Illinois' public universities** and they will come away after reading this report with a renewed commitment to our public universities which contribute to a good quality of life for all of the citizens of our state.

#### **Student Success**

The Justice Studies (JUST) department continues to maintain a culture that fosters student success. This year we are the fifth most popular major in the College of Arts and Sciences (CAS) and sixth at the University overall. In Fall 2016 we had 295 declared majors, 1 Social Justice minor, and 93 Criminology minors. We also are the managing department for the interdisciplinary Child Advocacy Studies (CAST) minor, which now has approximately 90 minors. During the 2016 academic year (i.e., the last year for which we could obtain complete records) 77 JUST majors completed their degree. This amounts to 8.4 percent of all CAS undergraduates who graduated this year.

Within this overall picture of success, there are some unique highlights: One of our majors, Sarah Wuttke, was nominated for membership in *Who's Who in American Colleges and Universities* and we are awaiting a response from that committee. 57 majors made the dean's list in Fall 2015, with 59 doing so in Spring 2016; and 8 majors earned Justice Studies Scholars Awards. The latter are given out to JUST majors who have completed 90 hours of coursework while maintaining a GPA of at least 3.8 and whom the faculty judge to have **"strong potential for continued scholarly work that will advance the field of Justice Studies."** Specifically these students are: Joshua Brooks, Latoya R. Brown, Stephanie Garcia, Adina Lapadat, Brian Perez, Dawid Tryba, Katarzyna Wronka, and Keaton Zirkle. Dawid Tryba and Sara Wuttke received Social Justice Awards for their work in the community and/or on campus, demonstrating strong leadership abilities.

This year Dr. Adam Messenger did highly commendable work with five different groups of justice studies majors, resulting in 17 of them presenting at NEIU 26<sup>th</sup> Annual Student Symposium. The topics their research addressed included, the likelihood of **police officers using biases to pull people over; attitudes towards DACA; individual's comfort level with firearm possession; the influence of demographics on views of abortion; and students' perceptions of police.** (A detailed list of these student presenters can be found at the end of this report).

And Dr. T.Y. Okosun should be commended for working closely with two other majors who he worked with closely on research that was presented at the annual conference of the Justice Studies Association, in June in Detroit.

### **Academic Excellence and Innovation**

Our program continues to exhibit excellence and innovation in teaching. In addition to the 3 ELE courses which we offer (which by definition use high impact pedagogies), our faculty frequently use a variety of these teaching methods in other classes as well. Again **this year Dr. Adam Messinger had his class participate in the international program, "16 Days of Activism Against Gender-Based Violence."** For this, his students engaged in activities outside of the classroom to educate the entire university community on this issue. And he had another one of his classes participate in the **"International Transgender Day of Visibility"** program, for which his students worked in groups to raise awareness on campus about violence against transgender communities. For this program Adam organized and then presented on discussion panel about transgender intimate partner violence. This event which was held on campus was open to his students, as well as the whole campus, Chicago domestic violence agencies, and the broader Chicago community. Finally, he incorporated his research methods students as research assistants in his study on cyber-stalking, resulting in five different student **research presentations at NEIU's Annual Student Research & Creative Activities Symposium.**

This year Dr. Cris Toffolo expanded the use of distance learning technology to now also use it in Introduction to Human Rights class. As she has done in the past with her theory class, her students linked up for two sessions with students at the American University in Cairo Egypt. Dr. Michael Lattanzi of AUC, who does this regularly with many other classrooms in North America, was amazed that his students were willing to stay late for both sessions as they were so eager to continue talking with our students. Of this **experience with NEIU he wrote: “Cris has proved to be an invaluable colleague in this project. Her students are always very well prepared for our videoconferences and, every semester my students make a point of saying how valuable they felt the exchanges with NEIU were and how much they enjoyed talking with the NEIU students... [A]t Cris’s suggestion, we divided the students into groups (with students from both classes in each group) and these groups were used as the basis of an email assignment that allowed the students to continue their international experience after the conclusion of the videoconference itself. My students found this to be one of the best parts of my course and, reading the email exchanges, it is clear to me that they have given students in both classes an opportunity to deepen and enhance the quality of their interaction.”**

Understanding the potential of study abroad to enhance student learning, again this year JUST faculty led a study tour to Geneva, Switzerland, to teach students about how **the United Nations helps to promote human rights. This year’s trip was led by Drs. Cris Toffolo and Maria De La Torre**, and it was extended to allow the group to go to Paris to learn about the work of UNESCO and to see important sights associated with the founding of the United Nations and the writing of the Universal Declaration of Human Rights. As always this is a great opportunity for our students to gain access to centers of power, to learn about these structures, and to meet high profile individuals. Such **experiences increase our students’ confidence and their ability to rise to such levels of influence.**

### **Urban Leadership**

The university the faculty of the Justice Studies department has contributed to the broader community in many different ways. Faculty in the program this year were invited to speak or give interviews in various venues around Chicago (a list of these is provided near the end of this report). But our faculty also are involved in the community in many other ways. For instance, CAST instructor Catherine Korda who is Chair of the Peterson Elementary School Parent Advisory Council as well as President of **the Friends of Peterson Association, launched a poster project called “Hate has No Home Here,” that went national in late January, and led to the formation of community groups all over the nation that are fighting back against the bigotry and racism that has unfortunately been on display in many communities.**

Dr. Maria De La Torre, works to combat these same negative forces through volunteer work she does here in Chicago with the in the Immigrant Rights Alliance, the United Front for Immigrants, and Casa Aztlán. And Dr. Nancy Matthews serves on both local and **national boards in the area of women’s rights (i.e., the Chicago Abortion Fund, and the national Take Back the Night Foundation)**, while Adam Messinger organized a new product drive at NEIU for domestic violence victims living at Connections for Abused Women and their Children (CAWC) a Chicago battered women’s shelter.

In a slightly different but equally important vein, Dr. Okosun uses his skill as an **accomplished private pilot to support the “Young Eagles” (which is a part of STEM)**. These are youth who aspire to be pilots and to work in the aviation industry. Dr. Okosun is also an Aviation Commissioner for the city of Michigan City, Indiana.

On the NEIU campus as well, we contribute to the issues impact our city. And again this year we again served as the fiscal agent for the ***Stateville Speaks*** prison newsletter, and we also became the fiscal agent for The Truth Telling Project for Ferguson and Beyond (TTP) which began by organizing truth telling events in Ferguson after the killing of Mike Brown. These events have now been turned into an online curriculum called ***Its Time to Listen***, and the project is now working with Native Americans as well. It is hoped that this curriculum will be used in classrooms around the country to help people understand the structural racism that underlies the many, many killings of black people by police across the country, and in the process generate empathy and a will to stop **these atrocities**. **JUST faculty also led a “Speak Out” for African American Victims of Police Brutality at NEIU**. And Dr. Cris Toffolo, who is a member of NEIU’s Genocide Research Group, helped to organize, and then spoke at, NEIU’s 4th annual “Genocide and Resistance in Africa and the Diaspora” She also was a respondent speaker after the showing of *He Names Me Malala*.

### **Exemplary Faculty and Staff**

Two of our six tenure-line faculty had books published this year. Routledge Press did a reprint of the 2016 textbook Dragan Milovanovic co-edited, entitled ***Race, Gender, and Class in Criminology: The Intersections***. And Dr. Adam Messinger received a lot of press for the publication of ***LGBTQ Intimate Partner Violence: Lessons for Policy, Practice, and Research*** (University of California Press), including in *Psychology Today*, *The Windy City Times*, *The Washington Blade*, *VICE News*, *The Washington Post* and *The Independent*. It is the first book to comprehensively review the entire 40-year research literature on abuse in the relationships of lesbian, gay, bisexual, transgender, and queer identified (LGBTQ) people. As Principal Investigator, in Spring 2017 he completed a study of sexual minority cyber-stalking. He is also continuing to serve as Co-Investigator on a longitudinal study of intimate partner violence among female sexual minority youths, funded through a \$2.81 million National Institutes of Health grant.

Several faculty had their research published in respected journals and/or gave presentations at the annual conferences of various academic association in our field. Our faculty is also frequently called upon to share their expertise in the community. A full listing of these activities provided near the end of this report.

### **Fiscal Strength**

This year Dr. Rolanda West the effort that successfully landed us a \$25,000 grant from **the Chicago Teachers Union to run a pilot project in Chicago’s Juvenile Temporary Tension Center**. Our majors and one alumni worked on the project, and plans are in the

works to submit another application next year, with youth who return to their communities.

As noted above, JUST became the fiscal agent for the TTP which successfully secured a \$20,000 grant from a private donor to develop its new online curriculum.

## **II. Program Plan**

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

We continue to develop the offering of our full major at the El Centro Campus, and will continue to think of new ways to enhance this, as well as other aspects of our program, however we are still working to develop a new five year plan because the future of the university is so uncertain vis-à-vis what will be possible going forward. Until this is clarified and the Forward 150 process is completed too much uncertainty exists to truly plan wisely for the future, which is very unfortunate.

### **B. Projected Needs**

***For Faculty:*** In the last couple of years we lost two TP lines. This year we also lost two long term, and the we had to shut down a successful TP hiring process. We also lost two of our three long-term, full-time instructors. **We are getting to the point where we don't** have enough faculty to do advising or the other necessary service to keep the curriculum updated, and contribute to the larger community. We have other faculty that will retire in the next couple of years so we very much need a TP search as soon as possible. We are the only large department that does not offer general education classes (except the FYE course, JUST 109 and now two ELEs). This means we achieve our high student numbers almost exclusively from majors – and they deserve to be taught by full-time, tenured faculty.

***For Staff:*** We have gone from having two fulltime staff down to sharing one staff person with another department. This means requests are not filled in a timely way and there are times when the office is closed thus students are not getting the quality of services that our office has prided itself on providing. Historically we have been able to assist all our students, when other offices have not been able to. This helps with retention and time to degree, which we fear will suffer now.

***For Equipment:*** We have no major needs at this time, although several of our **computers (including the office manager's) have been acting up and thus we could** suddenly have an extremely urgent need in the very near future.

***For Other Resources:*** As noted every year we would like a designated classroom to decorate with images and information relevant to our field—this is an easy request to fulfill in that it only entails designating a room – no financial cost the university. And we certainly can fill that classroom almost continually with JUST courses, so it will not incur a scheduling cost either (in terms of lost use of a needed classroom). We also need

a meeting/work room: for *Stateville Speaks* to keep files in and do layout, and for other departmental uses. Lastly, despite serving the fifth largest number of majors at the university, the JUST Chair still does not have a proper chair's office. This is a problem because the chair frequently meets with several students at a time, and because she stores some of the department's extra equipment. The cramped quarters do not leave a good impression on prospective majors or visitors.

### **III. Accomplishments**

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

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

**Messinger**, Adam. (2017). *LGBTQ Intimate Partner Violence: Lessons for Policy, Practice, and Research*. Oakland, CA: University of California Press.

**Milovanovic**, Dragan, and Marty Schwartz, eds. 2016. Reprint of *Race, Gender, and Class in Criminology: The Intersections*, Routledge Publishers.

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

**Milovanovic**, Dragan and Bernard Headley. 2016. "Rights and Reintegrating Deported Migrants for National Development: The Jamaican Model." *Social Justice* 43(1): 1-18.

**Okosun**, T.Y. 2017. "Political flip-flopping, political responsibility, current governance, and the disenfranchised," *International Journal on Responsibility*, 1 (1.1), 38-59.

**Toffolo**, Cris. 2016. "Universal Declaration of Human Rights," *Sage Encyclopedia of War: Social Science Perspectives*, edited by Paul I. Joseph, Thousand Oaks, CA: Sage Publications, Inc., Fall.

#### **Articles & Interviews in News Outlets:**

**Korda**, Catherine. 2016. Interviewed by *DNAinfo Chicago* for "Viral 'Hate Has No Home Here' Campaign Launched by North Park Neighbors, November.

\_\_\_\_\_. 2017. Interviewed by *Chicago Tribune* for "Hate Has No Home Here, started in North Park, goes viral," February.

**McFarlin**, Maurice. 2016. Interviewed by *DNAinfo Chicago* for an article about "Chicago's Violent May Rivals Bloody '90s: 'Our Community Is Under Siege'," June.

- Messinger, Adam.** Feb. 2017. The isolation of transgender, undocumented victims of domestic violence. *The Huffington Post*.  
[<http://www.huffingtonpost.com/entry/58ac56dbe4b029c1d1f88eeb>]
- \_\_\_\_\_. 2017. Interviewed by *NEIU Independent* for the article “Behind closed doors: The unique nature of transgender domestic violence.” April.  
[<https://neiuindependent.org/8116/news/behind-closed-doors-the-unique-nature-of-transgender-domestic-violence/>]
- \_\_\_\_\_. 2017. Interviewed by *Crime & Justice Research Alliance* for the article “CJRA News Letter, Expert Q&A.” March. [<http://us12.campaign-archive2.com/?u=4a5e42ff4657ed9f1c2fc7c82&id=ebeff007b1#>]
- \_\_\_\_\_. 2017. Interviewed by *Washington Blade* for the article “Resources offer humor, solidarity, advice and more.” March.  
[<http://www.washingtonblade.com/2017/03/17/resources-offer-humor-solidarity-advice-and-more/>]
- \_\_\_\_\_. 2017. Interviewed by *NEIU News & Announcements* for the article “NEIU News & Announcements.” February. [<http://www.neiu.edu/academics/news/adam-messinger-publishes-groundbreaking-book-lgbtq-intimate-partner-violence>]
- \_\_\_\_\_. 2016. Interviewed by *Psychology Today* for the article “Why so many bisexuals are victimized.” October 2016. [<https://www.psychologytoday.com/blog/the-truth-about-exercise-addiction/201610/why-so-many-bisexuals-are-victimized>]
- Terpstra, June.** 2016. “Hollow Women of the Hegemon Part II: Atrocity Enabling Harpies,” *21st Century Wire*, at <http://21stcenturywire.com/2016/06/24/stand-by-your-man-the-hegemonic-harpies-and-world-domination/>

#### 4. Conference Presentations, Group Shows

- De La Torre, Maria.** 2017. “Narrating Resistance for Social Justice,” paper presented at the Annual Meeting of the Justice Studies Association, Detroit, June 1-3.
- Martensen, Kayla.** 2017. “Teaching Prison Abolition to Future Prison Guards,” paper presented at the Annual Meeting of the Justice Studies Association, Detroit, June 1-3.
- Messinger, Adam.** 2017. LGBTQ “Intimate Partner Violence: A Comprehensive Review of 40 Years of Research,” *National LGBTQ Health Conference*, regular session paper, Chicago, IL. April.
- \_\_\_\_\_, “Emerging Theories on the Causes of Lesbian, Gay, and Bisexual Intimate Partner Violence,” *American Society of Criminology Annual Conference*, regular session paper, New Orleans, LA. November 2016.
- Okosun, T.Y.** 2017. “Political Flip-flop: Implication of Current Federal Powers on Race and the Disenfranchised,” presented at the annual conference of the Justice Studies Association June 1-3. Detroit, MI.
- \_\_\_\_\_, with A. Ross, and L. Colin. 2017. “The Frenzy of the Mass Incarceration of African American and Latina Women in the United States and its Impact on the Family,” presented at the annual conference of the Justice Studies Association June 1-3. Detroit, MI.

- Toffolo, Cris.** 2017. “Re-imagining Justice, Re-Imagining Our Country,” Keynote delivered the 13th Annual Restorative Justice and Death Penalty Symposium, Utah Valley State, Orem UT March 16.
- \_\_\_\_\_. 2017. “Telling the Truth to Make the Change,” Talk given as part of the Opening Plenary Panel on “Addressing Injustices and Bridging Divides,” at the 5<sup>th</sup> Annual Peace and Justice Week Student Conference on “Re-Imagining Justice,” University of California at Irvine, Jan 24. Panel can be viewed at: <https://youtu.be/AzqJrl-ntYo>.
- \_\_\_\_\_. 2017. “Truth Telling in Your Community,” Workshop given with David Ragland and Chrissy Johnson, at the 5<sup>th</sup> Annual Peace and Justice Week Student Conference on “Re-Imagining Justice,” University of California at Irvine, Jan 24.
- \_\_\_\_\_. 2016. “Critical Role of Post-Genocide Education in Achieving the Goal of a Peaceful Future for Rwanda,” delivered in the Peace Education Commission Panel, at the 26<sup>th</sup> International Peace Research Association’s (IPRA) General Conference on “Agenda for Peace and Development,” Freetown, Sierra Leone, Nov. 29.
- \_\_\_\_\_. 2016. “Using Education to Stabilize the Peace,” Talk given as part of Plenary 2: Peace Building and Conflict Resolution in Africa, at the 26<sup>th</sup> International Peace Research Association’s (IPRA) General Conference on “Agenda for Peace and Development,” Freetown, Sierra Leone, Nov. 28.
- \_\_\_\_\_. 2016. “Educating for Global Peace (EGP) – A Project to Mainstream Peace Education Around the Globe,” with Michael Minch, at the “Embracing the Tension to Build the World We Want,” PJSA Annual, Bi-national Conference of the Peace and Justice Studies, Selkirk College, Castlegar, British Columbia, Canada, September 24.
- \_\_\_\_\_. 2016. “Critiques of Peace Studies as a Scholarly and Teaching Discipline, Educators Roundtable with Gordie Fellman, Matt Meyer and Sheherazade Jafari,” at the “Embracing the Tension to Build the World We Want,” PJSA Annual, Bi-national Conference of the Peace and Justice Studies Association, Selkirk College, Castlegar, British Columbia, Canada, September, 24.
- \_\_\_\_\_. 2016. Truth Telling: Promoting Healing, Change, and Joy for the Movement! Presentation with David Ragland and Steff Reed, sponsored by the Department of Philosophy, UIS New Voices in Racial Justice, and the UIS Diversity Center, University of Illinois-Springfield, Springfield, Illinois, Sept. 9.

### **Community Presentations:**

**Birmingham, Rachel.** 2016. “Understanding Child Grief,” talk given to parents and teachers at Peterson Elementary School, Chicago, IL, March.

**De La Torre, Maria.** 2017 “Immigration,” community talk organized by the Alliance for Immigrant Rights, Rudy Lozano Chicago Public Library.

**Korda, Catherine.** 2017 “Starting a ‘Friends of Non-Profit,” invited presentation to local schools and other community groups, North River Commission, Chicago, IL, January.  
\_\_\_\_\_, “Starting a ‘Friends of,’” New Field School, invited presentation for Local School Council, Chicago, IL, May.  
\_\_\_\_\_, “STEP UP Parent Engagement Course,” panelist, Chicago Teacher Education Pipeline, Chicago, IL, July.

**Messinger, Adam.** 2017. “Transgender Domestic Violence: Developing New Strategies to Assist Survivors,” *Northeastern Illinois University*, organizer and panelist, Chicago, IL. March 2017.  
\_\_\_\_\_, “Intimate Partner Violence in the Relationships of LGBTQ People,” *College of Arts & Sciences Brown Bag Series, Northeastern Illinois University*, invited presentation, Chicago, IL. February 2017.

**Toffolo, Cris.** 2017. “TOT Workshop: Conflict Transformation,” delivered to the trainers working Youth in the Cook County Juvenile Detention Center and students of Nancy B Jefferson Alternative High School (Jefferson Alternative) with Northeastern Illinois University (NEIU), and Alternative Education Research Institute (AERI), a project funded by the Chicago Teachers Union, May 4.  
\_\_\_\_\_. 2017. “From the Local to the Global: Solidarities” with Dayo Harris and Erica Meiners, presented to all Prison Neighborhood Arts Project (PN) students in Stateville Prison, Crest Hill, Illinois, Feb. 15.

## **5. Awards and Funded grants**

**West, Rolanda.** \$25,000 grant for the Chicago Teachers Union to run a pilot project in the Juvenile Temporary Detention Center.

## **6. Service**

### **Academic Organizations – Officer/Committee Assignments**

**De La Torre, Maria.** Justice Studies Association, Advisory Board, Conference Program Committee, and Membership Chair, 2014-present.

\_\_\_\_\_, Midwest Sociological Society, Professional Issues and Standards Committee member, and the Committee for Women in the Profession 2014-2017.

**Toffolo, Cris.** International Peace Research Association (IPRA). Board member & chair of subcommittee on reorganizing commissions, 2016-present.

\_\_\_\_\_, Amnesty International (USA), member of a national pilot TOT initiative to strengthen the knowledge base of local groups. 2016-present.

\_\_\_\_\_, Peace and Justice Studies Association (PJSA), Board member, with portfolio of Academic Liaison, 2016-present.

\_\_\_\_\_, Educating for Global Peace, Founding Board Member, 2014-present.

\_\_\_\_\_, The Truth Telling Project, Founding Board Member, 2014-present.

## **Editorial Boards**

**Martensen**, Kayla. Editorial Associate for the *Contemporary Justice Review*.

**Milovanovic**, Dragan. *Journal of Critical Criminology*

\_\_\_\_\_. International Journal for the Semiotics of Law

\_\_\_\_\_. *Journal Crimen*

\_\_\_\_\_. *(Re)-Turn: A Journal of Lacanian Studies*

**Okosun**, T.Y. *Journal Contemporary Justice Review* (CJR).

\_\_\_\_\_. International Reviewer, *International Research Journal of Arts and Humanity*, University of Sindh, Jamshoro, Pakistan, 2005-2016

**Terpstra**, June. *Youth Voice Journal*, an international, multidisciplinary, peer-reviewed journal that publishes theoretical contributions and empirical studies on international issues affecting young people. YVJ is a member of the Committee on Publication Ethics (COPE). ISSN 2056-2969 (c) IARS Publications.

**Toffolo**, Cris. *Peace and Change: A Journal of Peace Research*.

\_\_\_\_\_. International Reviewer, *The Government: Research Journal of Political Science*, University of Sindh, Jamshoro, Pakistan, April 2016-present.

## **Manuscript Reviewer:**

**Birmingham**, Rachel. *Journal of Interpersonal Violence*.

**Matthews**, Nancy. *Law & Social Inquiry*.

\_\_\_\_\_. *Law and Society Review*.

**Messinger**, Adam. *Journal of Interpersonal Violence*.

**Milovanovic**, Dragan. *Journal of Societies*

\_\_\_\_\_. *International Criminal Justice Review*

\_\_\_\_\_. *Journal of Theoretical and Philosophical Criminology*

\_\_\_\_\_. *Onati Socio-Legal Studies (IISJ/IISL)*

\_\_\_\_\_. Routledge (book manuscript)

\_\_\_\_\_. Peter Lang (book manuscript)

**Okosun**, T.Y. *Contemporary Justice Review* (CJR)

**Toffolo**, Cris. Cambridge Scholars Press, editor for book series on innovations in peace studies.

\_\_\_\_\_. *The Government, Annual Research Journal of Political Science*. Published by the University of Sindh, Jamshoro, Pakistan, April 2016-present.

## **Community Service**

**De La Torre**, Maria. Continues to do volunteer work in the Immigrant Rights Alliance, (2013-present), United Front for Immigrants (2010-present), and Casa Aztlán (2005-present), Chicago.

**Korda**, Catherine. Peterson Elementary School Parent Advisory Council (PAC), Chair (2014-present)

\_\_\_\_\_. Friends of Peterson, President (2015-present).

\_\_\_\_\_. Hate Has No Home Here, National Co-Organizer (2016-present).

**Lee**, Benny. 2016. Presented as part of a panel discussion entitled "The Attica Prison Rebellion, its Legacy and the Prison Struggle Today," an event sponsored by the National Lawyers' Guild, Uptown People's Law Center, and the People's Law Office, Phillip H. Corboy Law Center, Chicago, Oct. 14.

**Matthews**, Nancy. Chicago Abortion Fund, board member.

\_\_\_\_\_. Take Back the Night Foundation, national board member.

**McFarlin**, Maurice. 2016. Chicago Town Hall "Gun Violence and Vulnerable Populations," panel discussion organized by University of California-Irvine's School of Law's Center For Biotechnology and Global Health Policy. University Club of Chicago, Sept. 22.

**Messinger**, Adam. Organized new product drive at NEIU for domestic violence victims living at a Chicago battered women's shelter (Connections for Abused Women and their Children, or "CAWC"), Fall 2016.

**Okosun**, T.Y. Commissioner, Michigan City Board of Aviation, 2016-present

**Toffolo**, Cris. Board of Advisors of Peace Education Welfare Organization, Karachi, Pakistan, April 2016-present.

### **NEIU Committees**

**Birmingham**, Rachel. Faculty Excellence Awards Committee, 2015- 2016.

\_\_\_\_\_. College of Arts & Sciences, Academic Affairs Committee. 2015-2016.

\_\_\_\_\_. Child Advocacy Club, Advisor, 2015-present.

**De La Torre**, Maria. Advisory Committee to the Center on Teaching and Learning, 2016-2018.

**Matthews**, Nancy. Women & Gender Studies, Coordinator & Member of the WGS Assessment Committee.

\_\_\_\_\_. University Without Walls Advisory Board.

\_\_\_\_\_. Philosophy Search and Screen Committee.

\_\_\_\_\_. Economic Inequalities Initiative Planning Committee.

\_\_\_\_\_. Women's HERstory Month Planning Committee.

\_\_\_\_\_. Black Women's Leadership Summit Planning Committee.

**Messinger**, Adam. Co-Chair, Justice Studies Search & Screen Committee, 2016-2017.  
\_\_\_\_\_, Member, University Advisory Council.

**Natcone, Audrey.** Satisfactory Academic Progress Committee member, 2015 – 2017.

**Okosun**, T.Y. University Personnel Committee (UPC), chair.

## **B. Student Achievements**

**Bahena**, J., **Alshammari**, H., **Josan**, M., **Jetton-Gonzales**, J, and **Rosario**, P. (Faculty Sponsor: **Messinger**, Adam.) The likelihood of police officers using biases to pull people over. *Northeastern Illinois University's Annual Student Research and Creative Activities Symposium*, regular session paper, Chicago, IL. April 2017.

**Garcia**, R., **Vidal**, C., **Medina**, M., and **Saldana**, R. (Faculty Sponsor: **Messinger**, Adam.) Do all dreams matter: Attitudes towards DACA. *Northeastern Illinois University's Annual Student Research and Creative Activities Symposium*, regular session paper, Chicago, IL. April 2017.

**Giolas**, N., **Enwin**, P., **Delgado**, R., and **Hussain**, S. (Faculty Sponsor: **Messinger**, Adam.) Assessing an individual's comfort level with firearm possession. *Northeastern Illinois University's Annual Student Research and Creative Activities Symposium*, regular session paper, Chicago, IL. April 2017.

**Haro**, B., **Rodriguez**, C., and **Kotter**, D. (Faculty Sponsor: **Messinger**, Adam.) The influence of demographics on abortion views. *Northeastern Illinois University's Annual Student Research and Creative Activities Symposium*, regular session paper, Chicago, IL. April 2017.

**Mata**, M., **Lemus**, R., and Smith, B. (Faculty Sponsor: **Messinger**, Adam.) NEIU student's perceptions of police. *Northeastern Illinois University's Annual Student Research and Creative Activities Symposium*, regular session paper, Chicago, IL. April 2017.

# LATINA/O AND LATIN AMERICAN STUDIES

**Annual Report 2016 – 2017**

**Submitted by Brandon Bisbey**

## **I. Executive Summary**

This academic year the Latino and Latin American Studies (LLAS) Program completed its fifth 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 Interim Coordinators, Dr. Frank Gaytán, focused on the following areas:

- Working to strengthen relationships with LLAS students and LLAS faculty
  - Invited/encouraged more faculty to participate in LLAS
  - Visited LLAS courses to encourage students to consider the LLAS program as a potential minor or major.
- Advising LLAS students academically and professionally.
- Promoting the LLAS Foundation account.
- Actively supporting the co-sponsorship of numerous activities in the University with other programs and departments.
- Supporting student organizations collaboration with LLAS.

## II. Program Plan

### A. Projected needs

- **Need for more faculty** - Currently there are twenty tenured or tenured-track Professors with home departments in thirteen disciplines (Anthropology, Art, Communication, Media & Theatre, English, Educational Inquiry & Curriculum Studies, Geography & Environmental Studies, History, Justice Studies, Philosophy, Psychology, Social Work, Sociology, Teacher Education and World Languages & Cultures) that offer LLAS or LLAS related courses. This distribution reflects a substantial level of involvement of diverse units across the University. However, faculty are only affiliated members to the program, and no tenure or tenure-track lines are specifically attached to the program. As the program grows and more courses are needed, concerns over course offerings will emerge.

The contribution of faculty members to programs such as LLAS needs to be clarified appropriately so they can be recognized in terms of performance evaluation and compensation. Greater and more consistent involvement and support of faculty members in the program is urgent.

- **2. Space** - As the program grows, having a space where LLAS students and faculty can gather will be important. A seminar room where the program can host faculty and student speakers will enhance the intellectual environment of the LLAS program and the University. As a Hispanic-serving institution, the LLAS Program can serve as a center where scholars of Latino and Latin American, locally and regionally, can gather and foster connections. There have been collaborations with other entities such as the Pedroso Center and El Centro, however, dedicated academic and meeting space would only help the program.

### **III. Accomplishments**

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

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

Stockdill, Brett. C. “Turning the Sociological Lens Inward: Activism, Love, HIV and Healing,” at the Midwest Sociological Society Annual Meeting. Milwaukee, WI: April 2, 2017.

Stockdill, Brett. C. Served as a discussant for the presentation “How to write and talk about your (miserable?) health and still get men to want you!” by Francisco Ibáñez-Carrasco PhD, Canadian-Chilean educationist, researcher, POZ activist, and author. Chicago Leather Archives & Museum, December 2016.

##### **2. Service**

Stockdill, Brett.

- Member, Black and Pink (queer & trans prison abolition organization), Chicago, IL.
- Completed a five hour Islamophobia Training by the American Friends Service Committee (AFSC), February 2017.
- Completed a four hour training on immigrant rights by Organized Communities Against Deportation (OCAD), March 2017.

# LINGUISTICS

## **Annual Report 2016-2017**

### **Submitted by Shahrzad Mahootian**

#### **I. Executive Summary**

This summary has been organized with reference to NEIU's Strategic Goals, Strategies and Action steps.

*Goal 1 Student Success: Advance student success from recruitment through graduation by engaging all members of the Northeastern community, and (1.2) increase retention and graduation rates and implement high-impact practice for all students.*

We continued to maintain the many strengths of our department including curricular currency, high levels of student satisfaction, active faculty research agenda and output, and a steady number of new graduate students:

- We welcomed 14 new graduate students during FY2016-17, and, with 41 students enrolled in Fall 2016, showed the third highest enrollment figures in the college (after the departments of Computer Science and Social Work).
- Also in line with Strategic Goal 1, we continued to graduate a substantial number of MA students, **30** total for the year.
- Our students are researchers: A total of 11 papers were presented at the 26<sup>th</sup> Annual NEIU Student Symposium and **5** students presented at national conferences.
- With regard to post-graduation success, five of our MA graduates began Linguistics PhD programs at the University of Arizona, Arizona State University, University of Wisconsin-Milwaukee, Purdue University, and Georgetown University this year.
- Additionally, several graduates began new careers in higher education (Research assistant at Duke University, as linguistics and/or ESL instructors; and in the private sector (LexisNexis, grant writing).

*Goal 2. Academic Excellence and Innovation: Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.*

It is with growth in mind that the NEIU Board of Trustees some ten years ago initiated discussions to position NEIU as a PhD granting institution. **Action Step 2.1 of NEIU's Strategic Plan 2** calls on the University to "explore adding the doctoral degree to the academic portfolio." Linguistics was selected for this exploration based on the results of its 2015 external review which reported on the Department's academic strengths,

curricular currency, student satisfaction, and faculty accomplishments, along with its **consistent enrollment, retention and graduation numbers, and students' time to graduation.** In their October 2016 session, following a preliminary curricular and budgetary presentation of a preliminary draft of the PhD proposal, and with the provost, deans and associate deans of the Graduate College and CAS in attendance, the Board of Trustees voted in favor of the development of a PhD proposal by the Linguistics Department (see attached 10/2016 presentation from BoT site). Over the last year, we have continued developing the academic and fiscal proposal.

*In the next section I address Goals 2.7 Integrate culturally relevant pedagogy and content throughout the curriculum; 3.5 Encourage and support programs and research that focus on contemporary urban issues; 4. Exemplary Faculty and Staff: Invest in and support faculty and staff to foster a nationally recognized urban university, and 4.1 Intentionally recruit and retain faculty and staff who understand and support Northeastern's mission and the students we serve.*

**Faculty research and related activities**--Research conducted by the Linguistic faculty continues to focus on language documentation, and contemporary urban and global issues, with special attention to the linguistic outcomes of immigration, of linguistic and cultural contact and change, and the documentation and revitalization of indigenous languages such as Crow. This research has direct application to our courses and is continuously integrated into the curriculum. Faculty continue to stay active with presentations and publications of their research, including their publication of a co-authored book (*Language and Human Behavior: An Introduction to Topics in Linguistics*, Kendall-Hunt Publishers), a 24-chapter introductory text which covers various seminal linguistics topics. The book is intended for freshman and sophomore level general education classes. In addition to this textbook, cumulatively, the Linguistics faculty produced six book chapters and one article in peer-reviewed journals, ten presentations at refereed local, national and international conferences, and three invited presentations. Furthermore, Dr. Hallett presented a workshop at the Linguistics Society of America Summer Institute on the language of nationalism, and Dr. Gebhardt organized a one-day workshop at the Pedroso Center on language preservation and revitalization. Over summer 2017, Dr. Gebhardt continued language teaching and other language-revitalization efforts in Montana, in conjunction with the Crow Tribe of Montana and The Language Conservancy. His work included development and teaching of Crow Morphology and Advanced Crow Reading and assisting The Language Conservancy and assistants from the Crow Tribe to develop pedagogical materials for an ongoing series of Crow language books and electronic apps. He also placed and trained one of our graduate students, Thomas Montbriand, as an intern for the Conservancy on the Crow reservation. The mission of The Language Conservancy is to help various Native American tribes maintain their languages and cultures through development of teaching materials and online apps such as dictionaries for children and adults.

As evidenced by the number of student graduating and presentations made in the last year, students receive significant, active mentoring from the faculty, leading them to PhD program acceptances and work opportunities. Student research also contributes to

the university goal of producing projects on contemporary urban issues, as many M.A. theses focus on minority populations in the Chicago area, examination of school curricula and practices, and multilingualism.

## **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.

Our program continues to meet these goals and to prepare students for academic careers and professions outside of academia. The program objectives are clearly tied to particular coursework and there is a focus throughout on the development of analytic and critical thinking skills as well as the learning of methodological tools for the study and documentation of language and language use.

**In our April 2015 review, the external reviewer noted that, “although the M.A. program is the priority of the department, the undergraduate minor and course offerings are integral to the mission of NEIU and underlie the development of the program as a whole.” The report further noted that the our minor “offers a solid foundation in Linguistics,” and that the curriculum at both the graduate and undergraduate is “quite comprehensive and impressive” and that our FYE and general education courses (LING 109, 110 and 120) “contribute to the goals of the university in incorporating diversity into the curriculum....On the whole, the Department of Linguistics offers the students in its own programs, as well as the general student body, quality instruction which encompasses theory and its real-life applications.” In FY 2016-17, we continued to serve our students in Linguistics and other fields through our MA and our undergraduate offerings.**

## **II. Program Plan**

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

In accordance with Strategic action step 2.1, *Develop a Statement of Objectives for the master's degree, and explore adding the doctoral degree to the academic portfolio*, and with the support of CAS and the Graduate College, we will continue to explore the outcomes and benefits to students and the university of developing a PhD in Linguistics. The long term goal, based on the results of our exploration, would be to implement an MA-PhD program to begin in 2-3 years. We have received enthusiastic support from former and current students, some of whom look forward to returning to NEIU to pursue a PhD, as well as from linguistics colleagues across the country.

## **B. Projected needs**

1. Faculty-In June 2018 two senior faculty will retire, leaving the department with only two T/TT faculty, crippled and at a grave disadvantage for recruitment, retention and time to graduation. As Department Coordinator, the remaining faculty, Dr Halett will have a reduced teaching load but will have to continue as colloquium coordinator and minor advisor. The other faculty, Dr. Gebhardt, who is not yet tenured, will take on the full load of graduate advising, which is currently covered by two faculty, continue as CASAAC representative, and take charge of the student club mentoring. Lack of T/TT faculty will deliver a severe blow to our MA program and will force a curriculum change that will damage the value and reputation of the MA degree: MA students complete the program by either producing a capstone or a thesis, with a choice of topics and faculty. The Capstone requires two faculty, one as mentor and a second reader. The thesis option requires three faculty: one to serve as an advisor and another two as committee members. Both are extremely time-intensive (for student and faculty alike) , academically enriching processes., The MA thesis option has been part of the Linguistics curriculum for over thirty years. Theses are an important component of MA programs, distinguishing the degree from a BA. In our program, the thesis option is a source of great pride, satisfaction and accomplishment for students, and gives those who choose it, a leg up when applying to PhD programs. With only two faculty, the Department and its students will be in jeopardy --the capstone can barely survive, further burdening the already over-loaded remaining faculty. The thesis option cannot survive. Students will be deprived of an important opportunity to further develop their research, writing, and critical thinking skills. Our curriculum, and our reputation as a substantive, competitive MA program and department will be seriously damaged.

Further, the lack of a sufficient number of TT faculty complicates the formation of an informed DPC to carry out promotion and tenure evaluations.

We, therefore, have the immediate need for at least one, optimally two, full-time tenure **track faculty to continue and support our students' success, to fully implement our curriculum, to continue our pro-active graduate and undergraduate advising and mentoring, and to comply with the University and CBA's retention/tenure/ promotion** process which begins with the DPC—in short, we need the additional faculty to merely sustain the program we have now.

2. Equipment—Two desktop computers to be placed in a dedicated linguistics area (such as an office-lab space) for students to learn to use various online resources to conduct corpora searches, reaction-time experiments, spectrographic analysis of speech sounds.

3. Other Resources—A full-time administrative assistant to serve our department/ program and students and to help grow our program through recruitment planning and implementation. We also seek more resources to recruit and engage more students as graduate assistants, and an increased number of merit tuition scholarships to attract new students and reward the highly accomplishing students.

### **III. Accomplishments**

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

##### **1. Books**

**Mahootian, S., Kaplan-Weinger, J., Gebhardt, L.** and R. W. **Hallett** (2017). *Language and Human Behavior: Topics in Linguistics*. Kendall-Hunt Publishers. Dubuque, Iowa.

##### **2. Book Chapters**

**Gebhardt, L.** \**yek-ta* in Persian. In *Trends in Persian and Iranian Linguistics*. Krorangy, A. and Miller, C. (eds). TiLSM, De Gruyter Mouton, The Netherlands. In press.

**Hallett, R. W.** and **Kaplan-Weinger, J.** 2017. Tourism responds to disaster: The case of Hurricane Katrina. Hurricane Katrina and the lessons of disaster relief, ed. by Michael Powelson. Newcastle-upon-Tyne: Cambridge Scholars, 124-132.

**Hallett, R.W.** 2017. Teaching the sociolinguistics of tourism. Innovative perspectives on tourism discourse, ed. by Magdalena Bielenia-Grajewska and María Enriqueta Cortés de los Rios. Hershey, PA: IGI Global, 214-228.

**Hallett, R.W.** 2017. Pragmeme(s) of sympathy cards in the Midwestern US. The pragmeme of accommodation and intercultural pragmatics: The case of interaction around the event of death, ed. by Vahid Parvaresh and Alessandro Capone. New York: Springer, 45-60.

**Mahootian, S.** and **Gebhardt, L.** Revisiting the functions of enclitics in Persian In *Trends in Persian and Iranian Linguistics*. Krorangy, A. and Miller, C. (eds). TiLSM, De Gruyter Mouton, The Netherlands. In press.

**Mahootian, S.** “Language contact and multilingualism in Iran”. In *Handbook of Persian Linguistics*. Sedeghi, A. and Shabani-Jadidi, P. (eds). Oxford University Press. Oxford, UK. In Press.

##### **3.2. Articles**

**Hallett, R. W.** 2017. ‘A taste of this lively language’: Attitudes towards languages other than English in Lonely Planet phrasebooks. *Journal of Multicultural Discourses* 12:3, 214-230. DOI: 10.1080/17447143.2017.1343830

##### **3.3. Book Reviews**

**Hallett, R.W.** (2016). The discourse of tourism and national heritage: A contrastive study from a cultural perspective (Stoian, Claudia Elena) *Linguist List* 28:381 (<http://linguistlist.org/issues/28/28-381.html>, posted 1/18/17)

## **4. Conference Presentations**

### **4.1. Refereed International Conference Presentations**

**Hallett, J. M.** (2017). “Retreat or bleed: Intersections of metaphors, micro-cultures, and world Englishes.” 22<sup>nd</sup> Annual International Association for World Englishes (IAWE) Conference: Local and Global Contexts of World Englishes. Syracuse University, Syracuse, New York. (June 30-July 7).

**Hallett, J. M.** (2017). “How do we ‘move forward’?: Metaphor in news stories about public education.” Look Both Ways: Narrative and Metaphor in Education Conference. Vrije Universiteit Amsterdam, the Netherlands. (March 30-April 1)

**Hallett, R.W.** (2017). Fractal recursivity and languages other than English (LOTE) in travel phrasebooks. International Association for World Englishes (IAWE) conference. Syracuse, NY (June 30-July 2).

**Hallett, R.W.** (2016). Doing condolence in rural Indiana. Third International Conference of the American Pragmatics Association (AMPRA). Bloomington, IN (November 4-6).

### **4.2. Refereed National Conference Presentations**

**Hallett, J.M.** (2017). “An energized movement for bleeding students at the table: Education metaphors in the news.” Midwest Popular Culture Association/ American Culture Association Conference, Rosemont, Illinois, October 6-9, 2016.

**Hallett, R.W.** (2017). “Responsible for a few more esoteric terms”: Lonely Planet’s Middle East Phrasebook and Dictionary as a transcultural text. Popular Culture Association/American Culture Association (PCA/ACA) conference. San Diego, CA (April 12-15).

### **4.3. Refereed Regional Conference Presentations**

**Hallett, R.W.** and V. Jaroski (2016). “The biggest struggle as a female”: Gender and identity construction in *Top Chef*. Midwest Popular Culture Association/American Culture Association (MPCA/ACA) Conference. Rosemont, IL (October 6-9).

### **4.4. Refereed Local Conference Presentation:**

**Gebhardt, L.** (2016) The Role of the Coda in English Flapping. NEIU 7th Annual Faculty Research and Creative Activities Symposium, (November 18).

**Hallett, R.W.** (2016). Travel phrasebooks’ presentation of languages other than English (LOTE). NEIU Faculty Research and Creative Activities Symposium. (November 18).

#### **4.5. Refereed Local Conference Presentations**

**Hallett, R.W. (2016).** Travel phrasebooks' presentation of languages other than English (LOTE). Northeastern Illinois University Faculty Research and Creative Activities Symposium. Chicago, IL (November 18).

#### **4.6. Workshops**

**Gebhardt, L. (March 9, 2017)** Rising Voices Hóthañĩpi: Revitalizing the Lakota Language. Organized Workshop at NEIU Pedroso Center. Brought in speaker from The Language Conservancy, focus on the status of Indian languages in North America, with a special emphasis on revitalization of Lakota. Sought and received support from the Office of the President, and the departments of World Languages, Sociology, and the Program of Women's and Gender Studies.

**Hallett, R.W. (July, 15 2017).** **LSA Summer Institute Workshop:** Phrasebooks as Transcultural Texts. Linguistics Society of America (LSA) Institute, Lexington, KY.

#### **4.7. Invited Presentations**

**Gebhardt, L. (2017).** The Crow Determiner Phrase in a Mostly Configurational Language. Invited speaker, University of Wisconsin - Milwaukee Linguistics Department Colloquium (February 24).

**Gebhardt, L. (2017).** Crow is an 85% DP language. Invited speaker, University of Illinois Chicago Linguistics Department Colloquium. (March 31).

**Mahootian, S. (2016).** Language as resource: The role of context in code choice. Department of Linguistics, University of Wisconsin-Milwaukee. (November 18).

### **6. Service**

#### **International/National Service**

**Gebhardt, L. (2017).** Article manuscript review for *Journal of Linguistics*.

**Gebhardt, L. (2016).** Article manuscript review for *Glossa*.

**Gebhardt, L. (2016).** Article manuscript review for *Lingua*.

**Gebhardt, L. (June 5-23, 2017).** Language Revitalization, Crow Summer Institute. Crow Agency, Montana.

**Hallett, J. M.** Editorial Review Board Member, SAGE Open, May 2015 – Present

**Kaplan-Weinger, J. (January 2027).** External Evaluator for Tenure. Linguistics. St. Joseph's University

**Kaplan-Weinger, J.** Local Sponsor and Coordinator of the North American Computational Linguistics Olympiad (NACLO).

## Local Service

**Hallett, J. M.** (Summer 2017). Course development for Written Communication for Law course for LLM students at Kent Law.

**Kaplan-Weinger, J.** (Sept – June 2017). Served as a volunteer ESL teacher for the Palmer School Parents ESL Program at the John M. Palmer Elementary School at 5051 North Kenneth Avenue, Chicago, IL 60630. She has also inspired and led many Linguistics graduate students to volunteer and teach these classes. The school, the parents and the community have been very appreciative of Dr. Kaplan-Weinger's and her students' efforts.

**Kaplan-Weinger, J.** (Sept 2016 – June 2017). Served as a docent at the Illinois Holocaust Museum and Education Center, leading visitors from middle schools, high schools, colleges, and the community through the museum, teaching them the political and social history of the Holocaust.

## Awards

**Mahootian, S.** (2017). Summer Research Stipend. Summer 2017.

**Mahootian, S.** (Sp 2017). Sabbatical leave to research and document Belizean Garifuna.

## B. Student Achievements

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

#### 1.2 National, regional and local presentations

**Alaslani, K.** (2016), A descriptive Grammar of Fifi with a focus on Wh-movement. The Semantics and Syntax Workshop of the American Midwest and Prairies. Northwestern University, Evanston, IL. (October 22).

**Aloqla, A.** (2016). Multimodal discourse analysis of advertisements during the month of Ramadan. Midwest Popular Culture Association/American Culture Association (MPCA/ACA) Conference, Rosemont, IL. (October 6-9).

**Lejeck, J.** (2016). "Non-feminist 'feminists' in Anton Chekhov's *Three Sisters*" Language and Linguistics Student Conference, University of Central Oklahoma (November).

#### 1.3 Symposia

**Eleven Linguistics MA student presented** at the Twenty-fifth Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April, 2017).

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

Five of our MA graduates began Linguistics PhD programs at the following universities: University of Arizona, Arizona State University, University of Wisconsin-Milwaukee, Purdue University, and Georgetown University this year.

### **C. Alumni News**

**Alasasleh, Majed**, (MA, 2015) Adult Education Instructor at Wilbur Wright College.

**DiPisa, Anthony** (MA 2016) Business Development Writer. Within weeks of completion of his MA, Tony was hired by Grenzebach, Glier and Associates to write and edit a range of client-facing materials, including business proposals, marketing collaterals, and website content. He partners with consultants to understand client needs, develop solutions, and translate those solutions into compelling language and text.

**Hepburn, Maggie** (MA 2013) Learning Experience Principal with LexisNexis, Raleigh, NC. She travels extensively to collaborate with and counsel law firms on optimal ways to implement software and facilitate meaningful education of that software within the firm. She also started

**Pardee, Heather** (MA, 2014) Part-time lecturer in the Linguistics Department at California State University, Northridge, teaching a course called 'Languages in California'. She will start a new full-time position at UCLA in January 2017 in the International Education Office coordinating summer faculty-led study abroad programs.

**Schott, Steven** (MA, 2016) Research assistant for the Early Intervention Research Group at Northwestern University (studies how different types of language intervention help toddlers with Autism Spectrum Disorder learn and use language).

**Smith, Karen** (MA, 2016) Instructor of ESL and Linguistics at Harold Washington College.

**Abdulmohsen Almohisen** (MA, 2015) Assistant lecturer, Linguistics Dept., Shaqra University, Sajir, Saudi Arabia

**Assim Albader** (MA, 2015) Lecturer, Linguistics Department, Saudi Electronic University, (teaches ESL and technical writing in the Ph.D.)

**Zach Gordon** (MA, 2017) Proposal Writer, EF Johnson Technologies, Inc., Chicago Previously: Search & Linguistic Research Director, KnowledgeHound Chicago

**Melissa Jaen** (MA, 2016) UX Designer, Attn. Los Angeles, CA

# MATHEMATICS

## Annual Report 2016 – 2017

### Submitted by Lidia Filus

#### I. Executive Summary

The Department of Mathematics takes pride in the ongoing accomplishments of its students and faculty.

Overall during the academic year 2016-17 we graduated 21 majors and 9 with a Master degree. There were 34 students enrolled in graduate programs offered by our department and 98 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 MARC grant).

In terms of five-year trend, the department contribution to the College and University Student Credit Hours went up from 8.75% of College and 6.7% of the total University Student Credit Hours in Fall 2012 to 11.3% of College and 8.4% of the University in Fall 2016.

We were able to increase by 9% (from 6,844 in Fall 2012 to 7,471 in Fall 2016) Student Credit Hours in math classes. By comparison, Student Credit Hours for College of Arts and Sciences dropped by approximately 15% from Fall 2012 to Fall 2016, and at the University level by 17.5%

In order to create an environment to assist a broader NEIU student population in succeeding in mathematics, the department developed a **comprehensive plan for supporting students' success in math. The plan** included a designated space called Math Community Center. The Opening of the Center took place in the beginning of the Fall 2016 semester. It is located in BBH 364. Professors **Bird** and **Cordell** were instrumental in this project.

The Department developed 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)— the Summer Bridge Program supported by the University was offered for the third time in Summer 2016. 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** coordinate the **EMERGE Math Program**. This year, 84 students participated and 80 retook the math placement test. The scores of 64% of students who retook the math placement test advanced them at least one level in Math, 34% at least two levels, and 9% at least three levels. On average, students advanced 1.06 levels in Math.
- 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**.
- 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. The first took place in December 2012. This year Professors **Hibdon, Filus, Kahouadji, and Wang** organized two workshops on Mathematical and Statistical Modeling of Complex Systems. The first took place on December 16-17, 2016 and focused on Modeling in Business and Economics; Modeling in Sciences and Gaming Industry; Modeling in Health and Cancer Health Outcomes. The second was focused on Modeling for Cancer Risk Assessment; Modeling in Health, Sciences, Business and Economics; Mini Courses in Data Analysis in Health Using R. It took place on May 5-6, 2017. 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; Warsaw School of Economics, Poland; Stefan Batory HS, Warsaw, Poland; Technological Educational Institute of

Athens-Greece; Open University in Lisbon- Portugal; Center of Statistics and Applications of University of Lisbon (CEAUL)-Portugal; Faculty of Sciences of University of Lisbon (FCUL)-Portugal; Polytechnic Institute of Tomar (IPT)- Portugal, University San Francisco de Quito, Ecuador; Universidade do Estado de Santa Catarina (UDESC); Joinville-Brazil.

The most **recent departmental initiative “Family Math Night@NEIU”**, as a way to celebrate Mathematics and Statistics Awareness Month, organized by **Nabil Kahouadji** on Friday, April 21, 2017 exceeded all expectation: 40 children and their NEIU parents (students, faculty and staff) participated in this event of fun with math: a hands-on activity using soap bubbles to introduce and illustrate beautiful and complex geometric objects: minimal surfaces.

The department was very active in curriculum review and development. Undergraduate Committee chaired by **Marina Polyashuk** went through detailed review of our undergraduate curriculum. The revision was approved. Review of the Graduate Program proposed by Professor **Gwanyama** resulted in alternative path to program completion for M.S. Secondary Math concentration. The new course developed by Professor **Gwanyama**, Math 444- Problem Solving, Modeling and Project in Mathematics with Technology, was offered for the first time in Summer 2017

**The department developed new courses to increase students’ interests in applications of mathematics and address the current job market and community needs:**

- Math 432 Applied Combinatorics (developed by **Anna Mitina**)
- Math 477 Risk Analysis (developed by **Joseph Hibdon**)
- Math 376 Introduction to Risk Analysis (developed by **Shan Wang**)
- Math 371 Mathematical Modeling for Cancer Risk Assessment (developed by **Emma Turian**)

Review of our Service Course offerings resulted in the following:

- Stretch course Math 101 Basic Mathematical Reasoning, piloted in 2014-15 and 2015-16 at El Centro as temporary course, was elevated to permanent status (with a proposal submitted by **Stevan Ranney**) and continued to be offered for El Centro cohort
- Proposals for courses with enhancement workshops developed by **Sarah Cordell**

The department increased the number of online and hybrid offerings.

## **II. Program Plan**

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

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.**

Cooperation with other departments to develop interdisciplinary programs in highly demanding areas such as actuarial, analytics, and other areas which require analytical skills.

Cooperate with other departments in developing innovative programs for teachers.

### **B. Projected needs**

#### 1. Faculty

Two new tenured line positions to support, enhance, and develop academic excellence and innovative programs offered by the department.

#### 2. Equipment

More up-to-date computer equipment for instructors is needed.

#### 3. Other Resources

Further develop a designated space to hold all support programs and activities sponsored by the Math Department. With a designated, welcoming, and collaborative space, the Mathematics Department will be able to more effectively support NEIU **students' success in mathematics at all levels.**

## **III. Accomplishments**

Building on the work done of previous years, faculty members have distinguished themselves in teaching, research and service. The faculty members have continued to excel in their research and publication activities. Their conference presentations and publications are impressive. The faculty have also been very successful in acquiring grants.

Three faculty members: **Sarah Cordell, Marina Polyashuk, and Zhonggang Zeng** were awarded Sabbaticals for 2017-2018. **Joseph Hibdon** received Faculty Excellence Award for his teaching in 2014-2015 Academic Year. Four of our Instructors: **Joseph Gleyzer, Pierre Pouladdege, Gita Resnicoff, Emma Turian** have been awarded the Status of Senior Instructors in 2016-2017.

As a result of our result of cooperation with the international professional community the department participated in organizing the 7th International Conference on Risk Analysis (ICRA7) at NEIU on May 3-5, 2017. ICRA conferences are organized by the Committee on Risk Analysis of the Committee on Risk Analysis of the International Statistical Institute (the top Statistical organization in the world) every other year. Prior conferences took place in Greece, Cyprus, Portugal, and Spain. For the first time it was organized in the United States. ICRA7 was organized together with the Center for Statistics and Applications of the University of Lisbon, Portugal, and the Chicago Collaborative to Promote and Advance Cancer Health Equity (Chicago CHEC grant). The main focus of the conference was Cancer Related Risk Analysis. Topics in risk assessment with applications in Biology, Environmental Sciences, Public Health, Economics and Finance, and Engineering Reliability. ICRA7 received also support from the Risks journal from Switzerland.

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

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

**Katherine Bird, Joseph Hibdon & Sarah Oppland-Cordell**, “The EMERGE Summer Program: Supporting Incoming Freshmen’s Success in Mathematics Development Coursework”, *The Learning Assistance Review*, 21, 2, 67-82, 2016.

Jerzy Filus and **Lidia Filus**, “The Cox-Aalen Models as Framework for Construction of Bivariate Probability Distributions, Universal Representation”, *Journal of Statistical Science and Application* 5, 56-63, 2017

**Philip Wagala Gwanyama**, *Solved to Problem 11867 of the MAA-American Mathematical Monthly Journal* vol. 122, no.9. MAA Reference No. 024918 for Submission.

Tsung-Lin Lee ·Tien-Yien Li and **Zhonggang Zeng**, “RankRev: a Matlab package for computing the numerical rank and updating/downdating”, *Numerical Algorithms*, published online April 2017

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

**Lidia Filus**, “Two Kinds of Stochastic Dependencies-Bivariate Distributions”, Second International Conference on Distributions and Applications ICOSDA 2016, Niagara Falls, Canada, October 14-16, 2016 (topic-invited paper)

**Lidia Filus**, “Construction of Bivariate Probability Distributions given the Marginals; General Method”, 17th Applied Stochastic Models and Data Analysis International Conference (ASMDA2017) Morgan House, London, UK, 6-9 June, 2017 (topic-invited paper)

**Matthew Graham**, “Knot Theory and Embedding Surfaces in 4-dimensional Space”, NEIU Faculty Research Symposium, November 18, 2016

**Nabil Kahouadji**, “Isometric Immersions of Pseudo-Spherical Surfaces via Differential Equations”, NEIU Faculty Research Symposium, November 18, 2016

**Nabil Kahouadji**, “On the geometry of pseudo-spherical surfaces”, Invited Talk at Deerfield High School, District 113, IL, Jan 27, 2017.

**Nabil Kahouadji**, Séminaire de Géométrie et Physique Mathématiques, Institut de Mathématique de Jussieu-Paris Rive Gauche, Université Paris Diderot, June 2, 2017, invited talk.

**Nabil Kahouadji**, Geometry and Algebra of PDEs International Conference, UiT Arctic University of Norway, Tromso, Norway, June 6--10, 2017, invited talk

**Nabil Kahouadji**, Séminaire de Géométrie, Institut de Mathématique de Jussieu-Paris Rive Gauche, Université Paris Diderot, June 12, 2017, invited talk

**Sarah Oppland-Cordell\*, Katherine Bird, and Joseph Hibdon**, “The Math Session of the Emerge Summer Program: Supporting Incoming Freshmen in Succeeding in Math Development Coursework”, NEIU Faculty Research Symposium, November 18, 2016

**Sarah Oppland-Cordell**, Mathematics community center. TRIO Leading and Learning Week, Northeastern Illinois University, Chicago, IL, February 2017

**Emma Turian, & Shuwang Li**, “Morphological Stability Analysis of an Elastic Tumor-Host Interface”, SIAM - Life Sciences Conference, Boston, MA, July 2016, invited speaker.

**Emma Turian**, “Modeling Solid Tumor Growth Using Common Laws of Physics”. The Ninth Workshop on Mathematical and Statistical Modeling, Northeastern Illinois University, Chicago, IL, December 2016.

**Emma Turian**, “A Two-Phase Morphological Stability Study of Tumor Growth using Surface and Elastic Energies”, 7<sup>th</sup> International Conference on Risk Analysis -ICRA7, Northeastern Illinois University, Chicago, IL, May 2017.

**Shan Wang**, “A Study of Determinants in CPS Mathematics Achievements: Structural Equation Modelling Approach”, 2016 Women in Statistics and Data Sciences Conference, Charlotte, North Carolina, October 20-22, 2016.

**Shan Wang**, “Improving Efficiency in Structural Equation Models by an Easy Empirical Likelihood Approach”, NEIU Faculty Research Symposium, November 18, 2016

**Zhonggang Zeng**, “Intuitive and efficient software design for numerical computation” Midwest Numerical Analysis Day, April 22, 2017

**Zhonggang Zeng**, “A synergy between numerical analysis and differential topology” NEIU Faculty Research Symposium, November 18, 2016

## **5. Funded grants**

**Sarah Cordell** and **Joe Hibdon**, Program Advisors, NIH Minority Access to Research Center (MARC) grant (2014-2019)

**Katherine Bird, Sarah Cordell** and **Matthew Graham**, Faculty Task Force, project entitled “EXITO-Exit-On-Time in STEM” Title III grant, US Department of Education, approx.. \$ 2,622,000 (2016-2021)

**Katherine Bird, Sarah Cordell** and **Matthew Graham**, Faculty Task Force, project entitled “Developing Hispanic Serving Institution a Comprehensive System of Support: Increasing Retention into the Third Year”, Title V grant, US Department of Education, \$5,627,518 (2016-2021)

**Sarah Cordell**, Faculty Coordinator for Emerging Scholars Program (ESP) Mathematics Workshops, Enhancing Career Opportunities in Biomedical and Environmental Health Sciences at an Urban Hispanic Serving Institution: An HSI STEM and Articulation Initiative, U.S. Department of Education; \$4,345,618 (2011-2017)

**Joseph Hibdon**, co-Principal Investigator, "Integrating Science, Mathematics, and Computing within an Elementary and Middle School Pre-Service Teacher Education Curriculum", National Science Foundation, \$700,608 (2016-2019)

**Lidia Filus**, co-Principal Investigator and **Joseph Hibdon**, Mathematics Curriculum Development, project title "*Peer Enhanced Experiential Research in STEM (PEERS)*", National Science Foundation Grant under the Improving Undergraduate STEM Education (IUSE) program; \$426,738 (2014-2017)

**Matthew Graham**, Faculty Mentor, project entitled "University and Community College Collaboration for Mathematics and Biology Scholar Teacher Education" National Science Foundation Noyce Grant, \$1,450,000 (2016 – 2020)

**Nabil Kahouadji**, received one of the five local grants to attend and to give a talk at the *Geometry and Algebra of PDEs* conference, hosted at UiT Arctic University of Norway, Tromsø, Norway, June 6--10, 2017. The local grant covered local expenses and conference fees.

**Emma Turian**, Project entitled "Lung Cancer Research at NEIU - Mathematical Modeling for lung tumor response to therapy"; Summer Faculty-Student Cancer-Related Research, Chicago Cancer Health Equity Collaborative funded by National Institutes of Health, \$3,500 (2017)

**Shan Wang**, "Reducing Colorectal Cancer Disparities on the South Side of Chicago through Cross-Collaboration", Chicago Cancer Health Equity Collaborative Pilot Project funded by National Institutes of Health, \$5000 (2017).

**Zhonggang Zeng**, Principal Investigator, project entitled "*Regularization of Hypersensitive Problems for Numerical Computation with Empirical Data*", awarded as DMS 1620337 by the Program of Computational Mathematics, Division of Mathematical Sciences of **National Science Foundation**; \$179,992 (20016-2019)

## 6. Service

**Josheph Hibdon**, Society for the Advancement of Chicanos and Native Americans (SACNAS) National Chapter Committee Board Member

**Lidia Filus** served on three editorial boards: *Stochastic Modeling and Applications*, *Journal of Applied Mathematics and Computational Mechanics* and *Universal Journal of Mathematics*, served as a reviewer for *Journal of Applied Statistics* and for Springer Series-Contributions to Statistics.

She served as co-Chair of the Internal Advisory Committee, Chicago Cancer Health Equity Collaborative (Chicago CHEC) grant, National Institutes of Health. She was a member of the Executive, International Scientific Committee, and Co-Chair of the Organizing Committee of the *International Conference on Risk Analysis, ICRA 7*, Chicago, IL, May 3 - 5, 2017, and a member of the Scientific Committee of the 17th Applied Stochastic Models and Data Analysis International Conference (ASMDA2017) Morgan House, London, UK, 6-9 June, 2017. She is also the President of the Chicago Chapter of Kosciuszko Foundation and member of its National Advisory Council. She is President of the Council of Educators in Polonia. She is a co-Founding President of the Polish and European Academic Center for Exchange and Research (PEACER) at NEIU in partnership with University of Warsaw, Poland. PEACER allows for international interdisciplinary research, events, and activities, increasing NEIU visibility in the local and international community. The PEACER week was organized in cooperation with the University of Warsaw, Poland in December, 2016 at NEIU.

**Philip W. Gwanyama** served as a Reviewer and Reviewed for the Electronic Journal of Spreadsheets in Education (eJSiE).

**Nabil Kahouadji** reviewed an article submitted to *Stochastic Modeling and Applications Journal*, December 2016. He served as Primary Reviewer for one grant application for the Chicago CHEC Research Incubator & Catalyst Funding Program and participated in an in-person NIH-style review panel for the Chicago CHEC 2017 Incubator & Catalyst Grants Program, Cycle 3. He also worked on the Planning Committee of the Inaugural Women in Science Conference, organized by Northeastern Illinois University and the Chicago Cancer Health Equity Collaborative (ChicagoCHEC), and held on September 18 and 19 on the NEIU.

**Emma Turian**, Organizer: Student posters. Member of the scientific committee. 7<sup>th</sup> International Conference on Risk Analysis (ICRA7 Conference), Northeastern Illinois University, Chicago, IL, May 2017.

## **B. Student Achievements**

1. Carlos Villeda (mentored by **Joseph Jr. Hibdon**), “Interaction between the Stagnation Point and the Boundary Layer of a Rotating Cylinder,” 25<sup>th</sup> NEIU Student Research and Creative Activities Symposium, April 14, 2017

Alejandro Jr. Sanchez, (mentored **Joseph Jr. Hibdon**), “Numerical Analysis on a Diffusion Flame Model with Radiative Heat Loss, 25<sup>th</sup> NEIU Student Research and Creative Activities Symposium, April 14, 2017

Krista Lotesto (mentored by **Emma Turian**), “Tumor Behavior under Therapy: A Predator-Prey Model”, 25<sup>th</sup> Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, IL, April 14, 2017

Haiyang Zhu (mentored by **Zhonggang Zeng**), "Accuracy of a computed polynomial root", 25<sup>th</sup> NEIU Student Research and Creative Activities Symposium, April 14, 2017  
Eight student posters (mentored by **Emma Turian**), ICRA7, Conference, Northeastern Illinois University, Chicago, IL, May 2017:

- Flores, K., Caballero, M. J., Pham, P., & Turian E. *A Historical Perspective on Mathematical Modeling of Cancer*,
- Lotesto, K., & Turian, E. *Tumor Behavior under Therapy: A Modified Predator-Prey Model*,
- Crissman, J., Villegas, A., Velazquez, J., Panganiban, J. & Turian, E. *Mathematical Modeling of Tumor Dynamics: A Carrying Capacity Study*,
- Blaszczyk, T., Knapton, K., & Turian, E. *A Mathematical Modeling Perspective on the Heterogeneity of Tumor Cell Populations*,
- Injerd, R., & Turian, E. *A mathematical model of tumor dynamics during stereotactic body radiation therapy for non-small cell lung cancer*,
- Sousa-Nieves, C. & Turian, E. *Trends in Incidence and Mortality Rates in Selected Countries*,
- Dyrdas, M., & Turian, E. *Time-Delayed Mathematical Models for Avascular Tumors*,
- Ghosh, S. & Turian, E. *Mathematical Modeling of Tumor Growth: An Allee Effect Study*.

2. In Poster Competition judged by an International Committee at ICRA7 Conference, Northeastern Illinois University, Chicago, IL. (2017, May). **Krista Lotesto** received the first prize, and **Sarmila Ghosh** received the second prize for their posters. Both posters were prepared under direction of **Emma Turian**.

### C. Alumni News

**Bechir Amdouni** (Math'14), a high school teacher and a part-time math instructor and a math instructor of Summer EMERGE program at NEIU has been accepted to Ph.D. program at Arizona State University. He will start his study in 2018.

**Bechir Amdouni**, Marlio Paredes, Christopher Kribs and Anuj Mubayi, "Why do students quit school? Implications from a dynamical modelling study", Proc. R. Soc. A 473: 20160204. <http://dx.doi.org/10.1098/rspa.2016.0204>

SIAM News (Newsjournal of the Society for Industrial and Applied Mathematics) [sinews.siam.org](http://sinews.siam.org) in Volume 50/Issue 5, June 2017 on p. 12 published an article "Cause and Dynamics of Silent Epidemic: Confronting the Dropout Crisis and Keeping Children in Schools. A Mathematical Analogy with an Infectious Diseases Approach" by Anuj Mubayi (currently an assistant professor at Arizona State University, formerly at NEIU) in which he refers to a joint research of with **Bechir Amdouni**.

# MATHEMATICS DEVELOPMENT

## **Annual Report 2016-2017**

### **Submitted by Stevan Ranney**

#### **I. Executive Summary**

The Mathematics Development Program enrollment for Math 090, 091, and 092 in Fall 2016-Spring 2017 was **1,214** compared to 1,216 in Fall 2015-Spring 2016. This represents approximately the same enrollment in these particular courses as the previous year. For these courses, enrollment for Fall 2016 and Spring 2017 was 777 and 437, respectively. In FY 2017, developmental students also enrolled in Math 097 and Math 101A/B. 17 and 27 students enrolled in Math 097 and Math 101A/B, respectively. This brings the FY 2017 total enrollment to **1,258**.

Of the 801 new freshmen in Fall 2016, approximately 73% required at least one developmental math course (Math 090, 091, 092) on the basis of Accuplacer scores or ACT Math scores. Of those students, roughly 68% registered for a developmental math course during Fall 2016. This statistic was calculated after completion of the 2016 EMERGE Program; otherwise, the 68% number would have been higher. Approximately 5% (40 students) of the Fall 2016 class needed a developmental course, but delayed taking it.

Of the 749 new freshmen in Fall 2015, approximately 79.3% required at least one developmental math course (Math 090, 091, 092) on the basis of Accuplacer scores or ACT Math scores. Of those students, roughly 76.6% registered for a developmental math course during Fall 2015. This statistic was calculated after completion of the 2015 EMERGE program; otherwise, the 79.3% number would have been higher. Approximately 2.7% (20 students) of the Fall 2015 class needed a developmental course, but delayed taking it.

**Success Rate** is the ratio of students passing the course to total enrolled in the course at the 20 day point of the semester. During Fall 2016-Spring 2017, course success rates (A–C, I grades) ranged from 62% to 72% for Math 090 through Math 092. Fall 2016 success rates ranged from 61% to 72%. Spring 2017 success rates ranged from 63% to 72%. Success rates were slightly higher in Spring 2017 (67.4%) than in Fall 2016 (67.1%). Success rates for Math 097 and 101A/B were 75% and 55%, respectively.

**Retention Rate** is the ratio of students going to grade to total enrolled in the course at the 20 day point of the semester. During Fall 2016-Spring 2017, course retention rates ranged from 83% to 88% for Math 090 through Math 092. Fall 2016 retention rates ranged from 83% to 87%. Spring 2016 retention rates ranged from 85% to 89%. Retention rates were approximately the same in Fall 2016 (86%) and in Spring 2017 (88%). Retention rates for Math 097 and 101A/B were 94% and 82%, respectively.

For this fiscal year, all students have been required to take the Accuplacer-based NEIU MPT. It was used successfully during Summers 2014 through 2017 by the Summer Transition, EMERGE, and Summer Bridge Programs to assess before and after effects of math instruction. Incoming students, however, are still being placed based on the higher of their ACT score or the NEIU Math Placement Test (MPT). A study needs to be done to assess the effectiveness of this policy versus one using the NEIU MPT only.

There have been some changes in instructional delivery in the classroom and curriculum developmental, including the implementation of Math 097. Most (but not all) instructors are teaching in computer classrooms. Below are the initiatives / decisions that have been made during this fiscal year:

- **Peer Leader Program**

- The number of peer leaders placed into math development courses increased during the past year. During Fall 2016, 7 Math 090 classes, 6 Math 091 classes, 6 Math 092 classes, and 1 Math 101A course had peer leaders. During Spring 2017, 2 Math 090 classes, 5 Math 091 classes, 6 Math 092 classes, and 1 Math 101B class had peer leaders.
- Math development instructors with peer leaders reported positive student outcomes.
- Later in this report, the following are presented: (a) a comparison of the success and retention rates of math development classes with and without peer leaders and (b) positive feedback that the math development students provided about the peer leader program.
- Formalized the roles and responsibilities of the peer leaders, including making them more effective and accountable. This included having peer leaders both assisting instructors in the classroom and holding tutoring hours in the Mathematics Community Center each week of the semester.

- **Curriculum Modifications**

- A few of the Math 092 classes had their curriculum changed to eliminate the first review unit, leaving four units (Spring 2015). A little more instruction was added to factoring, and the complex numbers section was reduced. This allowed students more time to work on and comprehend the material. Additional analysis is needed to determine the impact of these changes on student success and retention rates.
- The ALEKS program was used in several sections. Although some instructors support this product, additional analysis was needed to determine the impact on student success and retention outcomes. Recent analysis on sections using ALEKS did not provide promising results: the success rates for math development sections using ALEKS were 49% during FY 2017 and 54% for FY 2015-2017. We plan to shift towards using low-cost or free technologies in all math development course sections in the future, such as MyMathTest and MyOpenMath.

- **Continuation of Stretch Course Math 101A/B**
  - The Math 101AB course continued with an assigned peer leader. Math 101A covered Math 091/092 material while Math 101B covered Math 112/113 material. The success rate and retention rate for the Math 101AB course was 55% and 81%, respectively. For FY 2016 the success rate for Math 101AB was higher than the success rates for the Math 090 (61%), Math 091 (60%), and Math 092 (58%) classes. However, during FY 2017, the success rate for Math 101AB (55%) was lower than the success rates for the Math 090 (66%), Math 091 (62%), and Math 092 (72%) classes. Therefore, recent analysis on Math 101AB did not provide promising results. We plan to phase out Math 101AB and replace it with high quality math stretch courses that are being developed as part of the Title III and V grants.
  
- **Math 097 Course**
  - During the previous year, the Mathematics Department received approval for Math 097 (Mathematical Literacy), a 4 hour non-credit math course that is a pathway to Math 112 (Intro to Statistics) and Math 113 (Quantitative Reasoning). Math 091 and 092 teach mathematical methods geared more to students who will take multiple credit math courses, such as College Algebra. Math 097, however, takes a hands-on approach to mathematics that students should find more approachable and usable in their lives.
  - The purpose of implementing this course was to create a more successful pathway to mathematical understanding for those students needing only a single credit math course. The historic success rate (including withdrawals) for students taking Math 091 is 65%; it is 60% for Math 092. For students taking the Math 091, Math 092 sequence, the success rate over 2 semesters is 40%. Our objective for Math 097 is to improve the rate at which students migrate to credit math courses.
  - **Enrollment Requirements:** Any student scoring 41-84 on the MPT (or 17-21 on the Math ACT) may take this course. If they qualify for Math 091 or 092, they can take this course.
  - Results for Math 097 during FY 2017 were promising: the success rate and retention rate for the Math 097 course was 75% and 94%, respectively.
  
- **Collaborations**
  - Dr. Matthew Graham, a tenure-track professor, and Dr. Sarah Cordell, a tenured professor, are currently assisting with overseeing the curriculum development for math development. Specifically, they are working on developing two models to strengthen the math development program: 1) the stretch course model and 2) the co-requisite model. The development and implementation of such models are being supported by the Title III and V grants. They plan to begin piloting elements of the new models beginning Fall 2018.

Student success rates increased from FY 2016 to FY 2017 for Math 090 through Math 092, success rates were strong for Math 097, and success rates decreased for Math 101AB. We plan to address the decreased success rates for Math 101AB by developing new high quality stretch courses.

We believe year-to-year student success rate decreases that occurred FY 2015 to FY 2016 may have been impacted by a combination of accepting more marginal students, and a gap in instructor effectiveness due to these losses. During summer 2015, the developmental mathematics program lost 3 full time faculty members due to a resignation, a retirement, and a death. The three instructors lost were excellent instructors and had above average student success rates. The program has attempted to

recover by using more adjuncts and borrowing staff from the College of Education and the Math Department. In addition, the manager of the Math Lab (LSC) was terminated and the position was eliminated. The Math Lab manager position has been filled half-time by an existing instructor from the Math Department. These events were not anticipated.

### **FY 2018 Goals**

We would like to improve math development student success rates by redesigning the math development curriculum during the upcoming years, which is reflected in our FY 2018 goals below. After reflecting on current national best practices and initiatives in mathematics developmental education there are numerous changes that can be implemented at NEIU to strengthen the mathematics development program. Our goals for FY 2018 are listed below and additional improvement ideas are contained in the improvement and assessment section of this report. Implementing the changes we envision will require additional personnel and funding. The department is currently discussing how the Title III and V grants can provide this much needed support.

#### ○ **Curriculum Modification Goals**

- ***Stretch course model for non-STEM and STEM students:*** This will involve developing four different stretch course pathways. These four pathways will be for: 1) education majors, 2) business majors, 3) non-STEM majors, and 4) STEM majors. Each of the four stretch course pathways will include two courses. We plan to implement one of the four stretch course pathways beginning Fall 2018.
- ***Co-requisite model for STEM students:*** This will involve developing two linked classes for STEM majors – one that focuses on math development related material and one that focuses on Math 173 related material. We plan to implement the co-requisite model in Fall 2018.
- ***Math 101AB:*** Eventually phase this course out and replace it with the new stretch course pathways described above.
- ***Math 097:*** Continue to improve this course, including by developing ways to strengthen the curricula, measure the success of the course, and identify the student target population for this course. Eventually, we aim to combine elements of Math 097 material with mathematical application problems (including education and business applications) to create the ***first course*** in the stretch course pathways mentioned previously for education, business, and non-STEM majors.
- ***All math development classes:***
  - Continue to pilot course delivery changes based on best math development practices in existing research, including possibly implementing a free online math program and a modular curriculum approach.
  - Review the curriculum to ensure instruction 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**
  - *All math development classes:*
    - Establish a system of measurement, such as pre- and post-tests, to gauge the effects of curriculum and course delivery changes.
    - Use this measurement system to identify variables that influence student success, and then make adjustments to the program accordingly.
    - Continue to analyze and compare the retention and success rates for different grading policies, curriculum approaches, and instructional methods (e.g., test substitution, requiring instructional videos) to identify best math development curriculum practices for the NEIU students.
  
- **Peer Leader Program Goals**
  - *All math development classes:*
    - Continue to formalize the roles and responsibilities of the peer leaders, including making them more effective and accountable.
    - Continue to improve success and retention rates by assigning student peer leaders to as many classrooms as possible and requiring them to also hold consistent math development tutoring hours in the new Mathematics Learning Center.
    - Improve success and retention rates by possibly piloting the integration of workshops into one section of each math development class. In this model, students would attend their math development class and they would also attend a workshop either immediately before or after their class. The workshop would be a required component of the math development course. Due to the limited class time available for instructors to lecture, the peer leader model may be more effective if this change is implemented.
    - **Incorporate ways to strengthen students' mathematical identities,** including exposing students to math affirmations.
  - **Math 091-092:** Math 090 has traditionally had the highest success rates, followed by Math 091, and then Math 092. If results continue to indicate that the peer leader program successfully impacts Math 091 students, we plan to have Math 091 peer leaders follow their students into their respective Math 092 courses so the peer leader program can have a greater impact on student success and retention.
  
- **Placement Testing Goals**
  - Continue to provide pre-MPT preparation for students, including using an online MyMathTest course and a workshop.
  - Monitor and adjust the ACCUplacer Placement Testing Program and potentially revise rules for placement of incoming freshmen.
  - For students placing into a Math 091/Math 092 equivalent course, develop a short course (or method) to ensure such students are over a specific baseline of knowledge and ability. For example, we could require such students to take a numeracy test after they complete the MPT to identify students that need to strengthen their foundational math knowledge. Then we could provide quick remediation of basic concepts, such as integer manipulation and fractions. This may reduce the drop/fail rate of incoming freshmen.
  - Possibly use a version of the pre- and post-tests mentioned earlier (for gauging the effects of curriculum and course delivery changes) as a future placement exam.

- **Student Support Goals**
  - Continue to provide early identification of struggling students to advisors including by using the online system Starfish.
  - Develop an Intervention Strategy and Policy for students who are (chronically) repeating classes.
  - Track student success after they complete math development courses, including by collecting student feedback after each succeeding semester.
  - Become more active in determining the complex factors that influence student success (e.g., where students come from, their current home, and their professional and academic situation). Such information would help us to design, find, and implement more effective student support systems and also strengthen existing student support systems (the peer leader program, tutoring, TRIO, LSC, etc.).
  
- **Communication/Professional Development Goals**
  - Continue to strengthen communication and collaboration among math development and math department faculty, including by developing an online instructor feedback survey and holding consistent meetings each semester.
  - Provide additional professional development experiences for faculty.
  - Develop a strengthened math development program website.

## I. Program Metrics and Trends: Traditional Assessment

### A. Enrollment Data

Table 1 shows the total enrollment data in developmental mathematics for the years 2008 through 2017.

**Table 1: Enrollment Data in Developmental Mathematics: Ten Year Trend**

<u>FY Year</u>	<u>Math 90</u>	<u>Math 91</u>	<u>Math 92</u>	<u>Total</u>	<u>Yr Chg%</u>	<u>2011%</u>
2008	437	845	1017	2299	--%	2%
2009	388	777	1020	2185	(5%)	(3%)
2010	408	750	1006	2164	(1%)	(4%)
2011	432	788	1025	2245	4%	--%
2012	189	644	1036	1869	(17%)	(17%)
2013	270	717	918	1905	2%	(15%)
2014	292	464	790	1546	(19%)	(31%)
2015	226	392	663	1281	(17%)	(43%)
2016	240	392	584	1216	(5%)	(46%)
<b>2017</b>	<b>276</b>	<b>422</b>	<b>516</b>	<b>1214*</b>	<b>--%</b>	<b>(46%)</b>

\* In FY 2017, developmental students also enrolled in Math 097 and Math 101A/B. 17 students enrolled in Math 097 and 27 students enrolled in Math 101A/B. This brings the FY2017 total enrollment to **1,258**.

## **Trend Analysis**

Enrollment was stable through 2011, then dropped 17% in 2012. In 2013, there was a 2% increase, followed by a huge 19% drop in 2014 and a 17% drop in 2015. The ratio of students entering Math 090/091/092 changed dramatically from 2013 to 2014 (dropped 19%) when EMERGE started and the MPT was beginning to be used.

**Compared to 2011, our 2017 enrollment was 46% 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. For example, we plan to analyze ACT math/ACT English comparisons from year to year for incoming math development students.

## **Student Retention & Success Rates in Course Work**

Table 2 shows the retention rates in developmental mathematics for the years 2008 through 2017. Student retention rate equals the number of students who complete the course to a letter grade of A, B, C, D, or F divided by the total number of students enrolled.

**Table 2: Retention Rates in Developmental Mathematics**

<b>Year</b>	<b>Math 090</b>	<b>Math 091</b>	<b>Math 092</b>	<b>Math 097</b>	<b>Math 101A/B</b>
2008	82.0 %	84.0 %	81.0 %		
2009	85.6 %	83.0 %	83.4 %		
2010	88.5 %	84.4 %	83.5 %		
2011	90.5 %	86.7 %	84.9 %		
2012	85.7 %	85.7 %	86.4 %		
2013	87.3 %	83.6 %	86.0 %		
2014	87.0 %	85.6 %	89.0 %		
2015	91.6 %	91.6 %	92.5 %		
2016	90.0%	86.2%	87.8%		89%
<b>2017</b>	<b>83.0%</b>	<b>87.9%</b>	<b>87.2%</b>	<b>94.1%</b>	<b>81.5%</b>

Table 3 shows the success rates in developmental mathematics for the years 2008 through 2017. Success equals a grade of A, B, C, or I. Success rate equals number of students successful divided total numbers of students enrolled.

**Table 3: Success Rates in Developmental Mathematics**

<b>Year</b>	<b>Math 090</b>	<b>Math 091</b>	<b>Math 092</b>	<b>Math 097</b>	<b>Math 101A/B</b>
2008	65.0 %	59.0 %	62.0 %	---	---
2009	67.8 %	62.4 %	67.4 %	---	---
2010	69.4 %	62.6 %	66.1 %	---	---
2011	69.4 %	60.9 %	60.0 %	---	---
2012	60.9 %	58.1 %	64.0%	---	---
2013	57.8 %	54.8 %	59.5 %	---	---
2014	64.0 %	62.1 %	62.3 %	---	---
2015	69.9 %	64.5 %	61.8 %	---	---
2016	60.8 %	59.9 %	57.9 %	---	69%
<b>2017</b>	<b>66.0%</b>	<b>62.0%</b>	<b>72.0%</b>	<b>75.0%</b>	<b>55%</b>

**Trend Analysis**

Retention and success rates continue to reflect a trend that an increasing number of students need additional mathematics preparation. Math 090 retention rates decreased, Math 091 and 092 retention rates were about the same as the previous year, the Math 097 retention rate was high, and the Math 101AB retention rate decreased. It is critical that we address the decreased 2017 retention rate in Math 101AB, that we continue to make changes that increase the retention rates of math development students, and that we implement additional supports to increase the retention of Math 090 students.

Math 090, 091, and 092 success rates increased from the previous year especially in Math 092, the Math 097 success rate was high, and the Math 101AB success rate decreased. It is critical that we address the decreased 2017 success rate in Math 101AB and continue to make changes that increase the success rates of math development students.

FY 2017 success rates are higher than FY 2016 success rates. Such factors that may have contributed to the lower FY 2016 success rates include university funding challenges, the loss of 3 effective instructors, and the changing capabilities of incoming students. It is also important to note, that the STP and EMERGE summer programs may have impacted these decreases last year, as stronger mathematics development students may have self-selected to participate in these summer programs. The 2015 EMERGE summer program experienced strong results, which are described in the accomplishment section of this report.

It is also important to note that mathematics placement bands were modified for 2013-2014, which increased the percentage of students enrolled in Math 090 Elementary Algebra. The effect is evident in the success rates of Math 090 and 091, which increased significantly, in line with success levels of 4-5 years prior. This trend continued into 2015.

Going forward, we aim to achieve our FY 2018 goals, which includes analyzing and comparing the retention and success rates for different grading policies, curriculum approaches, and instructional methods to identify best math development curriculum practices for NEIU students.

## **II. Program Plan**

### **Strategic Goal One: Student Success**

- 1.1 Our program continues to have an enrollment management plan that is based on strategic planning and trend analysis that is meeting student academic needs, enrollment demand, and maximizing university resources.
- 1.3 Raising undergraduate retention and graduation rates.
  - Continue to develop the curriculum and instructional resources for performance-based learning in mathematics. Further develop computer assisted instruction.
  - Collaborate with the Mathematics Faculty on curriculum development.
  - Continue to develop and strengthen the peer leader program.
  - Collaborate with instructors and peer leaders to identify struggling students and the challenges students are facing (e.g., homework challenges, study skill challenges, financial concerns related to purchasing course materials, and broader academic, family, and work challenges). With a peer leader program, combined with an early identification of struggling students, perhaps we can increase both success and retention rates.

### **Strategic Goal Two: Academic Excellence and Innovation**

- 2.3 The Mathematics Development Program continues to reflect current national best practices and initiatives in mathematics education. Continue the modular re-design of the curriculum and further broaden the instructional delivery with computer-based instruction.
  - Strengthen assessment practices of the Mathematics Development Program.
  - Refine the ACCUplacer Testing Placement Program in FY 2018 and provide students with pre-MPT preparation.
  - Work to develop an instructional intervention strategy for students repeating courses and an early alert intervention system.

## **Strategic Goal Four: Exemplary Faculty and Staff**

4.5 Climate of scholarship, professional development.

- Continue to provide professional development experiences for faculty.
- Strengthen communication and collaboration among math development and math department faculty.

### **III. Accomplishments**

**Technology.** Most (but not all) instructors continue to teach in computer classrooms, where every seat is equipped with a desktop computer. This has allowed our instructors to continue to try new methods for helping students achieve their math goals, such as partially flipping the classroom, having students do practice problems or part of their homework (online) during a portion of their class time, and having students watch instructional videos prior to attending lecture.

**Online Courses.** Math Development has continued to offer an online course (for 092), where students must come onto the campus for tests only. Until Fall 2014, online students were allowed to use books and notes when testing. In Spring 2015, that practice was dropped and the success rate plummeted, with a number of students not attempting homework from the first unit. It is suspected that many of those who had enrolled and did not attempt any work were expecting open book / open note tests. However, success rates rebounded, improving to around 50%, during fiscal year 2016. The online course allows students who are unable to commit to a campus time to succeed and proceed onto their credit math requirements.

**Math Placement Testing.** Math placement has been a sore point at the university for years. Placing students based on old math ACT scores has resulted in many students repeating courses, when they should have been studying foundational mathematics. Given we now have one year of data, we should be able to compare Accuplacer-placed student success rates with ACT-placed student success rates and make placement recommendations based on that analysis. Dr. Cordell also participated in several meetings about strengthening the Math Placement Testing Policy and providing placement test preparation materials to students.

**Summer Bridge Program.** During summer 2014, summer 2015, summer 2016, and summer 2017, the mathematics component of the EMERGE Summer Program (2014-2016) and Summer Bridge Program (2017) had strong results, which we aim to improve upon in the future.

	ENGLISH				MATH			
	2017	2016	2015	2014	2017	2016	2015	2014
<b>Students Completing the Program</b>	59	34	29	26	85	80	93	79
<b>Students Advancing at Least One Level</b>	52	33	28	17	50	51	66	58
<b>SUCCESS RATE</b>	<b>88%</b>	<b>97%</b>	<b>97%</b>	<b>65%</b>	<b>59%</b>	<b>64%</b>	<b>71%</b>	<b>73%</b>

Below are more detailed results for the mathematics component of the 2017 NEIU Summer Bridge Program. **We compared students' initial MPT scores prior to beginning the program to their final MPT scores at the end of the program.**

- 90 students participated and 85 retook the math placement exam.
- 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.
  - For **All Summer Bridge students** (85 students):
    - **59% advanced at least 1 level**
    - 28% advanced at least 2 levels
    - 5% advanced at least 3 levels
    - On average, students advanced approximately 1 level.
  - For MPT **Math 090 students** (24 students):
    - **71% advanced at least 1 level**
    - 42% advanced at least 2 levels
    - 8% advanced at least 3 levels
  - For MPT **Math 091 students** (26 students):
    - **58% advanced at least 1 level**
    - 15% advanced at least 2 levels
    - 8% advanced 3 levels
  - For MPT **Math 092 students** (35 students):
    - **51% advanced at least 1 level**
    - **29% advanced at least 2 levels**
    - 0% advanced 3 levels

Based on their post-Summer Bridge placement tests, the 85 students saved themselves 78 semesters of math classes. Those students who did not advance a level (41%) now have more familiarity with the material, the university and the resources it has to offer, making them more likely to succeed in their first year of classes.

Note that there were several program changes this year compared to prior years. These changes included the integration of two previous summer programs (EMERGE and the Summer Transition Program), serving a significant number of conditionally admitted students, and holding the program at 3 campus locations (CCICS, El Centro, and the Main Campus) instead of the Main Campus only.

**Peer Leader Program.** Data collected on the peer leader program indicates that it is having a positive impact on math development students. The table below illustrates retention and success rates for (a) all math development students, (b) math development students with peer leaders in their sections, and (c) math development students without peer leaders in their sections. Results indicate that Math 092 students with peer leaders in their sections had higher retention and success rates than Math 092 students without peer leaders in their sections. Results also indicate that during Fall 2015, retention and success rates were higher for all students enrolled in Math 090, 091, and 092 sections with peer leaders than students enrolled in Math 090, 091, and 092 sections without peer leaders. Retention rates were 87% (with peer leaders) versus 82% (without peer leaders), and success rates were 61% (with peer leaders) versus 58% (without peer leaders).

Regarding sections where there was a decrease in retention/success rates with peer leaders versus sections without peer leaders, there are many variables in play that might prevent a valid comparison (e.g., new instructors vs. experienced instructors, different instructional formats including traditional vs. MyMathLab vs. ALEKS). Additional analysis is needed to determine the impact of the peer leader program across all sections.

### Fall 2015 & Spring 2016

<b>All Math Development Sections</b>				
	<b>Math 090</b>	<b>Math 091</b>	<b>Math 092</b>	<b>Math 101AB</b>
<b>Retention rate</b>	90%	86%	88%	89%
<b>Success rate</b>	61%	60%	58%	69%
<b>Math Development Sections with Peer Leaders</b>				
	<b>Math 090</b>	<b>Math 091</b>	<b>Math 092</b>	<b>Math 101AB</b>
<b>Retention rate</b>	88%	85%	<b>91%</b>	87%
<b>Success rate</b>	58%	56%	<b>68%</b>	65%
<b>Math Development Sections without Peer Leaders</b>				
	<b>Math 090</b>	<b>Math 091</b>	<b>Math 092</b>	<b>Math 101AB</b>
<b>Retention rate</b>	90%	89%	88%	91%
<b>Success rate</b>	62%	69%	57%	73%

A subset of math development instructors can point to specific students who were at risk or failing but were saved by peer leader intervention. Here are sample quotations collected from math development students discussing the impact their peer leaders had on them:

- Well she helps me understand the work once I make a mistake. She breaks it down step by step and that helps me a lot. [Math 091 student]
- **She taught me methods I hadn't learned before, and these methods helped better improve my math skills. She was always very willing, helpful, and patient. I'm glad she was here during the semester.** [Math 091 student]

- [Peer leader] has been helping me tremendously throughout this semester as well as in the summer with the EMERGE program. She helps me understand math in a way I feel comfortable with. It was an absolute joy to have her. 📧 [Math 091 student]
- She was always willing to help and explain concepts or problems I did not understand. She was encouraging. [Math 091 student]
- She has been a very good teacher. If I am stuck on a problem she will see that and come help me without me even asking. It helps a lot. [Math 091 student]

By making the changes to the peer leader model described earlier in this report (e.g., integrating math development workshops into the math development classes), a larger math development student population will have the opportunity to consistently interact with peer leaders, which we hope will increase the positive impact of the peer leader program on retention and success rates.

***Title III and V Grants.*** Dr. Graham and Dr. Cordell are currently assisting with overseeing the curriculum development for math development. Specifically, they are working on developing two models to strengthen the math development program: 1) the stretch course model and 2) the co-requisite model. The development and implementation of such models are being supported by the Title III and V grants. They plan to begin piloting elements of the new models beginning Fall 2018.

### **Program Improvement & Assessment**

One of the findings of the Final Review of the Program (completed in 2012) was that we **were not doing “Program Assessment”**. **Mr. Blackburn posed the following questions**, based on his attendance at a Program Assessment seminar:

- What are our learning outcomes for students to prepare them for college mathematics?
- How can we assess our students to determine if they have achieved these concepts, skills, and practices when they complete Math 092 Intermediate Algebra II?
- Where have we been successful and what parts of our instructional program still require improvement in reaching learning outcomes for students completing Math 092?

Though the promised Program Assessment has not appeared, it is envisioned that, now that Dr. Matthew Graham and Dr. Sarah Cordell are engaged as the faculty overseeing the program, there will be a periodic Program Assessment process and deliverable.

**IV. Appendix: 2013-2014, 2014-2015, 2015-2016, and 2016-2017 Mathematics Development Grade Distributions**

**2013-2014**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>I</b>
<b>Math 090</b>	20%	24%	20%	3%	20%	0%
<b>Math 091</b>	17%	20%	23%	5%	20%	2%
<b>Math 092</b>	14%	21%	27%	5%	22%	1%

**2014-2015**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>I</b>
<b>Math 090</b>	25%	23%	22%	4%	18%	0%
<b>Math 091</b>	15%	21%	28%	7%	20%	0%
<b>Math 092</b>	18%	21%	23%	4%	26%	1%

**2015-2016**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>I</b>
<b>Math 090</b>	19%	25%	15%	7%	23%	0%
<b>Math 091</b>	17%	20%	24%	4%	23%	0%
<b>Math 092</b>	14%	19%	22%	2%	28%	14%

**2016-2017**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>I</b>
<b>Math 090</b>	24%	26%	17%	4%	29%	0%
<b>Math 091</b>	17%	19%	26%	8%	30%	0%
<b>Math 092</b>	20%	26%	26%	3%	25%	0%
<b>Math 097</b>	0%	19%	56%	13%	13%	0%
<b>Math 101A/B</b>	2%	24%	43%	2%	29%	0%

# MUSIC and DANCE

## **Annual Report 2016-2017**

### **Submitted by Travis Heath**

#### **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 around 150 concerts, workshops, and master classes last year. The Chicago Brass Festival, Ensemble Español Spanish Dance Theater, Ruth Page Dance Series, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing high quality performances and positive media attention to Northeastern Illinois University.

The Department received a positive response from the NASM Commission Action report, granting a renewal of Full Membership for the Department and each of its degree offerings. The next visit for Full Review will be during the 2024-2025 Academic year.

Recruitment continues to be a primary goal. The Department continued its local, state, and national recruitment efforts with representation at NEIU Open Houses, the Illinois Music Education Conference (IMEA) on Peoria, IL and participation at the Midwest Band and Orchestra Clinic. Now that a dormitory on our campus is a reality; the Department is looking at working with the College of Arts and Sciences to broaden its geographic recruiting range. In particular, we hope to target successful High School music and dance students to bring to campus for development of summer recruiting programs.

The Department continues to host its annual Festivals on campus as highpoints of the year. The 9<sup>th</sup> annual Chicago Brass Festival, under the artistic direction of Dr. Travis Heath, showcased the Alliance Brass, Brass Roots Trio, M5 Mexican Brass, and hosted over 30 students in a festival youth ensemble.

The Chicago Clarinet Ensemble, under the direction of Dr. Rose Sperrazza, held its annual woodwind ensemble competition, and presented an International Symposium held on campus featuring world renown talent: John Bruce Yeh , Jorge Montilla, Chloe Feoranzo, Michael Lowenstern, and Eric Mandat .

The Chicago Chamber Music Festival, under the artistic direction of Dr. Susan Tang, brought 30 pre-college students to campus for a week intensive camp working with our music Faculty: Brian Groner, Paula Kosower, Dr. Jaime Gorgojo, Dr. Jeff Kowalkowski, **Dr. Kay Kim, and featured the Lincoln Trio and Corky Siegel's Chamber Blues.**

The Department successfully completed its second year running the NEIU Community Music Program. The program is partnered with the office Community Adult Programs in Education (CAPE) to continue to broaden its reach and offerings.

Our faculty performed at international, national and local levels. Performances included concert led by Mr. Brian Groner, conductor of the Fox Valley Symphony and our NEIU Orchestra. Mr. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago and Chicago Opera Theater; Dr. Travis Heath's performances with Brass Roots Trio and Camerata Chicago; Dr. Rose Sperrazza's performances with Chicago Clarinet Ensemble; and Dr. Veneita Stifler's choreography for CDO as Artistic and Executive director of the Ruth page Center for the Arts.

Academically, student ensembles continue to sustain their high performance standards. The NEIU Wind Ensemble, Jazz Bands, String Orchestra, Guitar Ensemble, Chorus, Chamber Singers, Opera Workshop, Percussion Ensemble, and Repertory Dance Ensemble gave fine performances in and around the NEIU Campus. The Brass Ensemble, Jazz Combos, Guitar Ensembles and other ensembles continued to provide music for important events such as the NEIU Civil Service Awards, the College of Educations Mentor's Reception, The NEIU Foundation Annual meeting, the NEIU Faculty Authors Event, Academic Recognition Ceremonies, and Fall and Spring Commencement Ceremonies.

## **II. Program Plan**

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

- Recruit new and more advanced students
  - Appoint a dedicated person as event/recruitment coordinator
- Strengthen the String Program
- Develop and broaden geographic recruiting strategies now that we have dorms

### **B. Projected needs**

1. Hire one full-time faculty member each in Strings, Jazz, and Instrumental Music Ed
2. Equipment budget must be increased to maintain instruments
3. Marketing and promotional resources are needed to advertise and mobilize our performing groups – thus strengthening visibility and recruitment

## **III. Accomplishments**

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

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

**Chang,** Peter

- Article published, "Handel's Seven Trio Sonatas, Op. 5: Genesis, Sources, and Stylistic Elements" translation in Chinese and published in the *Journal of the Central Conservatory of Music* (juried flagship academic journal in China), Vol. 142, No. 1, 2016, 100-116.

**Farrell, Jamie**

- Dancer. Paris Committee of Chicago Sister Cities International with Concert Dance Inc. (October 2016). Directed by Venetia Stifler. Ruth Page Theater, Chicago, IL.

**Heath, Travis**

- Solo trumpet. Brass Roots Trio.(Sept 2016)Music For a Great Space. Greensboro, NC
- Solo Trumpet. Brass Roots Trio, (Dec 2016) NEIU Jewel Box Series, Chicago,IL
- Solo Trumpet, Brass Roots Trio, (Dec2016) Albuquerque, NM
- Solo Trumpet. Brass Roots Trio. ( Jan 2017) Punta Gorda, FL
- Solo Trumpet. Brass Roots Trio. ( Jan 2017) Vero Beach, FL
- Solo Trumpet. Brass Roots Trio, (Jan 2017) St. Petersburg, FL
- Solo trumpet. Brass Roots Trio.(Feb 2017) Tri-Cities Concert Assoc. Pasco, Washington
- Solo Trumpet. Brass Roots. Trio. (Feb 2017) Seattle, Washington
- Solo trumpet. Brass Roots Trio.(April 2016) Festival Concert Series. Port Huron, Minnesota
- Solo trumpet. Brass Roots Trio.(April 2017) St. George's Good Friday . Rumson, New Jersey

**Heitzinger, Robert**

- Grant Park Music Festival, (July 2016) "The Epic of Gilgamesh", music by Bohuslav Martinü, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (July 2016) "A Cole Porter Celebration", music by Cole Porter, conducted by Kevin Stites; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (July 2016) "Shakespeare in the Park" Choral a cappella program, music by various composers, conducted Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (August 2016) "Mass in C Minor" music by Wolfgang Amadeus Mozart, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (August 2016) "La damnation du Faust" music by Hector Berlioz, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (June 2017) "A Sea Symphony", music by Ralph Vaughan Williams, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (June 2017) "Missa Latina", music by Roberto Sierra, conducted by Miguel Harth-Bedoya; Choral ensemble member. Chicago, IL.

**Kim, Kay**

- Collaborative Pianist, Recital Tour with Gail Williams (French Horn, professor at Northwestern University) and Daniel Perantoni (Tuba, professor at Indiana University, Bloomington): University of Texas at San Marcos (10/11/16)
- Collaborative Pianist, Recital Tour with Gail Williams (French Horn, professor at Northwestern University) and Daniel Perantoni (Tuba, professor at Indiana University, Bloomington): Texas Christian University (10/12/16)
- Collaborative Pianist, Recital Tour with Gail Williams (French Horn, professor at Northwestern University) and Dan Perantoni (Tuba, professor at Indiana University, Bloomington): University of North Texas (10/14/16)
- Collaborative Pianist, CD Recording 'A la maniere de Defay' with Peter Ellefson (Trombone, Indiana University, Bloomington), Published in January 2017

**Leifer, Lyon**

- Presented a workshop on bansuri (N. Indian keyless bamboo flute) and raga music at the National Flute Association Convention in San Diego (August, 2016)
- Performed a bansuri recital in "An Evening of Classical Music" in Torrance, CA, sponsored by the Vidushi Kamala Bose 'Kamalanjali Jayanti Sangeet Samaroh' and Los Angeles Sangeet Sankalp (August, 2016)
- Performed on bansuri in the Chicago World Music Festival's "Ragamala All-night Concert" (September, 2016)

**Owen, Christopher**

- Choral Clinician. (2017). Jugendkonzertchor der Chorakademie Dortmund. Dortmund, Germany.
- Accompanist. (2017). Northbrook High School European Tour. Vienna, Austria; Bad Ichl, Austria.
- Professional Ensemble Coach. (2017). "No Greater Love Than This" CANTUS. Aurora, IL.
- Professional Ensemble Coach. (2016). "The Four Loves" CANTUS. Peoria, IL.
- Professional Ensemble Coach. (2016). "Would You Harbor Me?" CANTUS. Minneapolis, MN
- Professional Ensemble Coach. (2016). "No Greater Love Than This" CANTUS. Minneapolis, MN.
- Professional Ensemble Coach. (2016). "Christmas with Cantus" CANTUS. Minneapolis, MN.

**Petersen, Katherine**

- Intern. (June 2017). National Association of Teachers of Singing Intern Program. University of Toronto, Toronto, Ontario, Canada.

**Tang, Susan**

- Pianist. (2016). Collaborative recital with Nicole Cabell. Shriver Series, Johns Hopkins University, Baltimore, MD.
- Awarded Teaching Sabbatical for 2017-2018 Full Academic Year.

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

### **Cowan, Kathy**

- Vocalist (2015) Featured actor/singer in regional tour of 2 person version of "In the Deep Heart's Core," by Joseph Daniel Sobol, June 4 at The Woodstock Opera House, Woodstock, IL; June 10, Chief O'Neil's Pub, Chicago,

### **Farrell, Jamie**

- Dancer. Ravinia Festival Performances with Concert Dance Inc. (June 2016). Directed by Venetia Stifler. Bennett-Gordon Hall, Highland Park, IL.

### **Heitzinger, Robert**

- Interview. (March-April 2017). "Surviving and Succeeding in the Academic Job Market: Expert Panels; Three Veteran Faculty Members Respond to Questions about the Academic Job Market", interviewed by Dr. Anna Hersey. VOICEPrints, The Journal of the New York Singing Teachers' Association. New York, NY.
- Adjudicator. (March 2017). FAME Events: Concert Choir National Championship Series. Chicago, IL.

### **Kim, Kay**

- Collaborative Pianist, Chicago Clarinet Ensemble's Historical Clarinet Workshop, Recital with Dr. Marie Ross (8/9 and 8/10/16)
- Collaborative Pianist, Chicago Clarinet Symposium, Artist Recital with David Bell, Clarinet professor at Lawrence University (Appleton, WI) and David Tuttle (5/12/17)
- Collaborative Pianist, Chicago Clarinet Symposium, Artist Recital with John Yeh, E-flat Clarinet, Chicago Symphony Orchestra (5/13/17)
- Collaborative Pianist, Chicago Clarinet Symposium, Artist Recital with Jorge Montilla, Clarinet professor at University of Iowa (5/13/17)
- Collaborative Pianist, Peak Performance Horn Symposium, Artist Recital with Gail Williams, Northwestern University (6/23/17)
- Collaborative Pianist, Peak Performance Horn Symposium, Artist Recital with Gail Williams and Jonathan Boen (Principle Horn, Lyric Opera of Chicago) (6/25/17)

### **Leifer, Lyon**

- Continued as Principal Flutist, Lake Forest Symphony Orchestra throughout 2016-17 season, including soloist appearance in Hindemith's Concerto for Winds, Harp and Orchestra (September 2016-May 2017)

### **Owen, Christopher**

- Conductor. (2017). Chicago Brass Festival. Northeastern Illinois University. Chicago, IL.
- Conductor. (2017). Chicago Clarinet Ensemble Premiere. Northeastern Illinois University. Chicago, IL.
- Conductor. (2016). Antonín Dvorák Program: Mass in D. Organ Concert Series Loyola University Chicago, VOX3. Chicago, IL.

**Petersen**, Katherine

- Vocalist. (April 2017). *The Development of Russian Repertoire*. Lakeland Community College Lunchbox Recital Series. Cleveland, OH.
- Vocalist. (October 2016). *La Bohème*, music by Giacomo Puccini. Opera Columbus, Columbus, OH.

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

**Chang**, Peter

- **Director**, String Showcase, Nov. 9, 2016, Northeastern Illinois University

**Cowan**, Kathy

- Guest Artist , Chicago Clarinet Ensemble, April 16, 2016
- Conductor/Singer (conducting the Women's Choir of OTSFM) in Reggio the Hooper's National Tap Day Concert at the Old Town School of Folk Music, June 4, 2016
- Singer – featured soloist in The Phantom Collective production of "The Hermit of Skerryvore" at The Celtic Knot, Evanston, IL June 8, 2016
- Reader/Singer in Bloomsday (James Joyce) Celebration, Cliff Dwellers' Club, Thursday, June 16, 2016
- Featured Soloist and music arranger, Brooksville Community Memorial Service, Sunday, July 24, 2016, Brooksville, ME
- Vocalist -Professional Ensemble singer for the Jewish High Holidays, September 24 – October 12, Temple Sholom, Chicago
- Solo performance for the Irish Music School of Chicago, 10/29
- Singer/Lecturer – The Isle of Iona in Poetry and Song, faculty recital, with Steve Zivin, p. November 1, 2017.
- Guest artist – faculty recital of Dr. Rose Sperrazza, 11/4/16
- Featured Soloist and MC, 12/10, A Christmas Tea, Irish American Heritage Center, Chicago
- Conductor/Soloist/Programmer, 4/23, Prepared, cantored and conducted mass in Gaelic, for Comhaltas Ceoltoiri (international organization for the preservation of Irish traditional music and dance) Convention
- Guest Soloist at Anam Cara, 4/29, performance at the Irish American Heritage Center.

**Farrell**, Jamie

- Dancer and soloist. Chicago Shakespeare 400 Arts Festival with Concert Dance Inc. (November 2016) Directed by Venetia Stifler. Newberry Library, Chicago, IL.
- Dancer. Ruth Page Center Artists-In-Residence Series with Concert Dance Inc. (April 2017) Directed by Venetia Stifler. Ruth Page Theater, Chicago, IL.
- Dancer. Ruth Page Legacy Gala with Concert Dance Inc. (May 2017) Directed by Venetia Stifler. Union League Club of Chicago, Chicago, IL.
- Director. Fall Student Dance Concert (November 2016). Northeastern Illinois University.
- Director. Spring Student Dance Concert (March 2017). Northeastern Illinois University.

**Heath, Travis**

- Principal Trumpet. (Nov. 2016) Camerata Chicago, 4<sup>th</sup> Presbyterian, Chicago IL
- Director. (Nov 2016) Brass Showcase. NEIU, Chicago, IL
- Trumpet. (Dec 2016) Brass Quintet Northwestern University, Evanston IL
- Trumpet. (Feb 2016) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL
- Trumpet. (April 6, 7, 8 and 9, 2017). Opera production of *Jeckyll & Hyde*
- Trumpet. (May 2017) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL
- Trumpet. (June 2017) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL

**Heitzinger, Robert**

- Vocalist. (October 2016). Baritone Recitalist with Pianist Kay Kim; "Canzoni così italiana, che potete gustare la pasta!". Northeastern Illinois University. Chicago, IL.
- Symposium Presenter. (November 2016). Faculty Research and Creative Activities Symposium. "Selections from the Comedic Arias and Songs of Gaetano Donizetti". Northeastern Illinois University. Chicago, IL.
- Vocalist. (November 2016). Soloist on Music Faculty Convocation. Northeastern Illinois University. Chicago, IL.
- Master of Ceremonies. (December 2016). Passavant Cotillion, Northwestern Memorial Hospital Women's Board. Chicago, IL.
- Vocalist. (April 2017) NEIU Chamber Singers and Chorus. "Mass in G Major", music by Franz Schubert. Northeastern Illinois University, Chicago, IL.

**Kim, Kay**

- Orchestral Pianist, Chicago Philharmonic Orchestra, Gala Concert (9/30/16)
- Collaborative Pianist, WFMT 'Introduction' with Violist Beatrice Chen (10/1/16)
- Collaborative Pianist, Recital with Gail Williams, Horn professor at Northwestern University (10/9/16)
- Collaborative Pianist, Recital with Stefan Hodkuldsson, Principal Flute Chicago Symphony Orchestra (11/13/16)
- Collaborative Pianist, Performance with Richard King, French Horn, Cleveland Orchestra (1/22/17)
- Collaborative Pianist, Chicago Symphony Orchestra's Second Flute Audition, Final Round (2/13/17)
- Collaborative Pianist, Chicago Symphony Orchestra's Conductor/Soloist Rehearsal with Maestro Riccardo Muti, Gerard Depardieu (narrator), Sasha Cooke (mezzo soprano), Mikhail Petrenko (bass) (2/20 and 2/21/17)
- Collaborative Pianist, Performance with Jennifer Gunn, Piccolo, Chicago Symphony Orchestra (3/12/17)
- Collaborative Pianist, Recital with John Thorne, Flute professor at Northwestern University (3/12/17)
- Collaborative Pianist, Chicago Symphony Orchestra's high-donor benefit dinner, performance with Stefan Hodkuldsson (Principal Flute, CSO) (5/2/17)

- Collaborative Pianist, Chicago Symphony Orchestra's Conductor/Soloist Rehearsal with Maestro Manfred Hoeneck and Regula Muhlemann (6/5/17)
- Collaborative Pianist, Chicago Symphony Orchestra's Conductor/Soloist Rehearsal with Maestro Riccardo Muti and Bass Riccardo Zanellato (6/19/17)
- Performed a recital of major chamber sonatas (Franck and Schubert) in transcription for flute and piano with the pianist Brian Lee for the Nights Out in the Parks series of the Chicago Park District (November 2016)

**Owen, Christopher**

- Conductor. (2017). Schubert mass in G. Northeastern Illinois University Choirs and Orchestra with special guests Taft High School. Chicago, IL.
- Conductor. (2016). Exuberance and Wisdom. Northeastern Illinois University Choirs. Chicago, IL.
- Conductor. (2016). Trans Day of Remembrance Service. Northeastern Illinois University Chamber Singers and Pedroso Center. Chicago, IL.
- Conductor. (2016). The Ecstasies Above. Northeastern Illinois University Choirs and Marion Consort. Chicago, IL.

**Petersen, Katherine**

- Vocalist. *Mass in G*, music by Franz Schubert, conducted by Christopher Owen. Northeastern Illinois University, Chicago, IL.
- Faculty Recital. (April 2017). *The Development of Russian Repertoire*. Northeastern Illinois University. Chicago, IL.
- Vocalist. (November 2016). Rose Sperrazza Faculty Recital, "Miyane tariki", music by Amirmahya Tafreshipour. Northeastern Illinois University. Chicago, IL.

**Sarchet, Gregory**

- Double Bass. September 2016-May 2017 Lyric Opera of Chicago orchestra member
- Double Bass. June 2016-May 2017 Chicago Philharmonic orchestra member (Co-Principal)
- Double Bass. June-August 2016 Grant Park Music Festival substitute member
- Founding member. August 2016-May 2017 Vienna Waltz Ensemble historical performances

**Tang, Susan**

- Pianist. (2016). Faculty Artist Recital. Northeastern Illinois University, Chicago, IL.
- Pianist. (2016). Chamber music. Jewel Box Series. Northeastern Illinois University, Chicago, IL.
- Pianist. (2016). Concerto with University Chorus and Orchestra. Northeastern Illinois University, Chicago, IL.
- Pianist. (2015). Faculty Showcase. Northeastern Illinois University, Chicago, IL.
- Pianist. (2016). Collaborative recital with Nicole Cabell. Near North Lyric Opera Chapter, Chicago, IL.

#### 4. Conference Presentations, Group Shows

##### **Heath, Travis**

- Director and Founder. (March 2017). Chicago Brass Festival. 9<sup>th</sup> Annual Festival and two-day event on the NEIU campus featuring world renowned brass musicians in master-class and performance. Alliance Brass Quintet, M5 Mexican Brass, Brass Roots Trio, Chicago Horn Consort.

##### **Heitzinger, Robert**

- Presenter. (October 2015). International Symposium on Singing and Song: "Discovering the Hero's Journey in *Die schöne Magelone* (Opus 33, 1869) as created by Ludwig Tieck and Johannes Brahms". Memorial University, St. John's, Newfoundland and Labrador, Canada.

##### **Petersen, Katherine**

- Presenter. (August 2017). International Congress of Voice Teachers: "Traditional versus Functional VRPS: Comparing strategies and results of amplitude, frequency, and EGG waveform in emerging artists (Sopranos)". Royal College of Music, Stockholm, Sweden.

##### **Tang, Susan**

- Presenter. (2016) Between and beyond the notes. NorthShore Music Teacher Association, Winnetka, IL.
- Presenter. (2016) Between and beyond the notes. Northwest suburban Music Teacher Association, Schaumburg, IL

#### 5. Funded grants

#### 6. Service

##### **Chang, Peter**

- **Member of the External Evaluation Panel**, requested by the CSCSE of Ministry of Education of China to evaluate the International General Education Curriculum programs (music appreciation courses in particular) at Minjiang University and Sanming University, Fujian, China. Nov. 15-19, 2016.
- Promoted NEIU by advertising NEIU on China's Youku website, equivalent of Youtube in the U.S.

##### **Heath, Travis**

- Acting Chair. (2016) Department of Music. Northeastern Illinois University

##### **Heitzinger, Robert**

- Volunteer. National Conference, National Association of Teachers of Singing (July, 2016). Chicago, IL.

##### **Kim, Kay**

- Guest Lecturer at Northwestern University's Duo Class (1/18/17)
- Guest Clinician at Northwestern University, Studio of Dr. Sylvia Wang (1/18/17)
- Chair of Competition Planning Committee for Sejong Music Competition (Since 2009)

**Owen, Christopher**

- Adjudicator. Music in the Parks. (2017). 11 Festivals. Chicago, IL.
- Adjudicator. Windy City Classic. (2016). Chicago, IL.
- Adjudicator and Clinician. Masters of Music. (2017). Symphony Center. Chicago, IL.

**Petersen, Katherine**

- Assistant. (April 2017). CCNATS Teaching Partnership Workshop. Northwestern University. Evanston, IL.

**Sarchet, Gregory**

- Service Member. June 2016- present AST (American String Teacher),
- Service member. June 2016-May 2017 ISB (International Society of Bassists)

**Torosian, Brian**

- Current President of the Chicago Classical Guitar Society, various volunteer
- service and duties, July 2016-June 2017.

**B. Student Achievements**

**Heitzinger, Robert**

- Haynes, DaReil. (July 2016). Apprentice Artist, Utah Opera. Cedar Rapids, Salt Lake City, UT.
- Snyder, Evan. (November 2016) Winner, Ruth Chakos Award. Northeastern Illinois University. Chicago, IL.
- Wattelle, Caroline. (November 2016). Winner, Ruth Hanna Award. Northeastern Illinois University. Chicago, IL.
- Hansen, Gretel Mink. (November 2016). Winner, Opera Piccola Award. Northeastern Illinois University. Chicago, IL.
- Oberdick, Emma. (November 2016). Winner, Vincent Oddo Award. Northeastern Illinois University. Chicago, IL.
- Hatcher, Christopher. (November 2016) Winner, John and Eva Krump Scholarship, Northeastern Illinois University. Chicago, IL.
- Milla, Gisella. (March 2017). Winner, Orvieto Scholarship. Northeastern Illinois University. Chicago, IL.
- Snyder, Evan. (April 2017). Winner, Elyse Mach Concerto Competition Scholarship. Northeastern Illinois University. Chicago, IL.
- Oberdick, Emma. (March 2017). Junior Voice Recital. Northeastern Illinois University. Chicago, IL.
- Roach, Brennan. (March 2017). Graduate Voice Lecture Recital. Northeastern Illinois University. Chicago, IL.
- Wattelle, Caroline. (April 2016). Senior Voice Recital. Northeastern Illinois University. Chicago, IL.
- Hansen, Gretel. (April 2016). Co-winner, Brommel-Ratner Award in Voice, Northeastern Illinois University. Chicago, IL.
- Milla, Gisella. (April 2016). Co-winner, Brommel-Ratner Award in Voice, Northeastern Illinois University. Chicago, IL.

**Owen, Christopher**

- **Mehrabkhani, Fahimeh** (2016). Student Research Symposium, Best Presentation Award: *Traditional Persian Music and Regional Iranian Music of Azerbaijan, Kurdistan, and The Persian Gulf: Structures, Modes, Genres, Instruments and Performers*. Northeastern Illinois University, Chicago, IL.

**Sperrazza, Rose**

- **Waldron, Asher** (2017) Winner in Elyse Mach Concerto Competition

**Tang, Susan**

- **Zdravkovich, Melita**. (2017) Winner in the NEIU Concerto Competition.

### **C. Alumni News**

- Collar, Typhanie Monique. Jazz CD release, "Call it Magic"; (March 2017). Chicago, IL.
- Egan, Theresa. Actress, singer, Theo Ubique Cabaret Theater; (April 2017). Evanston, IL.

# PHILOSOPHY

## **Annual Report 2016-2017**

### **Submitted by Daniel Milsky**

#### **I. Executive Summary**

The Philosophy department is proud of the accomplishments of its faculty and students over the last year. We have continued to foster an extremely student friendly culture in our department by encouraging discourse beyond the classroom and by ensuring that all of our faculty are accessible both inside and outside of the classroom. We believe that the environment of intellectual engagement accounts, at least partially, for our growth as a department. We are currently graduating 7-8 students per year and our major enrolments have gone from 22 to 31 in the last year (a 70% increase). Unfortunately, we lost one of our four TT faculty to the ongoing budget problems and furloughs. Dr. Al Frankowski has taken another job at an institution that offered him more financial stability. This will be a difficult loss for our department to accommodate.

Daniel Milsky continues to engage in a research agenda dedicated to the promotion of a new understanding of ecosystem health and the philosophical value of biodiversity. Lately his concentration has been on how to apply notions of ecosystem health to eating, **especially within the “locavorism” movement**. He has continued his work with an ethics education program that he introduced at North Park Elementary School in Chicago. The program is a voluntary program that runs during the after school program. He modeled the curriculum after the National **Ethics Bowl**. **The kid’s debate cases are** culled from current events and the students also act out cases through role-playing and are asked to develop multiple philosophical positions on each case. Recently, he has started working with the Chicago Debate League to give our students an opportunity to work as high school debate judges. Some NEIU students are also being trained to serve as debate coaches in a pilot program designed to teach reasoning and debate skills to middle school students in Chicago. Dr. Milsky has also joined the board of directors at Herban Produce, a non-profit set up to foster economic development and urban farming in the East Garfield Park community of Chicago. This relationship ought to provide or students with service learning and volunteer opportunities at the greenhouse the organization manage in East Garfield Park. Finally, the department is excited that Dr. Milsky was a finalist for the Audrey Reynolds Distinguished Teaching Award.

John Casey spent spring of 2017 on a very productive sabbatical. Now that he has returned, continues to strengthen the philosophy core by teaching courses in the history of philosophy sequence as well as our upper level logic courses, our senior level seminar, and some UCC critical thinking courses. **Dr. Casey’s research over the last several years** has focused on the analysis of fallacies in informal reasoning. His recent work offers a more detailed analysis of the family of straw man arguments. He has been credited with

identifying two new informal logic fallacies---the Iron Man and the Hollow Man. His work on the Hollow Man and Iron Man fallacies is starting to garner national and international attention as evidenced by his recent publications in *Argumentation* and *Topoi*. Perhaps the most exciting development on the research front is that he has just signed a book contract for, *The Straw Man in Argumentation Theory and Practice* with Bloomsbury. Dr. Casey continues to publish his own textbook for his logic class and integrates his very popular online blog, the Non Sequitur (thenonsequitur.com), into his critical thinking and logic courses.

Stacey Goguen has just entered her second year with the department and has already embarked on a very exciting research path. Her latest paper was accepted for publication: “Is Asking What Women Want the Right Question? Underrepresentation in philosophy and differences in interests.” *Dialogue*. Forthcoming. She is also currently co-editing a book *Overcoming Epistemic Injustice: Social and Psychological Perspectives* with Rowman and Littlefield. She has been an active presenter as well over the last year. She gave papers at conferences in Utah, Baltimore, and New Brunswick. Stacey has also been a big 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. She is developing a Philosophy of Gaming course and Philosophy of Psychology course to be offered in 2018-2019.

We are extremely lucky to have a wonderful full time non-TT faculty member working for us, Tyler Zimmer. Dr. Zimmer comes to us from Northwestern University and has assumed a prominent role in our department. Dr. Zimmer published an article in *Public Affairs Quarterly* and a book chapter on gentrification in *Routledge Companion to Philosophy of the City*. He is also widely published on issues of labor equality and justice and, more recently, on the removal of confederate monuments in *The New York Times* and *Jacobin*. He has organized several departmental colloquia and is teaching a course on the Philosophy of Immigration in the spring. We are thrilled that he is teaching such an important course that also meets the demands of our student population and our university mission.

We are very proud to have successfully continued the *Inspiring TriVia: The Sarah Lucia Hoagland Lecture Series* in March. We had the honor of bringing Falguni Sheth of Emory University’s Philosophy and Women’s Gender and Sexuality Studies departments, to speak on “Race, Vulnerability and Violence.”

## **II. Program Plan**

Our students have been performing remarkably well after graduation and we hope to continue to attract, retain, and graduate exceptionally well prepared students. During our IBHE review three years ago we identified some changes we’d like to implement for the program.

Due to the current high demand for our courses, and the dim prospects for future hires for our program, we have decided to make the philosophy curriculum more flexible for the students. We recently changed one of our required courses, Contemporary Philosophy, to a limited list of contemporary philosophical movement courses at the 300 level. This will give students a range of courses to fulfill a requirement that we had only been able to teach once per year. We implemented our new 300 level WIP course and ushered several UCC-DS and UCC-ELEX courses through governance. Our seminar courses have been re-tooled to better reflect the expertise of our current TT faculty.

Our number of majors is currently on the rise again (from 22 in 2016 to 31 in 2017) and we will use that momentum to draw in students who are interested in philosophy, but unsure of the practical value of the major. We have developed new material and recruitment tools to provide to students in our GenEd courses to encourage them to consider philosophy as a major. We will use active advising, updated flyers, invited talks, and job-market workshops to better demonstrate to students that philosophy offers a flexible, relevant, and foundational set of skills that are useful for a wide variety of careers, including law, business, medicine, science, public policy, journalism, education, social work, and ministry. We are confident that given our current faculty, we will be able to grow our program by more explicitly showing students how a philosophy degree is an excellent intellectual investment that will not only serve them well on the job market, but also better prepare them for a life as an engaged community member, critical thinker, and multicultural-world-traveler.

We plan to increase our involvement with the Chicago Debate League and the Chicago High School Ethics Bowl organizations. Working with these groups increases our exposure to outstanding students in the CPS system and offers us opportunities to talk to them about studying at NEIU. We are even coordinating some campus visits for interested CPS debate students.

Our curriculum is currently missing several important sub disciplines in philosophy. As a result of the retirement of Dr. Hoffman, we no longer have coverage in philosophy of religion and non-Western Philosophy. These are important parts of well-rounded philosophy training. We understand that it is unlikely that we will get a hire in the near future so we are working to identify local instructors who could fill in some of these gaps.

Finally, we are working to implement a much more robust and better-defined assessment program. We have identified our assessment goals for the next two years and are currently developing instruments and rubrics to implement this plan.

### **III. Accomplishments**

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

##### **1. Books:**

John Casey

Book contract signed for *The Straw Man in Argumentation Theory and Practice*. Bloomsbury, anticipated publication in 2018-2019.

Stacey Goguen

Co-editing book entitled *Overcoming Epistemic Injustice: Social and Psychological Perspectives* with Rowman and Littlefield, anticipated publication 2018-2019.

##### **2. Book Chapters**

Tyler Zimmer

“Gentrification” in *Routledge Companion to Philosophy of the City*, forthcoming.

John Casey

“Anicius Manlius Severinus Boethius ca.425-475.” *Encyclopedia of Political Thought*. Wiley-Blackwell.

##### **3. Articles**

Stacey Goguen

“Is Asking What Women Want the Right Question? Underrepresentation in philosophy and differences in interests.” *Dialogue*, forthcoming.

Tyler Zimmer

"Gentrification as Injustice: An Egalitarian Approach to Urban Housing," *Public Affairs Quarterly*, January 2017.

##### **4. Conference Presentations:**

Dan Milsky

“A Fierce Green Fire.” Aldo Leopold’s Legacy. Spertus Museum. Chicago, IL. January 23, 2017.

John Casey

**“Argument Pacifism.”** Vanderbilt University Philosophy Department Colloquium Series. Nashville, TN. March 31, 2017.

**“Essential Adversariality.”** University of Nevada Las Vegas Philosophy Department Colloquium Series. Las Vegas, NV. October 20, 2017.

Stacey Goguen

**“The Paradox of Human Personhood.”** Mentoring Workshop for Pre-Tenure Women in Philosophy. University of Utah. Salt Lake City, UT. June 21, 2017.

**“Is Asking What Women Want the Right Question?”** Eastern AP meeting. Baltimore, MD. January 6<sup>th</sup>, 2017.

**“Is Asking What Women Want the Right Question?”** Canadian Society for Women in Philosophy Conference. Mt. Alison University. Sackville, New Brunswick. October 7<sup>th</sup>, 2016.

## **B. Student Achievements 2016-2017**

Rachael Forgash, Accepted to UIC, political theory Ph.D. program.

Chris Nestor, pursuing Counseling Ed MA at NEIU.

Erik Whitfield, pursuing MA in TESOL at NEIU.

Adrienne Arlan, Accepted to Indiana University Law School.

## **C. Alumni News**

**Czarnecki**, David

**Philosophy, ‘13**

Graduated Law School at Loyola University

Co-Recipient of the 2010-2011 Undergraduate Prize in Philosophy

**Defrancisco**, Nicole

**Philosophy and Anthropology, ‘11**

Accepted into Ph.D. program in Anthropology at University of California/Riverside.

**Dobucki**, Jennifer

**Philosophy, ‘15**

Accepted to PIKSI Summer Institute at Penn State, July 2014.

Recipient of the Undergraduate Philosophy Prize NEIU, 2013.

**Dolan, Jeremy**  
**Philosophy, '09**

Completed 6th year of his Ph.D. in philosophy at NYU. (#1 ranked program in the world).

**Forgash, Rachel**  
**Philosophy, '16**

Graduate Student, UIC

**Gabrilo, Milosh**  
**Philosophy, '15**

Accepted into master of counseling program at NEIU.

**Gonzales, Juan**  
**Philosophy, '16**

McNair Scholar 2014-2015.

**Hanes, Jeff**

“Simple and Temporal God: A Model of Divine Eternity” *Ephemeris: An Undergraduate Philosophy Journal*, Union College, 2014.

**Hilton, Jem**  
**Philosophy, '08**

Completed the Masters Program in Philosophy at University of Wisconsin/Milwaukee.  
Taught as an Adjunct in our department 2010-2013.

**Jagmohan, Desmond**

Defended his Ph.D. in Political Theory at Cornell University.  
Assistant Professor at Princeton University.

**Manno, Luke**  
**Philosophy, '14**

Graduated John Marshall law school, Spring 2017.

**Marazan, Dan**  
**Philosophy, '13**

Graduated Marquette Law School, Spring 2017.

**Mayo, Phil**  
**Philosophy, '08**

Attending Philosophy Ph.D. program at the University of Oregon.

**Montiel, Jorge**  
**Philosophy, '13**

Completed 4th year of Ph.D. Program at Marquette University.

**Moskovits**, Israel  
Graduated Loyola Law School  
Bankruptcy Attorney. Chicago, IL

**Myslinski**, Silvia  
**Philosophy**, '13  
Graduated John Marshal law schools, June 2015.

**Owen**, Nic  
Attending the Ph.D. Program in Philosophy at University of Wisconsin/Madison.

**Reardon**, Matthew  
**Philosophy and Economics**, '14  
Attending Harvard Law.

**Rousseau**, Carly  
**Philosophy**, '12  
Attending IIT Kent Law School.

**Wiener**, Sander  
Graduated IIT Kent Law School, 2017. Passed the Illinois Bar, 2017.

# PHYSICS

## **Annual Report 2016 – 2017**

### **Submitted by Paulo Acioli**

#### **I. Executive Summary**

The Physics Department continues to be engaged in efforts to offer high quality teaching that is based on the best practices supported by current Physics Education Research (PER). Faculty in the department currently employ pedagogies such as Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led Tem Learning, that are proven to improve content retention as well as conceptual understanding of physics. These have been used in our General Education, Service, as well as in courses offered for physics majors. Most of the implementation of these techniques relies on the individual efforts of the faculty teaching the course and is therefore not implemented in every single class. As part of a funded NSF - Improving Undergraduate STEM Education (IUSE) the department has implemented computational activities and mini-research projects in the Calculus based University Physics sequence, the results of these implementations have been presented in several regional and national meetings.

The Physics Department continues to be engaged in efforts to offer high quality teaching that is based on the best practices supported by current Physics Education Research (PER). Faculty in the department currently employ pedagogies such as Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led Tem Learning, that are proven to improve content retention as well as conceptual understanding of physics. These have been used in our General Education, Service, as well as in courses offered for physics majors. Most of the implementation of these techniques relies on the individual efforts of the faculty teaching the course and is therefore not implemented in every single class. As part of a funded NSF - Improving Undergraduate STEM Education (IUSE) the department has implemented computational activities and mini-research projects in the Calculus based University Physics sequence, the results of these implementations have been presented in several regional and national meetings.

One of the highlights of the physics department continues to be the success of our Summer program. Our summer program offers classes that are required by many pre-professional majors. Our program attracts students from other universities locally and even nationally, and in particular we have a strong attendance of UIC students. We produced 1692 CH in the College Physics I and II sequence, a number that was larger than the total SCH production of the department in Spring 2017. As a result we continue to study the option to offer the University Physics I and II sequence in future summers. This is the preferred sequence for students in the STEM disciplines pursuing post-graduate studies or students that intend to attend Engineering programs.

The Physics Department continues to be a key player in the new Environmental Science Program in collaboration with Biology, Chemistry, Earth Science, Geography and Environmental Studies on designing and teaching the interdisciplinary curriculum for this program. The program is now on its third year of implementation and counts with 15 majors and offered two sections of ENVI 101 – Introduction to Environmental Science every term. ENVI 301 – Field Methods in Environmental Science will be offered for the first time in Fall 2017 and ENVI 390 – Research and Practice in Environmental Science in Spring 2018 resulting in our first graduating class in the same term.

In fall 2016, Dr. Orin Harris, joined the Physics department at Northeastern and he has reinvigorated our experimental program and is in the second year of establishing a research program on the direct detection of black matter using bubble chambers. This is a collaboration with Argonne National Lab, Fermi National Lab, the University of Chicago, as well as collaborators in Canada.

Dr. Paulo Acioli is the principal investigator (with Sudha Srinivas/Rachel Trana as the project coordinator for Fall 2016/Spring 2017 and other STEM faculty as co-P.I.s) on an externally funded National Science Foundation scholarship project. The project introduced mini-research projects and a strong Peer Led component in introductory science courses with the aim to improve undergraduate STEM education (IUSE) at NEIU. Dr. Acioli has been a member of the Editorial Board of two peer reviewed open access journals as well as a reviewer for multiple peer reviewed journals in the physical chemistry and chemical physics. Dr. Orin Harris has written several proposals to the National Science Foundation and will work with 4 students in the summer 2017 on his project that involves the building of a cloud chamber to detect radioactive decays as well as a data acquisition system that will be used in the future for detection of radioactive decays and/or dark matter candidates. Dr. Sudha Srinivas was a principal investigator on a SENCER grant and a co-principal investigator (co-PI) on an externally funded National Science Foundation on two distinct projects that address the training of pre-service teachers in the Sciences and Math. The project introduces computational thinking in the Science and Math courses within the Mathematics, Science and Technology for Quality Education program (MSTQE).

Dr. Acioli published two manuscripts in Journal of Physical Chemistry A in collaboration with scientists from the Universidade de Brasília in Brazil. He was also a co-author in one presentation at the 2016 Sencer Summer Institute, two presentations at the 2017 winter meeting of the American Association of Physics Teachers (AAPT) and one presentation at the Sixth Annual Conference of the Peer-Lead Team Learning International Society. Dr. Harris published an article in the very prestigious Physical Review Letters journal. This publication was disseminated at the PICO website **\*[www.picoexperiment.com](http://www.picoexperiment.com)**” as well as at NEIU (<https://www.neiu.edu/alumni-and-giving/news/international-team-announces-dark-matter-research-results>). Dr. Harris attended the 2017 New Faculty Workshop Offered by the AAPT, American Physical Society (APS) and the American Astronomical Society (AAS), he gave an invited talk at the APS 2017 Winter Meeting and a Dark Matter talk at Notre Dame.

The Physics department underwent a successful program review where, with the help of an external reviewer, was able to name its majors strengths and identified a few strategic directions to pursue. Unfortunately, the institution decided not to propose and/or endorse a five year plan due to the ongoing Forward 150 initiative.

## **II. Program Plan**

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

As highlighted in our most recent program review (2017) the department's mission statements and the goals and learning outcomes are closely aligned with those of the university. In particular as a result of the previous program review (2009), the physics major and minor were redesigned to add more rigor in its offerings and also to respond to a survey of graduate programs and prospective employers for our graduates as well as to align with current trends in discipline.

The physics program is also aligned, whenever applicable, with the State of Illinois Goals for higher education as found in the IBHE Public Agenda for Higher Education:

1. Increase educational attainment to match best-performing states.
2. Ensure college affordability for students, families, and taxpayers.
3. Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.
4. Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

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 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.
  - If a successful search results in the hire of an experimental/observational/computational physicist the department anticipates the need for additional travel funds that would be required for the faculty and students to attend conferences and have visits to establish or strengthen the observations where a substantial part of the research will be conducted.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

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

- I. P. H. Oliveira Neto, D. A. Silva Filho, L. F. Roncaratti, **P. H. Acioli**, and G. M. e Silva Low-Temperature Seebeck Coefficients for Polaron-Driven Thermoelectric Effect in Organic Polymers, *J. Phys. Chem. A* **120(27)**, 4923-4927 (2016)
- II. W. F. Cunha, **P. H. Acioli**, P. H. Oliveira Neto, R. Gargano, and G. M. e Silva Polaron Properties in Armchair Graphene Nanoribbons, *J. Phys. Chem. A* **120(27)**, 4893-4900 (2016)
- III. C. Amole et al. (PICO Collaboration), Dark Matter Search Results from the **PICO-60C<sub>3</sub>F<sub>8</sub>** Bubble Chamber, *Phys. Rev. Lett* **118(25)**, 251301, (2017)

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

- I. Ken Nicholson, **Paulo Acioli**, Elisabet Head, Joseph Hibdon, **Sudha Srinivas**, and Rachel Trana, The Peer Enhanced Experiential Research in STEM (PEERS) Project at NEIU, Oral Presentation at the Science Education for New Civic Engagements and Responsibilities (SENCER) Summer Institute 2016, July 28th-Aug. 1st, 2016, Chicago, IL.
- II. **Paulo H. Acioli, Sudha Srinivas**, Elisabet Head, Ken Nicholson, Rachel Trana, Embedding Research in Undergraduate STEM Curricula: The NEIU PEERS Project, Oral presentation at the 2017 AAPT Winter Meeting, Feb. 18-21, 2017, Atlanta, Georgia.
- III. **Sudha Srinivas, Paulo Acioli**, Elisabet Head, Joseph Hibdon, Rachel Trana, The NEIU Peer Enhanced Experiential Research in STEM (PEERS) Project, Poster presented in the 2017 AAPT Winter Meeting, Feb. 18-21, 2017, Atlanta, Georgia.
- IV. Joseph Hibdon, Rachel Trana, Elisabet Head, **Paulo Acioli**, Ken Nicholson, **Sudha Srinivas**, Using Peer Leaders to Support Research Modules in Introductory STEM Courses, Presentation at the Sixth Annual Conference of the Peer-Lead Team Learning International Society, Northeastern Illinois University, June 1-3, 2017, Chicago, IL.
- V. Orin Harris, Dark matter searches with PICO bubble chambers: An overview, Invited Talk at 2017 APS April Meeting, Jan 28-21, 2017, Washington , DC.
- VI. Orin Harris, Dark Matter Seminar, University of Notre Dame, Feb. 28. 2017, South Bend, IN.

## 5. Funded grants

- I. Peer Enhanced Experiential Research in STEM (PEERS), NSF-DUE-IUSE program. This project is designed to advance the research skills of undergraduate majors in STEM (Science, Technology, Engineering, and Mathematics) at Northeastern Illinois University. This will be accomplished through the inclusion of hands-on research activities, expansion of computer simulations, and most importantly, through the use of peer mentors to facilitate these activities, in the introductory 200-level courses in Chemistry, Earth Science, Physics, Mathematics, and Computer Science (2014-2017). \$426,738.
  - Paulo Acioli - PHYS (PI)
  - Joseph Hibdon Jr.- MATH (co-PI)
  - Elisabet Head – ESCI (co-PI)
  - Rachel Trana – CS (co-PI)
  - Ken Nicholson – CHEM (co-PI)
  
- II. Coding for Educators (CodEd), NSF-DUE-Computing in STEM (C-STEM) program. This project is designed to embed computational thinking into the Math and Science curriculum in the Math, Science and Technology for Quality Education (MSTQE) program at Northeastern Illinois University. This will be accomplished through the inclusion of computational simulations, and visualization and through small coding activities embedded into the preservice teacher education coursework. (2016-2019). \$700,608.
  - Rachel Adler CS (PI)
  - Sudha Srinivas PHYS (co-PI)
  - Joseph Hibdon Jr. MATH (co-PI)
  - Jennifer Slate BIO (co-PI)
  - Dureen Wheeler COE (co-PI)
  
- III. Science Education for New Civic Engagement and Responsibilities (SENCER) Grant. (Principal Investigator). The major goal of this project was to develop introductory courses in Physics and Earth Science based on the Next Generation Science Standards (NGSS) for future elementary and middle school science teachers in the MSTQE program at NEIU. (2015-2017). \$3000.
  - Sudha Srinivas PHYS (PI)
  - Ken Voglesonger ESCI (co-PI)

## 6. Service

- a. Paulo Acioli, referee for the Journal of Molecular Modeling
- b. Paulo Acioli, Referee for the Journal of Physical Chemistry.
- c. Paulo Acioli, Referee for the Journal of Computational Science.
- d. Paulo Acioli, Referee for The Journal of Chemical Physics
- e. Paulo Acioli, Referee for the New Journal of Physics.
- f. Paulo Acioli, Referee for the New Journal of Chemistry

- g. Paulo Acioli, Referee for Physical Review A, Physical Review B , and Physical Review Letters
- h. Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM).
- i. Orin Harris, NEIU Chapter of the Society of Physics Students (SPS).
- j. Sudha Srinivas, Referee for research proposals submitted to National Science Foundation, Materials Theory Program, Division of Mathematical and Physical Sciences.
- k. Sudha Srinivas, Reviewer for research proposals submitted to *Fonds zur Förderung der wissenschaftlichen Forschung (FWF)*/Austrian Science Fund, Vienna, Austria.
- l. Sudha Srinivas, Local organizing committee for the Peer Led Team Learning International Society (PLTLIS) Conference "Integrating Research and Practice: PLTL in Action", Northeastern Illinois University, Chicago, June 2017
- m. **Sudha Srinivas, Member of national alliance for “Advancing the Careers of Women in STEM at Predominantly Undergraduate Institutions through Professional Networks”, a National Science Foundation funded ADVANCE Program (2012– 2017).**

# POLITICAL SCIENCE

## **Annual Report 2016-2017**

### **Submitted by Marshall Thompson**

#### **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. It should be immediately noted that during 2016-17 the department completed its Program Review, including the External Review. The External Review was completed by Dr. Susan Hoffmann of Western Michigan University and was submitted to Academic Affairs in May 2017. The program review report was completed and submitted to Academic Affairs in December 2017. We find in these reports that, despite concern over enrollments and budgets, the department continues to be productive. Our graduates have continued to be placed in impactful positions in government, business, and in non-profit organizations. Our faculty members have continued to expand their scholarship. Moreover, both students and faculty have continued to make important contributions to the NEIU community and beyond.

#### ***Student Success***

Students with a declared major in Political Science are overwhelmingly successful. Our Fall 2015 to Fall 2016 retention rate was 86.1%. Seven years ago, in 2010, the Department of Political Science was enjoying a record number of undergraduate majors, with 146 first and second majors. But in subsequent years we experienced a decline. However, since hitting a low in 2013, our numbers of majors have stabilized. In the Fall of 2014 our first and second majors increased from 106 to 110, in the Fall of 2015 our majors numbered 108, and in the Fall of 2016 we counted 92 first and second majors. We must view this performance in the context of enrollment declines elsewhere. Indeed, when comparing the number of majors between 2008 and 2013, Political Science at NEIU is the second best performing department among Illinois public universities, with a loss of majors of about 5%. Among those universities, the average Political Science department experienced a loss of majors of about 16%.

But we realize that this does not bring us back to the levels we enjoyed a few years ago. As documented by the prior Chair, Jeff Hill, we lost our most important recruitment tool when the university ceased requiring the course PSCI 216: American National Government. At one time, we taught 20 sections of this course each term. Now, we teach five to six sections. We realize we need to recruit more actively and have addressed this in the section on Program Needs. Briefly, we intend to use the Politics Club and its activities to recruit new majors. Unfortunately, the Political Science program has been removed from the University Center of Lake County in Grayslake.

Our graduate program has declined from its peak enrollment in 2011. In the Fall of 2016 we had 35 graduate students; this is down from our peak of 53 in 2011 but compares reasonably well with the 36 that we had in 2008. The surge in enrollment was likely associated with the economic recession; that surge has faded. We have been offering five graduate courses each term, and the enrollment in these courses has been satisfactory. We also offer one or two graduate eligible 300 level courses in the summer and these have also been popular with our graduate students.

The number of Political Science minors has declined, from 53 in 2008 to 8 in the Fall of 2016. The elimination of requiring undergraduate students to have a minor is likely responsible for most of this trend.

We inducted a new class of students into Pi Sigma Alpha, the national Political Science Honor Society. These inductees were celebrated on December 1 and April 13.

### ***Academic Excellence and Innovation***

During this year department faculty performed a direct assessment of Program Goal IV. **This consisted of a content analysis of student papers to assess students' writing skills. Goal IV states that students should be able to "communicate in . . . written form and . . . demonstrate effective and critical use of information-gathering and research media within the broad context of social science." The author of the report, Gregory Neddenriep, explains that "(b)eyond describing students' writing skills, the purpose of this year's assessment was to determine whether greater exposure to the political science curriculum increases writing proficiency." The analysis found that almost all political science students were proficient across a range of indicators of writing quality. Moreover, Neddenriep found tentative evidence that further exposure to the political science curriculum improved writing quality. However, approximately one quarter of our students used unsatisfactory sources. The full details on methodology, data, and analysis may be found in "2017 Assessment Report: Political Science Department."**

### ***Urban Leadership***

We continue to use social media to keep track of our students and graduates. During the past year, Political Science graduates held positions with the City of Chicago, Cook County, the State of Illinois, the State of Texas, the Social Security Administration, the Securities and Exchange Commission, the U.S. Department of Defense, the U.S. Department of State, as well as varied positions in business, consulting, and education, as detailed below. Social media approaches, combined with surveys we reported in 2014, suggest our graduates are doing well after they leave NEIU.

### ***Exemplary Faculty and Staff***

As detailed below, department faculty members published seven articles and one book chapter. Faculty members also delivered eleven conference presentations. Moreover, department faculty members continued to serve the NEIU community as well as to engage broader communities.

Dr. Sophia Mihic continued to serve the University Professionals of Illinois (UPI), albeit in a new capacity. Russell Benjamin served in the UPI as an area and an at-large representative, as well as serving as a member of the UPI House of Delegates. He continues to serve the Caribbean Studies Association and the National Conference of

Black Political Scientists. Dr. Ellen Cannon also had extensive community involvement. She served on the Board of Directors of the Chicago Jewish Day School, the Board for the Midwest Israeli Consulate's Faculty Advisory Group, and the Board of Directors of the Jewish Federation of Metropolitan Chicago's Jewish Faculty Advisory Group. At NEIU, she and Dr. William Adler served on the NEIU Interdisciplinary Faculty Group to develop a new Jewish Studies Minor. The new minor has proceeded through university governance and is expected to be housed in the Department of Political Science. As part of that nascent minor we taught PSCI 321: American Jewish Politics in the Spring of 2017.

Dr. Mitzi Ramos continued to facilitate the Latin American Recruitment & Educational Services (LARES) Academic Success Seminar Series at the Univ. of Illinois at Chicago. She also conducts the LARES Leader Summer Institute at the same campus. Finally, Greg Jackson contributed to a report on WalletHub, "2017's States with the Best and Worst Taxpayer ROI."

## **II. Program Plan**

### **A. 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. Our External Review and Program Review both concluded that proposing an MPA program requires exploration. Indeed, as a result of the Program Review we have identified the following action steps:

- We will consider the creation of a public service concentration for undergraduates (Hoffmann, 3)
- We will consider making PSCI 308—Research Methods and Techniques in Political Science a required course for our majors (Hoffmann, 4; Hill et al, 17)
- 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)

Further, we will be going through the university governance procedures necessary to change names and course descriptions in a way that will clarify courses and curriculum, and, in so doing, assist marketing efforts.

### **B. Projected needs**

1. Faculty: While we have a sufficient number of faculty in the department, we have gaps within our geographic coverage within the subfield of Comparative Politics and International Relations. Specifically, the politics of Latin America and the Middle East have not been the focus of recent courses offered by the department. It is normal for departments of political science to not have faculty specializing in each geographic region of the world. However, given the past popularity of courses in these areas with NEIU students, it is unfortunate that we have reduced our teaching here.

**2. Equipment:** 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**

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

**Jankovski, Aleksandar.** 2017 "The Russian Federation and the West: The Problem of International Order," in *The Russian Challenge to the European Security Environment*, ed. Roger Kanet (Palgrave, 2017).

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

**Adler, William D.** and Hershey H. Friedman, "Administrative Leader as Hero: Yochanan ben Zakkai and the Rebuilding of Post-Temple Jewish Organizational Structure." *Management & Organizational History* 11:1 (2016): 19-27.

**de Bruyn, Martyn.** "ASEM and the Bridging of the Human Security Gap" *AEI Insights* 2 (1) January (2016): 25-41.

**Jankovski, Aleksandar.** 2016 "The Russian Federation, the United States, and International Order as a Social Construct," in *Stosunki Międzynarodowe – International Relations*, Vol. 52, No. 2, pp. 214-249, September 2016.

**Jankovski, Aleksandar.** 2016 "Russia and the United States: On Irritants, Friction, and International Order, or What Can we Learn from Hedley Bull," in *International Politics*, Volume 53, No. 6, pp 727–751.

**Neddenriep, Gregory.** 2016. "Legislative Veto." In *Global Encyclopedia of Public Administration, Public Policy, and Governance*, ed. Ali Farazmand. New York: Springer.

**Neddenriep, Gregory, and Eron McCormick.** 2017. "Stand Your Ground Laws." 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.

**Nownes, Anthony J., and Gregory Neddenriep.** 2016. "A Last-Minute Voting cue in a High-Information Setting: An Experimental Investigation of the Effect of the New York Times Presidential Endorsement." *Journal of Political Science* 44: 5-30.

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

**Adler, William D.,** "History Has Its Eyes On You': *Hamilton* and the Introductory American Government Course," 2017 Annual Meeting of the American Political Science Association (San Francisco).

**Adler, William D.,** and Julia Azari, "Vice Presidential Selection, Party Asymmetry, and the 2016 Cycle," 2017 Annual Meeting of the Midwest Political Science Association (Chicago).

**Adler, William D.,** and Jonathan Keller, "From the Army of Israel to the Conqueror of Canaan: Religion, the Army, and American National Identity in the Early Republic," 2016 Policy History Conference (Nashville).

**Bae, Sangmin.,** "Human Rights Law, Treaties, and Institutions." University of Texas School of Law, Austin, Texas, April 2017.

**Benjamin, Russell.** The presentation was for a January 2017 meeting called Workshopping Approaches to Race, Racism, and Racialization in Ethnographic Examinations of Africa-China and South-South Encounters. (The presentation itself was delivered by Dr. Hall.)

**Benjamin, Russell.** "American Vulture Capitalism in Puerto Rico," 2017 Annual Meeting of the Caribbean Studies Association (Nassau, Bahamas).

**Benjamin, Russell.** "Paradoxes of Caribbean 'Development,'" 2017 Annual Meeting of the Caribbean Studies Association (Nassau, Bahamas).

**Ellen Cannon.** "Terrorist Management at the Graduate Level: Change and Professionalism in the Teaching of Public Administration." NASPAA Annual Conference, Embracing the Certainty of Uncertainty: Creating the Future of Public Affairs Education, October 11-13, 2017 Seattle, WA

**de Bruyn, Martyn.** "Populism in Europe: Some Thoughts on the Dutch and French Elections" Polish and European Academic Center for Exchange and Research. April 18, 2017.

**de Bruyn, Martyn.** "The Single European Act and its Relevance for ASEAN" European Union Studies Association Asia Pacific, Hong Kong, June 29 – July 1, 2016.

**de Bruyn, Martyn.** "The Transatlantic Trade and Investment Partnership: Prospects for States and Businesses" International Business Conference European Union, Chicago, IL, March 8, 2016

## 6. Service

**Benjamin, Russell.** During the past year, I began serving on the Local Arrangements Committee for the National Conference of Political Scientists. This is in preparation for the next annual meeting of the organization, which will be held in Chicago in early 2018.

**Cannon, Ellen.** Member of the Board of Directors, Center for Jewish Law and Judaic Studies, DePaul University College of Law.

**Cannon, Ellen.** Member of American Jewish Committee Study Group on Terrorism

**Cannon, Ellen.** Member of the Executive Board, Hillel of Illinois

**Cannon, Ellen.** Board of Directors of Chicago Jewish Federation Faculty Study Group on Israel

**Cannon, Ellen.** Academic Engagement Network Board and Speakers Board

**Cannon, Ellen.** CEO of Cannon Consulting Group 1980-present

**Cannon, Ellen.** Faculty member of The Wexner Heritage Foundation 1990-present

**de Bruyn, Martyn.** Discussant: Fortress Europe or E Pluribus Unum? : Multilevel Governance and the Governance of Migration and Asylum in the EU. September 22-24, 2016 University of Illinois at Chicago.

**de Bruyn, Martyn.** Chair: European Union Studies Association Asia Pacific, Panel “Migration and the Refugee Crisis” Hong Kong, June 29 – July 1, 2016.

## B. Student Achievements

2. Acceptance to graduate or professional school

Agus, Star. MPA Candidate at Univ. of Ill. at Chicago.

Caviness, Max: accepted to John Marshall Law School (with scholarship)

Davis, Anjenita: accepted to the Ed.D. program in Educational Leadership and Administration at Olivet Nazarene University.

Hulkower, Ilan: accepted to the MA in Government program at the Lauder School of Government, Diplomacy, and Strategy at IDC Herzliya (Israel).

Turan. Alter: accepted to Ed.D. in Higher Education Leadership program at National Louis University.

Williams, Tevin: MPA Candidate at Adler University

Winer, Matthew: accepted to Chicago Kent Law School (with scholarship)

## **C. Alumni News**

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.

Douglas, Mykhall (M. A. 2014): became a Contact Representative at the Social Security Administration in 2015.

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, Coyne College.

Harkins, Gina (B.A.): Senior Staff Writer, Military Officers Association of America, 2016-present.

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.

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.

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.

**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.**

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.

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): Quality Assurance Analyst at SurePayroll.

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 (INCLUDING GERONTOLOGY MA)

## **Annual Report 2016-2017**

**Submitted by Saba Ayman-Nolley (Psychology)  
and Lisa Hollis-Sawyer (Gerontology)**

### **I. Executive Summary - Psychology**

Throughout the 2016/2017 year, the Psychology Department has demonstrated its continued commitment to our students, faculty, and community through active engagement within the department, university, the professional community and the community at large. The goals we had set forth to foster these engagements were demonstrated in the myriad of activities that this report delineates. Ultimately, student success and achievement are of the foremost priority and we as a department have demonstrated this commitment through our reported student successes and research collaboration opportunities. Our continued goal is to provide our students and faculty with the necessary tools that will enhance their performance and ultimately their ability to succeed in achieving their academic and career goals. To this end in the academic year 2016-17, we made major progress in many important areas, such as implementing three new online courses, developed by Dr. David Farmer. During the 2016-17 academic year, we undertook a major revision of our major requirements to better align with national norms for a BA in psychology and strengthen our student training. We increased the number of credits for the major and added new core areas as well as a newly required diversity course. To adhere to university graduation requirements we created a new ELE-X course and put through academic governance several courses as ELE-DS. These efforts have yielded far-reaching results for our students, faculty and department as a whole including various student and faculty awards. Many of our students have been accepted into graduate programs, as well as alumni awarded with graduate degrees. We are continuing to establish and expand the Senior Advocate Program. 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 2016-17. This year, the Psychology department had 548 majors (including 389 enrolled majors in Fall 2016, as well as 159 intended majors), approximately 68 minors, and 35 graduate students enrolled, of which 5 graduated during 2016-17. There were 180 new psychology major declarations and 32 new minor declarations. Additionally,

three McNair students were supported and mentored this last academic year, and 10 psychology majors are enrolled in the Honors program. There were 21 new NEIU inductees this year into Psi Chi, the International Honors Society in Psychology. The psychology major orientation was attended by 46 students. Altogether, faculty and students have published 17 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 58 conference presentations (local, national, and international - invited and referred) and about 43 students and alumni were involved in the presentations. The Student Center for Science Engagement 7<sup>th</sup> Annual Research Symposium, held in September of 2016, had 5 students and 3 faculty members involved **in two presentations from the psychology department. The University's 7<sup>th</sup> Annual Faculty Research Symposium** was held in November 2016 with 2 psychology faculty members presenting research. There were 7 faculty and 76 students involved in the 12<sup>th</sup> Annual Fall Psychology Student Symposium in December 2016. Eight (8) faculty and 63 students were involved in presentations at the 24<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium in April 2017. Among the 135 graduates for the year, 59 students ( 44%) graduated with honors.

### **Academic Excellence and Innovation**

Dr. Saba Ayman-Nolley received the Student Affairs Faculty Partnership Award for **exemplary collaboration with Student Affairs to advance the division's strategic initiatives** in support of student success.

Dr. Takahashi received the Faculty Excellence Award for Research and Creative Activities from Northeastern Illinois University.

Dr. Erber was recognized as a Midwestern Psychological Association (MPA) Fellow, an honor bestowed for significant contributions to the science of psychology.

In order to increase collaboration across the University and to invest in faculty and staff development while maintaining a high standard of educational opportunity for students, the psychology department held mixed department events.

The 7<sup>th</sup> 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 members of the public.

In March, 2017 the Psychology Department hosted its 6<sup>th</sup> Annual Psychology and Related Fields Graduate Programs Fair. The graduate fair workshop hosted this year was 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 190 students attended the fair and 19 colleges and universities were represented, offering 95 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 15 alumni also joined the students and faculty for the post fair discussion and dinner. This year, an alumni panel fundraising campaign was launched by alumna Liz Gordon, to encourage alumni to stay involved with NEIU.

This year, Dr. Erber in collaboration with Lorilene Cuevas continued assessment of our peer leading program in PSYC 200. They are in the process of comparing PSYC 200 sections with and without Personalized System of Instruction (i.e., mastery learning versus lecture). Further Dr. Erber along with Dr. Breckie Church are developing a means to identifying engagement in learners. These results will be submitted for presentation at the 2018 Annual Meeting of the Midwestern Psychological Association.

The psychology program, as part of a STEM program initiative, is sponsoring the National Institutes of Health MARC (Maximizing Access to Research Careers) grant program. We are one of two universities in the Midwest and the **only** non-research intensive university to receive this grant. This program has just completed three full years. The first trainee cohort of 4 students completed the BA degree. Of these 4, three are in graduate programs at **Baylor School of Medicine's post-baccalaureate** program, the University of Iowa post-baccalaureate program and a PhD program at the University of Illinois Chicago. Currently we have 9 scholars (7 in Biology and 2 in Psychology) in training to prepare for PhD programs in the biomedical sciences. In the past year, our trainees have done 51 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). The goal is to send 12-24 students to PhD programs at the end of the 5 year grant.

### **Urban Leadership**

The department has 604 members, 10 faculty, and 2 staff on NEIUport student and faculty group called Psychspace, and continues to develop the active alumni group on Facebook called NEIU Psych Space. It currently has 208 members with active and retired faculty members and alumni who do networking on jobs, graduate programs and planning events. We have used the social networking site to engage with alumni for a variety of events including the Graduate Programs Fair, Generativity Club events, faculty talks, and the Fall Psychology Research Symposium. Additionally, we have used NEIU Psych Space as an information gathering tool for data on alumni graduate school degrees and careers.

The faculty was greatly involved in numerous community organizations. Dr. Ayman-Nolley has been the coordinator of a child and parent program on the Chicago **Southside, sponsored by the Baha'i community. The children in the program engaged in** social service activities with organizations including the Pan African project, firehouses, and nursing homes. Dr. Takahashi is a board member for the Heiwa Terrace Housing Corporation of Chicago, a chair of the Chicago Osaka Sister City Social Services Committee, and a committee member for the 2017 Twentieth Anniversary of Chicago Sister Cities International Social Service Exchanges 1997-2017.

## **Executive Summary - Gerontology**

The mission of the gerontology program at Northeastern Illinois University (NEIU) is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research and community service. The immediate purpose of the program is to prepare gerontologists who will have the background necessary to be effective, ethical, and concerned professionals. During the Fall 2016-Spring 2017 academic year, ten (10) new students were taking classes to begin the graduate gerontology program. The retention rate was approximately 89% across courses from Fall 2016 to Spring 2017. There are currently nine (9) newly-admitted graduate students in the gerontology program in Fall 2017. Five (5) are admitted Gerontology Senior Advocate Certificate students and four (4) are admitted M.A. in Gerontology students. Two of the admitted M.A. in Gerontology students deferred enrollment until Spring 2018. In addition to these program enrollees in PSYC 401, three (3) graduate students are either a graduate student at large (GSAL) applying to the gerontology program or are from other graduate **programs pursuing an “elective” track in gerontology (n = 2; one (1) Master’s degree CMT student, and one (1) M.S. in Biology student)**. Beyond these currently admitted M.A. and certificate students, it is expected that there will be six (6) more students applying for entry into either the Gerontology Senior Advocate Certificate or the M. A. in Gerontology program for spring/summer entry. Thus, it is expected that the incoming cohort will be approximately fifteen (15) new gerontology students by the end of Summer 2018. The total program enrollment is currently 35 students (i.e., 29 M.A. students and six (6) certificate students), after five (5) M.A. in Gerontology student graduations over Fall 2016-Summer 2017. It is projected that there will be at least five (5) graduations this coming December 2017 through August 2018 academic year.

Over this time, Hollis-Sawyer was the sole author of three (3) book reviews for the journal *Activities, Adaptation & Aging*. Hollis-Sawyer also was the sole author of a **business case published in early Spring 2017 for SAGE Business Cases entitled, “Age Discrimination in the Workplace: Learning from Google’s Experience.”** Hollis-Sawyer presented her on-going research on grit and resiliency in one poster presentation and presented on three different topics related to positive aging in public policy and aging research at a total of four different national conferences (i.e., American Psychological Science, Association for Gerontology in Higher Education, and Geriatric Medical Conference, and the Florida Council on Aging) in collaboration with colleagues across institutions in Illinois. She also discussed her research on positive aging and proactive mental aerobics techniques in two talks presented in both January and July at the Mather Café on Central Avenue in Chicago. In addition, during Summer 2017, **Hollis-Sawyer** completed the Universal Design for Learning (UDL) training certificate and is assisting in the development of an online UDL training program for implementation in Spring/Summer 2018. Hollis-Sawyer was the Primary Investigator (PI) on two (2) funded research grants (i.e., **“Aging and Civic Engagement of Mid-/Late Career Faculty and ‘Non-Traditional’ Students” funded by the McCormick Foundation and “Personal Grit and Diverse College Students’ Academic Performance” funded through the NEIU Summer Research Stipend**). Lastly, Hollis-Sawyer expanded her national, regional, and university service in joining one advisory board (Aging & Society), one additional editorial board, a university search and screen committee (RN to BSN director search), and became a research and career mentor for two graduate

students from two non-NEIU institutions (North Park University, DePaul University) who are interested in gerontology. Hollis-Sawyer also volunteered to be a scorer of **international high school students' essays on quality** of aging issues in the Goodwin TOPSS Essay contest.

Over this time, Takahashi was the sole author of three (3) book chapters and was a co-author of a review article in *The Bulletin of Behavioral Science of Life, Aging, Sickness, and Death*. Takahashi presented his ongoing research on aging longevity and aging adjustment issues in two (2) different presentations across one (1) national and one (1) international conference (Midwest Psychological Association (MPA) in Chicago and the Japan Society of Developmental Psychology in Hiroshima, Japan), and presented his research on wisdom and spirituality at the Japan Socio-gerontological Society meeting in Nagoya, Japan. Lastly, Takahashi is the co-Investigator on one (1) funded grant (**“Osaka Gas Co. Longevity and supportive community: A case study of Kyotango city”**).

Hollis-Sawyer expanded her outreach efforts and met with different aging agencies (e.g., Christian Methodist Senior Services (CMSS), Hope Hospice, Brookdale Living Communities, Mather More Than a Cafe, ElderCARE, and SASI Home Services) to talk both about inter-institutional collaborative efforts (e.g., internships) and the new gerontology certificate program launched in Fall 2016.

The Generativity Club, supervised by Takahashi, was actively involved in promoting education about aging issues. In April 2017, Takahashi and the Generativity Club officers organized the annual aging film symposium and showed the film, *The Ballad of Narayama*.

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**

Further expanding and fine-tuning our peer leader program based on our grant funded research outcomes and new knowledge in the field. We have established and continue to explore multiple long-term methods of peer leader compensation. These permanent changes will allow the program to be self-sufficient. Include more student enrichment activities, making these required activities for PSYC 200, 202, and 302.

Continuing and expanding 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. Eight NEIU alumni contributed in this first initiative. Creating new strategies and processes to recruit and retain students.

## **Academic Excellence and Innovation**

Inviting on and off campus research presentations (including at least one at Lake County campus). This effort will include alumni presentations of their post BA research.

Continuing revision of Psych 200 (the foundation for all psychology courses) into a hybrid course, implemented with our revised peer leader system, as part of the TUES and IUES grants.

Continued involvement with the Student Symposium and the McNair program, as well **as with the Nontraditional Department, Honors Program, CAST, Women's & Gender Studies, African American and African Studies, and the Office of Student Affairs.**

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, especially the new online courses offered by Dr. Farmer at the rate of two or three courses per semester, adding e-courses by Dr. Merchant and Dr. Dykema-Engblade.

Active involvement in the support of the continuing MARC grant program at NEIU through leadership of Dr. Church and Dr. Rueckert.

Making curricular changes to address our last program review by strengthening **students' learning in science of psychology.**

Continuing implementation of new curriculum changes approved in 2016-17 and 2017-18.

Completing and implementing the digital management of major and minor files and increased capacity for online and distance advising.

## **Exemplary Faculty and Staff**

Continued involvement with university initiatives such as the CAST minor program, food pantry, Economic Inequality Initiative, and the Art in Response to Violence conference, Faculty Symposium, and Asian Heritage Awards.

Developing a two year plan to prepare for our next program review in 2018. Fostering the process of our next three faculty to becoming full professors.

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.

## **Gerontology**

### **Student Success**

Develop and implement improved recruitment and retention strategies for both the Gerontology Senior Advocate Certificate and M.A. in Gerontology students.

Engage in ongoing revision and updating of all graduate gerontology courses to reflect current training practices in the field.

Continue offering and refining online elective gerontology courses to best support the educational and flexible scheduling needs of the full-time career gerontology students.

Create stronger curricular training in both research methodology (e.g., doing a research proposal starting in PSYC 401) and applied field skills (e.g., training onsite through the PSYC 415/416 sequence for M.A. in Gerontology students to enhance their career viability by the time of graduation).

**Work on improving course content and broader program training to improve students' training and time-to-degree goals (e.g., revision of PSYC 408 to better support thesis students' research proposals).**

Promote and implement newly-created dual-enrollment option in which students in other graduate programs on campus can also be simultaneously enrolled in the *Gerontology Senior Advocacy Certificate* program

Focus on create a possible curricular linkage between gerontology undergraduate courses (online electives) and the planned RN to BSN program in the coming years. It is hoped that these different programmatic cross-linkage efforts will broaden the appeal of the NEIU gerontology program in the local Chicago area and neighboring suburbs.

**Seek and apply for research grants to fund more “student-focused” program activities (e.g., support for graduate student’s gerontology conference attendance) for their on-going professional development and career networking.**

### **Academic Excellence & Innovation**

Apply for M.A. in Gerontology program accreditation (2018-2019) in order to assure program quality and raise the national recognition of the program for their improved career viability within the field.

Implement and assess the new assessment plan for both renewal of the Program of Merit designation through the Association for Gerontology in Higher Education professional society (now merging with the Gerontological Society of America internationally-recognized professional society).

Maintain and expand on ongoing curricular planning coordination efforts with other graduate programs on campus (i.e., Counselor Education, Social Work, Special Education, and the to-be implemented Public Health programs) and with other graduate programs in the Chicago area (e.g., Doctoral Gerontology program at Concordia University, River Forest campus).

Explore more community education and outreach options through the ongoing **Generativity Club's promotion of education about aging issues (e.g., host an aging careers panel)**.

Train students in burgeoning aging-related field career opportunities, utilizing ongoing connections with established partners through Brookdale Living Community, Christian Methodist Senior Services, AgeOptions, Chicago Department on Family Services, Sunrise Senior Services, Evanston Township Senior Services, CJE, CLESE, and other qualified training sites in the Chicago area and suburbs.

### **Exemplary Faculty & Staff**

Engage in ongoing professional development of both teaching (e.g., Universal Design for Learning certification) and research skills (e.g., training in latest research software).

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.

Develop a two-year plan to prepare for our next program review in 2018.

Propose hiring one or two new instructor in areas of applied gerontology (e.g., healthcare).

## **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.

Assessing our laboratory needs and create a laboratory maintenance strategic plan.

#### 3. Other Resources

Increasing our budget to cover our advertising and expansion needs for the MA in Gerontology program and the Lake County psychology BA program.

Increasing the student aid budget to secure a 20 hours per week lab manager all year round to meet the needs of faculty, staff, and students.

Student aid needed for the Physio-Psychology lab to care for the zebra fish and the lab. This position is for 5-10 hours a week, also from July 1<sup>st</sup> to June 30<sup>th</sup> of each year.

Support resources for Lake County students, such as tutoring and a more predictable peer leader program that will not require them to travel regularly to the main campus.

Returning BBH 317 to the psychology department to be used as an observational lab and small classroom, which may require computer equipment and furniture.

### **Gerontology:**

#### 1. Faculty

Acquire one or two new instructor in areas of applied gerontology (e.g., healthcare).

#### 2. Equipment

**Acquire an “eye-tracking” device to support a potential future research agenda with faculty applying for grants or for students’ thesis research (e.g., aging vision research).**

#### 3. Other Resources

Establish an annual gerontology budget in order to adequately advertise and fund program-related recruitment and retention activities on an annual basis in the beginning of each fiscal year.

Hire a 10-hour per week grad assistant to meet the needs of gerontology program faculty and students.

Develop a tutor position for the gerontology program to assist in both curricular learning and writing of research papers/theses.

## **III. Accomplishments**

### A. Faculty Research/Creative Activities

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

**Church, R.B.**, Alibali, M.W. and Kelly, S.D. (2017). Why Gesture? How the hands function in speaking, thinking and communicating, (Eds). Amsterdam: Benjamins.

## 2. Book Chapters, Regional Exhibitions or Performances

Kelly, S. D., **Church, R. B.**, & Alibali, M. W. (2017). Understanding gesture. In **Church, R.B.**, Alibali, M.W. and Kelly, S.D (Eds.), *Why Gesture? How the hands function in speaking, thinking and communicating*. Amsterdam: Benjamins.

**Church, R.B.** & Goldin-Meadow, S. (2017). So how does gesture function in speaking, communication, and thinking? In **Church, R.B.**, Alibali, M.W. and Kelly, S.D (Eds), *Why Gesture? How the hands function in speaking, thinking and communicating*. Amsterdam: Benjamins.

**Takahashi, M.** (2017). Relational Wisdom and happiness in late adulthood. In A. S. Dick and U. Muller (Eds.), *Advancing developmental science: Philosophy, theory, and method*. New York: Routledge.

Torntram, L. (2017). *Gerotranscendence* (translation: Tomizawa. K. & **Takahashi, M.**). Kyoto, Japan: Koyo-shobo.

**Takahashi, M.** (2016). *America deno shuukatsu* [The end of life issues in the U.S.]. In K. Kwashima & M. Kondo (Eds.), *Hajimeteno sisei gaku* [Your first thanatology] (pp. 189-190). Tokyo: Shinyosha.

**Takahashi, M.** (2016). Spirituality wo sintrigaku suru [Psychologizing spirituality]. In K. Matsushima (Ed.), *Psychologizing Religion*. Tokyo, Japan: Seishin shobo.

**Takahashi, M.** (March, 2016). Anti-aging wo tou [Anti-aging: Is aging an illness?]. *Ars Vivendi* (Vol. 8). Kyoto, Japan. Research Center for Ars Vivendi of Ritumeikan University.

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

Sanchez-Johnson, L., Craven, M., Nava, M., Alonson, A., **Dykema-Engblade, A.**, Rademaker, A., & Xie, H. (2017). Cultural variables underlying obesity in Latino men: Design, rationale, and participant characteristics from the **Latino Men's Health Initiative**. *Journal of Community Health*, 42(4), 826–838.

**Hollis-Sawyer, L.** (2017). Age discrimination in the workplace: Learning from **Google's Experience**. *SAGE Business Cases*. <http://sk.sagepub.com/cases/age-discrimination-in-the-workplace-learning-from-google-experience>

**Hollis-Sawyer, L.** (2017). Book review: Evidence-based rehabilitation: A guide to practice. *Activities, Adaptation & Aging*, 41(2), 193 - 194.

**Hollis-Sawyer, L.** (2016). Retelling the stories of our lives: Everyday narrative therapy to draw inspiration and transform experience. *Activities, Adaptation & Aging*, 40(4), 339 - 340.

**Hollis-Sawyer, L.** (2016). Book review: Aging workers and the employee-employer relationship. *Activities, Adaptation & Aging*, 40(3), 282 - 283.

**Rueckert, L., Church, R. B.**, Avila, A., & Trejo, T. (2017). Gesture enhances learning of a complex statistical concept, *Cognitive Research: Principles and Implications*, 2, 1-6.

Lewis, K. M., DuBois, D. L., **Silverthorn, N.**, Ji, P., Day, J., Bavarian, N., Vuchinich, S., Acock, A., Malloy, M., Schure, M., & Flay, B. R. (2016). Meeting the challenges of longitudinal cluster-based trials in schools: Lessons from the Chicago trial of Positive Action. *Evaluation & the Health Professions*. Advance online publication. doi:10.1177/0163278716673688

**Silverthorn, N.**, DuBois, D. L., Lewis, K. M., Reed, A., Bavarian, N., Day, J., . . . Flay, B. R. (2017). Effects of a school-based social-emotional and character development program on self-esteem levels and processes: A cluster-randomized controlled trial. *SAGE Open*, 7(3), 1-12. doi:10.1177/2158244017713238

Kasuga, S., Sato, S., & **Takahashi, M.** (2017). Review of psychological studies of **wisdom: Continuity and discontinuity about being “wise.”** *The Bulletin of Behavioral Science of Life, Aging, Sickness and Death*, 21(6), 15-32.

#### 4. Conference Presentations, Group Shows

**Ayman-Nolley, S.**, Sharp, K., Standley, M., Ayman, R. (2017). Gender schema of **leaders in children’s drawings of two cohorts.** Presented at the 47th Annual Meeting of the Jean Piaget Society, San Francisco, California.

**Ayman-Nolley, S.**, Johns, A., Standley, M., Ayman, R. (2017). Implicit theory of a **leader’s gender: An examination of children’s drawings.** Presented at the 47th Annual Meeting of the Jean Piaget Society, San Francisco, California.

Koumoutsakis, K., Mistak, A., Khan, **Ayman-Nolley, S.**, & **Church, R.B.** (July, 2016). Under what circumstances does gesture in instruction exert an effect on learning: The role of gender and context. Presented at The International Society of Gesture Studies, Paris, France.

Mistak, A., Khan, A., Koumoutsakis, T., & **Church, R.B.** (October, 2016). The **contribution of children’s misconceptions and gestured instruction to math** learning. Poster presented as part of the 2016 SACNAS The National Diversity in STEM Conference, Long Beach, California.

Khan, A. Mistak, A., Pineda, L., Koumoutsakis, T., **Ayman-Nolley, S.**, & **Church, R.B.** (February, 2017). The Effects of Gesture, Instruction Medium, and Existing Understanding on Math Learning. Poster presented as part of the Regional Louis Stokes Alliance for Minority Participation (ILSAMP) Symposium & Student Research Conference, Rosemont, IL.

Khan, A. Mistak, A., Koumoutsakis, T., **Ayman-Nolley, S., & Church, R. B.** (April, 2017). Is gesture included in math instruction as effective across video and face-to-face mediums: Examination in a classroom setting. Poster presented at the 2017 Society for Research in Child Development Biennial Meeting, Austin, Texas.

Pineda, L., Valdiviejas, H., Mistak, A., Khan, A., Koumoutsakis, T., **Ayman-Nolley, S., & Church, R.B.** (June, 2017). The role of gesture in teaching bilingual students mathematical equivalence. Poster presentation at the 47<sup>th</sup> Annual Meeting of the Jean Piaget Society, San Francisco, California.

Mistak, A., Koumoutsakis, T., Khan, A., Pineda, L., Valdiviejas, H., **Ayman-Nolley, S., & Church, R. B. (June, 2017). Gestured instruction and children's misconceptions of mathematical equivalence.** Oral presentation at the 47<sup>th</sup> Annual Meeting of the Jean Piaget Society, San Francisco, California.

Craven, M., Sánchez-Johnsen, L., Rademaker, A., Nava, M., Calderon, L., & **Dykema-Engblade, A.** Social support for exercise, weight status, and physical activity status among Latino men. Poster presented at the University of Illinois Cancer Center Forum, October 2016 and at the Annual Introduction to Graduate Education Program at Northwestern University Poster Session, November 2016.

Alonso, A., Rademaker, A., **Dykema-Engblade, A.,** Calderon, L., Sanchez-Johnsen, L. (May, 2017). Clustering of health risk behaviors and readiness to change health risk behaviors in Puerto Rican and Mexican men. Poster presented at the National Hispanic Medical Association Conference, Washington, DC.

Smith, J. & **Dykema-Engblade, A.** (May, 2017). Are college students stigmatized for using their campus food pantry? Poster presented at the 89<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Sánchez-Johnsen, L., Calderon, L., **Dykema-Engblade, A.,** Nava, M., Rademaker, A., Bolanos, L., Hassan, C. (April, 2017). Development of a healthy eating, physical activity, and body image intervention for Puerto Rican and Mexican men: Results from the *Latino Men's Health Initiative*. Paper presented at the 8<sup>th</sup> Annual UIC Minority Health Conference, Chicago, IL.

Rodas, I., Ruiz, A., Alonso, A., Craven, M., Calderon, L., Nava, M., **Dykema-Engblade, A.,** Rademaker, A., Lisa Sánchez-Johnsen (April, 2017). Latino Obesity and Cancer Health Equity Scholars: Trainee Involvement and Opportunities to Conduct Obesity and Cancer Health Equity Research. Poster presented at the UIC Student Research Forum.

Craven, M., Sanchez-Johnsen, L., Rademaker, A., Nava, M., Calderon, L., **Dykema-Engblade, A.** (April, 2017). Social support for exercise among Latino men: The role of weight status and physical activity status. Poster presented at the 13<sup>th</sup> Annual Lewis Landsberg Research Day, Northwestern University,

Angelica Alonso, Alfred Rademaker, A., **Dykema-Engblade, A.**, Calderon, L., Sanchez-Johnsen, L. (May, 2017). Clustering of health risk behaviors and readiness to change health risk behaviors in Latinos: Puerto Rican and Mexican men. Poster presented at the National Hispanic Medical Association Conference, Washington, DC.

**Erber, M. W.** & Erber, R. (July, 2017). Mate choice copying in humans. Poster presented at the 18th General Meeting of the European Association of Social Psychology, Granada, Spain.

Pekoc, S., Abdul-Adil, J., & **Farmer, A.** (April, 2017). Treating violence exposure: A case study using community and evidenced-based practices in Chicago. Cultural Impact Conference at the Chicago School of Professional Psychology, Chicago, IL.

Sawyer, Thomas, Wade, James, & **Hollis-Sawyer, Lisa** (2017, May). The relationship between different rating sources of **psychological grit and children's martial arts** performance. Poster presented at the 29th APS Annual Convention, Boston, MA.

**Hollis-Sawyer, Lisa** (2017, March). Translating education and research into practice: A look at what is happening in Illinois with IGRAIN (the Illinois Gerontology Research Advancement and Instructional Network). Resource exchange session paper and workshop presented at the AGHE Annual Convention, Miami, FL.

**Hollis-Sawyer, Lisa** (2016, November). New “age audit” approach to assess older adults’ living environments for positive health outcomes. Keynote speech presented at the Geriatric Medical Conference, Hilton Atlanta Hotel, Atlanta, GA.

**Hollis-Sawyer, Lisa** (2016, August). Creating age-friendly environments for global aging populations. Poster presented at the Florida Council on Aging (FCOA) Annual Convention, Orlando, FL.

Campos, K. & **Rueckert, L.** (April 2017). Facial mimicry and attractiveness. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

**Takahashi, M.** (August, 2017). Wise but unhappy? The complicated relationship between wisdom and happiness. Presented at the University of Chicago Wisdom Research Forum, Chicago, IL.

[International]

Kasuga, A., Sato, S. Gondo, K., & **Takahashi, M.** (June, 2017). *Wisdom composition:* Data from in-depth interviews with the Japanese older adults. Poster presented at the 59th annual meeting of the Japan Socio-gerontological Society, Nagoya, Japan.

Matsushima, K., & **Takahashi, M.** (June, 2017). *Meanings of “spirituality” from four different religious organizational perspectives in Japan.* Poster presented at the 59th annual meeting of the Japan Socio-Gerontological Society, Nagoya, Japan.

Kawashima, D., Tanaka, M., & **Takahashi**, M. (March, 2017). *An exploration of end-of-life activities among Japanese older adults*. Poster presented at the 28th annual meeting of the Japan Society of Developmental Psychology, Hiroshima, Japan.

[Community]

**Takahashi, M.** (February, 2017). “Releasing the spirit: Listening to the wisdom of cultural tradition and science.” Invited presentation at the Rivendell Theater town hall series, Chicago, IL

**Takahashi, M.** (April, 2016). Longevity factors: A case for southwestern Japan. Invited presentation for Region 5 Experienced Federal Workers Employment Program & Asian American/Pacific Islander Heritage Month event, Chicago, IL.

**Takahashi, M.** (June 2017). Diverse international approaches to the prevention of violence and abuse. Consortium of the Chicago Sister Cities International Social Services Exchange Program, University of Illinois-Chicago, Chicago IL.

5. Funded grants.

**Church, R. B.**, Co-principal Investigator, NSF Science of Learning: Collaborative Networks Grant, The role of gesture in mathematics learning: From research to practice. 2016-2019.

**Church, R. B.**, Student Center for Science Engagement Summer Research Funds. 2017.

**Dykema-Engblade, A.**, CHEC grant (2016-2017)\_Community-engaged obesity intervention development for Puerto Rican and Mexican men.

**Hollis-Sawyer, L.** (2016). PI: Service learning and civic engagement consortium mini-grant funded through the McCormick Foundation entitled: “Aging and Civic Engagement of Mid-/Late Career Faculty and “Non-Traditional” Students (\$1,250).

**Hollis-Sawyer, L.** (2017). PI: NEIU summer research stipend: Personal grit and diverse college students’ academic performance (\$5,000).

**Takahashi, M.** (2017) Co-investigator, Osaka Gas Co. Longevity and supportive community: A case study of Kyotango city.

**Takahashi, M.** (2016) Co-investigator, Scientific Research Grant, Attitude toward the end of life issues among older adults, Japan Society for the Promotion of Science.

## 6. Service

**Ayman-Nolley, S.**, Co-organizer, International Art in Response to Violence Conference.

**Ayman-Nolley, S.**, Coordinator and organizer of Children, Adolescent, and Parent Weekend Program on Peace and Moral Education, Chicago Southside.

**Ayman-Nolley, S.**, Reviewer for *Cognition and Emotion* journal.

**Ayman-Nolley, S.**, Reviewer for *Child Development* journal.

**Ayman-Nolley, S.**, Reviewer for Jean Piaget Society Annual conference submissions.

**Church, R. B.**, Coordinator of University Program Assessment

**Church, R. B.**, HLC academy member

**Church, R. B.**, Board member of Nontraditional Degree Program

**Church, R. B.**, Ex-Officio Board Member of Student Center for Scientific Engagement

**Dykema-Engblade, A.**, Ad hoc reviewer, Group Processes and Intergroup Relations.

**Dykema-Engblade, A.**, Moderator, MPA Conference (2017): Workplace Behaviors.

**Dykema-Engblade, A.**, Chicago CHEC Incubator & Catalyst Grant Review / UIC

**Erber, M. W.** served on local organizing committee for the Peer-Led Team Learning International Society's Sixth Annual Conference, June 2017.

**Hollis-Sawyer, L.** Scorer for an International Aging Essay Contest, Goodwin TOPSS Essay Contest

**Hollis-Sawyer, L.**, Advisory Board Member, *Aging and Society*

**Hollis-Sawyer, L.**, Conference Reviewer, National Multicultural Conference Summit (NMCS)

**Hollis-Sawyer, L.**, Mentoring Gerontology Faculty, *Chicago Connections* Program

**Hollis-Sawyer, L.**, *American Psychological Association* (APA) Division 35, Women and Aging Committee

**Hollis-Sawyer, L.**, *American Psychological Association* (APA) Division 20, Executive Board Member at Large

**Hollis-Sawyer, L.**, Vice Chair, Association for Gerontology in Higher Education (AGHE) "Business and Aging" Committee

**Hollis-Sawyer, L.**, Reviewer, Association for Gerontology in Higher Education (AGHE) conference abstracts for Spring 2018 meeting

**Hollis-Sawyer, L.**, Faculty Campus Representative, Association for Gerontology in Higher Education

**Hollis-Sawyer, L.**, Editorial Board Member, *Open Biomedical Geriatrics* journal

**Hollis-Sawyer, L.**, Editorial Board Member, *Journal of Social, Behavioral, and Health Sciences* journal

**Hollis-Sawyer, L.**, Editorial Board Member, *Annual Editions: Aging* textbook

**Hollis-Sawyer, L.**, Editorial Board Member, *Taking Sides: Educational Psychology*

**Hollis-Sawyer, L.**, Reviewer, *American Journal of Psychology* journal

**Hollis-Sawyer, L.**, Reviewer, *Educational Psychology* journal

**Hollis-Sawyer, L.**, Reviewer, *Journal of Online Learning and Teaching* journal

**Hollis-Sawyer, L.**, Reviewer, *International Journal of Education* journal

**Hollis-Sawyer, L.**, Reviewer, *Learning and Individual Differences* journal

**Hollis-Sawyer, L.**, Editorial Board Member, *Current Psychology* journal

**Rueckert, L.** Reviewer for Council on Undergraduate Research Quarterly.

**Takahashi, M.**, Reviewer for Journal of Gerontology: Psychological Research

**Takahashi, M.**, Member for the Chicago-Osaka Sister City Social Work Exchange Program Committee (Chair since 2014)

**Takahashi, M.**, Research fellow, Research Institute of Ryukyu Cultures, Okinawa International University, Okinawa, Japan

**Takahashi, M.**, Judge for the Japan Exchange Teaching (JET) Program

**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

**Campos, K.** & Rueckert, L. (2017). Facial mimicry and attractiveness. Presented at the annual meeting of the McNair Scholars program, College Park, Maryland, 2017 and at the 25<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, Chicago, IL. Received the Bernard Brommel award.

**Madigan, M.** & ERBER, M.W. White and black interracial and intra-racial couples: Impact of physical attractiveness on couple perception. Midwestern Psychological Association's Annual Meeting, April 2017, Chicago, IL.

**Ramirez, R.** & Saszik, S. (2017). Caffeine addiction in zebrafish indicated through color preference. Paper presented at the 25<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, Chicago, IL.

**Berganos, C., Martinez, M., Sanchez, C., Soto, S.,** & Saszik, S. (2017). To conform or not to conform on drugs. Paper presented at the 25<sup>th</sup> Annual Student Research and Creative Activities Symposium, NEIU, Chicago, IL.

**Castillo, L., Campos, E., Auriemma, E.,** & Takahashi, M. (April, 2017). The secrets of longevity: The history and the transition of the Okinawan diet. Presented at the annual meeting of the Midwest Psychological Association, Chicago, IL.

**Burch, A., Waldon, R., Gray, B., Zaczynska, O.,** & Merchant, C. R. (April 2017). Effects Of Binaural Beats. Poster presented at the 25th Annual Student Research and Creative Activities Symposium, NEIU, Chicago, IL.

**Campbell, D.** & Merchant, C. R. (April 2017). The association between teacher-level variables and student outcomes. Paper presented at the 25th Annual Student Research and Creative Activities Symposium, NEIU, Chicago, IL.

**Merril, M.** & Merchant, C. R. (April 2017). Effect Of Competitive And Cooperative Play On Self- Esteem. Poster presented at the 25th Annual Student Research and Creative Activities Symposium, NEIU, Chicago, IL.

**Vallejo, J., Ambelis, T. Sanabria, G.,** & Merchant, C. R. (April 2017). Factors related to stress among college students. Poster presented at the 25th Annual Student Research and Creative Activities Symposium, NEIU, Chicago, IL.

**Ruiz, A.** (2016). My experience as a Latino obesity and cancer health equity scholar. Poster presented at Northeastern Illinois University, Fall Psychology Student Symposium, December 2016.

**Ruiz, A.,** Rodas, I., Craven, M., Alonso, A., Calderon, L., Nava, M., Rademaker, A., Dykema-Engblade, A., & Sanchez-Johnsen, L. (2017). Obesity and cancer health equity research and training. Paper presented at the Northeastern Illinois University Student Research and Creative Activities Symposium, April 2017.

**Sanchez, C. & Arnsward, E.** (2017). Do family mealtime and socioeconomic status influence food knowledge and preferences? Podium presentation at the 25th Annual Northeastern Illinois University Student Research and Creative Activities Symposium.

**Arnsward, E. Storr, J. Tayyabi, R. & Ghazyani, Z.** (2017). Does gender of participant and length of hypothetical relationship influence the evaluations of a woman making a decision about an abortion? Podium presentation at the 25th Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL.

**Ruiz, A.** (2017) Obesity and cancer healthy equity research and training. Podium presentation at the 25th Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL.

**Zayakosky, C. Eckhardt, K., Sigler, M., & Garcia, E.** (2017). Are men with beards perceived more negatively and have fewer prospects for employment than those who are clean-shaven? Podium presentation at the 25th Annual Northeastern Illinois University Student Research and Creative Activities Symposium.

**Sanchez, I., Lazarevic, D., Sprenger, Z.** (2017). The influence of anxiety on conformity and compliance in zebrafish. Presented at Northeastern Illinois University Student Research and Creative Activities Symposium.

**Roldan, M., Campos, K., Masood, I., Albarran, E.** (2017). Measuring conformity through anxiety. Presented at Northeastern Illinois University Student Research and Creative Activities Symposium.

**Herrera, A., Rinaldi, M., Ruiz, J., Sanchez, I., Christian, M.** (2017). A closer look into the effects of oxytocin and autism spectrum disorder on conformity in zebrafish. Presented at Northeastern Illinois University Student Research and Creative Activities Symposium.

**Soto, S., Berganos, C., Sanchez, C., Martinez, M.** (2017). The effects of drugs on leadership. Presented at Northeastern Illinois University Student Research and Creative Activities Symposium.

**Hernández, S., Mistak, A., Webster, P.** (2017). The effect of personality and knowledge on leadership in zebrafish. Presented at Northeastern Illinois University Student Research and Creative Activities Symposium.

**Koumoutsakis, K., Mistak, A., Khan, A., Ayman-Nolley, S., and Church, R.B.** (July, 2016). Under what circumstances does gesture in instruction exert an effect on learning: The role of gender and context. Presented at The International Society of Gesture Studies, Paris, France.

**Mistak, A., Khan, A., Koumoutsakis, T., & Church, R.B.** (October, 2016). **The contribution of children's misconceptions and gestured instruction to math learning.** Poster presented as part of the 2016 SACNAS The National Diversity in STEM Conference, Long Beach, California.

**Khan, A. Mistak, A., Pineda, L., Koumoutsakis, T., Ayman-Nolley, S., & Church, R.B.** (February, 2017). The Effects of Gesture, Instruction Medium, and Existing Understanding on Math Learning. Poster presented as part of the Regional Louis Stokes Alliance for Minority Participation (ILSAMP) Symposium & Student Research Conference, Rosemont, IL.

\* Won 1st Place award for ILSAMP poster presentation in Science, Technology, Engineering & Mathematics

**Khan, A. Mistak, A., Koumoutsakis, T., Ayman-Nolley, S., & Church, R.B.** (April, 2017). Is gesture included in math instruction as effective across video and face-to-face mediums: Examination in a classroom setting? Upcoming poster presentation at the 2017 Society for Research in Child Development Biennial Meeting, Austin, Texas.

**Pineda, L., Valdiviejas, H., Mistak, A., Khan, A., Koumoutsakis, T., Ayman-Nolley, S., Church, R.B.** (June, 2017). The role of gesture in teaching bilingual students mathematical equivalence. Presented at the 47<sup>th</sup> Annual Meeting of the Jean Piaget Society, San Francisco, California.

**Mistak, A., Koumoutsakis, T., Khan, A., Pineda, L., Valdiviejas, H., Ayman-Nolley, S., & Church, R.B.** (June, 2017). **Gestured instruction and children's misconceptions of mathematical equivalence.** Upcoming oral presentation at the 47<sup>th</sup> Annual Meeting of the Jean Piaget Society, San Francisco, California.

**Diamond Barnes** was awarded the Community Service Award of Excellence, and **Lynda Gibson** was honored with the Alumni Award at NEU's 14th Annual Black Heritage Awards.

**Josue Franco** was made an NIH MARC scholar (Maximizing Access to Research Careers) and presented his work at ABRCMS (ANNUAL BIOMEDICAL RESEARCH CONFERENCE FOR MINORITY STUDENTS).

## **2. Acceptance to graduate or professional school**

Alejandro Monroy completed the MSW program at the University of Chicago.

Megan Madigan entered NEIU's HRD MA program.

Yesenia Traveras-Cruz was accepted as a PhD student to Professor Rhea Eskew's Visual Psychophysics Lab at Northeastern University in Boston, MA.

Mychelle Rinaldi was accepted to the MS program in Neuroscience at Wake Forest University in Salem, NC.

Ted Vogel-Wilson was accepted into the Clinical Mental Health Counseling program at Western Illinois University.

Bindi Shah was accepted into the Doctorate of Occupational Therapy program from Indiana Wesleyan University.

John Smith received two fully funded PhD offers, one in Global Family Health and Wellbeing at the University of Nebraska, and one for the University of Minnesota's MA/PhD in Family Social Science. Joh accepted the former.

Andrew Mistak accepted a fully funded PhD offer in the Developmental Science program at the University of Iowa.

Elizabeth Tabet (first-year M.A. in Gerontology student) was hired as a Life Enrichment Manager through the Sunrise Senior Living of Wilmette.

Laura Hadley (third-year M.A. in Gerontology student) was hired as an Activity Coordinator at Bethany Assisted Living.

Magdalena Mokrzycka (graduating December 2017) was hired as an Administrative Specialist for H.O.M.E. (Housing Opportunities & Maintenance for the Elderly).

**Emily Garcia was accepted into Creighton University's Doctorate in Occupational Therapy program.**

Michele Lee was offered and accepted a place in the MA in Psychological Sciences at Northern Arizona University, with finical aid and scholarship.

Mykal Merrill was offered funded places at both Adler University and The Chicago School of Professional Psychology for their respective Clinical PsyD programs, and accepted the offer for the Chicago School of Professional Psychology.

Amri Bonjov De Guzman was offered a place as an Art Therapy student at both the Chicago Art Institute, and Adler University. Amri accepted the Art Institute offer.

Belma Prasko has been accepted to the MSW program at Loyola University Chicago.

## C. Alumni News

The following is a selection of known alumni accomplishments for 2016-17:

Marla Jean Douma has accepted the position of Lab Manager at the University of **Chicago's Infant Learning and Development Lab.**

Theodora Koumutsakis has presented her work in collaboration with NEIU faculty and students at six national and international conferences (see above).

Theodora Koumoutsakis accepted the position of Research Assistant for The University of Chicago and NEIU co-directed NSF Science of Learning grant; Collaborative Networks Grant, The role of gesture in mathematics learning: From research to practice.

Carolyn Gorte was accepted into an MA program in Rehabilitation Counseling at Western Michigan State University.

**Chrisann Fahey, '16 was hired** part-time to assist in the coordination of aging activities through the Evanston Township.

Jose Espinoza completed the UIC MSW program and accepted a position working for the Cook County correction program as a Clinical Social Worker.

**Vincent Volpert, '16** was hired part-time to teach an undergraduate gerontology course at Northeastern Illinois University in Spring 2017 and is teaching courses for the gerontology program at Wilbur Wright College.

Andrea Yetzer completed her MA in Psychological Science at the University of Colorado Colorado Springs, and is now in her first year of the PhD program in Social Psychology at Northwestern University.

Karen Hiyama and Alejandro Monroy received their Masters in Social Work from the University of Chicago. Alejandro **now works at the University of Chicago's Social Services Administration** Department as Admissions and Student Services Coordinator.

Meghan Staley has accepted a Case Assistant position at a senior center in Northfield.

Brandi Crawford works at the Youth Job Center in workforce development with young adults.

Jillian Ware is a Business Administrator at the Buffett Institute for Global Studies at Northwestern University.

Demy Ocampo received her MA in Counseling from New York University.

Michael Kukla works as a Special Ed classroom assistant after completing his MA in school counseling at NEIU.

# SOCIAL WORK

## Annual Report 2016-2017

### Submitted by Jade Stanley

#### I. Executive Summary

As noted in previous annual report summaries, the Social Work Department continues to grow and develop with increased presence of our faculty and students both on campus and in the community. Our students continue to be active in the community through the work in the social work club- Alliance of Student Social Workers (ASSW), service learning activities, yearlong internships and active work in agencies and organizations. The NEIU Social Work Department has received reaffirmation of its accreditation from the Council on Social Work Education (CSWE) through 2024. During the past 2 years, the social work faculty has been engaged in the reaffirmation process through a strategic evaluation and assessment process. The self-study report of the social work program was submitted to CSWE on December 1, 2015, and Commissioner Paul Dovyak conducted a site visit on April 2, 2016. The Social Work Department was on the October 2016 agenda of the Council of Accreditation and CSWE at which time we received a favorable report indicating 8 years of reaffirmation until 2024. The Council on Social Work Education (CSWE) sets standards that define competent preparation for social work education at the baccalaureate and masters levels and ensures that its member institutions adhere to these standards. The Social Work faculty should be commended for their continual dedication to our students, the university, the community, and to the social work profession.

The Masters of Social (MSW) program was reviewed and approved at the university level; the Board of Trustees and the Illinois Board of Higher Education with a start date of Fall 2016 for the two-year program and Fall 2017 for the one-year advanced standing program. Offering a MSW at NEIU not only enhances our visibility in the community, but also meets s the needs of the students seeking this higher degree as well as workforce needs. The Social Work Program has a strong and vibrant faculty with a shared vision for student success. The MSW program is currently going through the candidacy process with the Council of Social Work Education; a site visit was held on-April 28, 2016 by Commissioner Susan Tebb. The candidacy process is a part of the process for moving our social work program towards accreditation. At the October 2016 meeting held by the Council on Accreditation, NEIU MSW was awarded Candidacy status. The next step is included writing and submitting Benchmark II documents s to the Council on Social Work Education, whose ose focus is on field Evaluation while Benchmark III will focus on assessment and evaluation. The third Commissioner visit will be held on April 9, 2018, and the program will be reviewed for Accreditation in Fall 2018.

During this evaluation process, Dr. Troy Harden was hired as the new MSW director in the Social Work Department with a beginning date of January 7, 2016. Dr. Harden serves as the MSW Program Director to lead the new MSW Program through the accreditation process, while participating in hiring of new tenure track faculty members to begin in fall 2016 as well as an additional 3 additional hires over the next 2 years. Furthermore, he will contribute to the development and implementation of the curriculum for both the 2-year foundation and 1 year advanced programs. The hiring process is designed to meet the requirements of CSWE as well as the student demand. Dr. Casey Holtschnieder and Amanda West joined the Social Work department in August 2016; Aissetu Ibrahima and Patricia Aguado joined the team in August 2017. We have one more search scheduled for the MSW program, which would complete the required 6 faculty members to serve in the MSW program. We are excited to be in our second year of serving students with three groups of students- advanced standing program, which is the 10-month program; foundation program, our 2-year program in which we are in the second semester of our first year, and students in the part time program. We have 83 students in year one, a huge accomplishment. We have positioned **our selves to be “urban-focused” with two concentrations** – serving Vulnerable Children and Families and Leadership and Change.

Another important and positive accomplishment was to obtain approval by the HLC (Higher Learning Commission) to change our undergraduate program name from BASW (Bachelor of Art in Social Work) to BSW (Bachelors of Social Work), to reflect the professional nature of social work and to align more closely with our MSW (Masters of Social Work). Students graduating in May 2018 will receive a diploma with BSW, making them more competitive in the job market and in applying for advanced degrees in Social Work. This was a great achievement for our growing program.

### **Department/Faculty Achievement**

As a strong faculty of 10 tenured/tenure-track faculty, 3 full-time instructors, and 13 part time instructors, we have continued to have a successful academic year with several noteworthy achievements in our social work department. The Social Work faculty are productive scholars publishing articles, book chapters, and presenting their research at major Social Work conferences both locally and internationally. The Social Work faculty continues to play critical roles within the program, university, and community through their creative and innovative approach to learning and knowing. Two Social Work faculty members were involved in the very successful planning, promotion, and execution of a large fundraising event on campus. The Social Work Department is represented at the Faculty Council on Academic Affairs, The Global Studies Committee, the International Programs Committee, university wide search committees and others.

The Social Work Program continues to make outstanding contributions to teaching, research, and service to the department, the College of Arts and Sciences, and to the university and larger community.

We are proud to acknowledge the strong relationship we have developed with our colleagues at El Centro, celebrating 12 years. We have provided an ongoing and

increased visibility in the community and an increase in the course offerings for our social work courses at El Centro. This has provided increased opportunities for our students to learn and work in the community. We have continued to build our [SSocial WWork](#) program at the University Center in Lake County, and have been able to offer all of our social work courses at this location. [the full social work BSW course offerings with the excep](#)The faculty composition at UCLC is made up of both full time tenure track faculty as well as seasoned part-time instructors. We have a full time advisor available to meet with students as well as assist students in declaring their major in [SSocial WWork](#). We are involved in rebuilding the social work course offerings at CCICS, as this campus is a natural fit for our [SSocial WWork](#) program and students who are actively working in the community and meeting the needs of individuals, groups, and families in neighborhoods around the city of Chicago.

Most recently we have been approved to offer one of our MSW students with an internship in the NEIU Nest, working with students to provide supportive services both academically and personally. This is a wonderful opportunity for our MSW program in meeting the needs [of](#) our students and forming and maintaining key relationships to help improve retention among student living in the NEST. Additionally, this opportunity provides an avenue for our MSW [program](#) to serve the greater university community with strong leadership and social work skills. We anticipate joining other programs in meeting the needs of our African American students with additional outreach and supportive group programming.

The Social Work Program continues to participate in many activities and programs initiated by Umoja at Manley High School. Several of the [SSocial WWork](#) faculty and instructors [have participated and continue to be involved in “Training the Trainer” at Manley High school](#); [we](#) have provided space and continue to provide space at NEIU for the Umoja Upward Bound Program and actively participate in their annual fund raising event. We continue to acknowledge and celebrate our colleague, Dr. Joseph Cytrynbaum, as a tribute to his legacy in the various tasks we engage in on behalf of our students, the program, the university, the community, and the social work profession. Each year, we co-sponsor a Film Festival with the Office of Cultural Affairs to provide additional learning opportunities for our students. In [Fall](#) 2016 we viewed the film, [“The Homestretch.”](#) The film is about a former homeless young man who became a NEIU student.

The NEIU Social Work Program continues to offer online and hybrid social work courses (Social Work with Families, Introduction to Social Work, and Social Welfare Policy curriculum course). Plans to increase our online offerings will include the International Social Work course, which is also a writing intensive course offering. The Social Work Program continues to explore various ways of offering online courses for students, expanding the way we view social work education and meeting the needs of our students. The Social Work Program has redesigned its webpage [and](#) developed [the Social Work Blog](#), with a focus on student success stories, scholarship information, program events, and resources to increase communication with our alumni. Dr. Anderson has worked closely with the CTL [which includes the](#) field team and [has](#)

updated the introduction and orientation process for students using a completely

paperless electronic format [as well as](#) using TK20 to streamline our assessment process for the field curriculum. We continue to offer our Annual Field Orientation Meeting for Supervisors; this year we held it at El Centro with more than 150 people in attendance. We have a social work newsletter produced in both [Fall](#) and [Spring](#), highlighting our

program activities [and](#) connecting with our current students and alumni. We have worked closely with Mike Hines and his team to share the events and activities the [Social Work](#) department is engaged in as a recruitment and retention tool. In a response to the request made by the Dean of College of Arts and Sciences to develop innovative summer courses, we have explored offering two summer institutes in our social work program, reaching out to our alumni and social service providers in the community. This innovative programming will offer a wider variety of scheduling options, increase our course offering to a larger audience, and meet the demands of professionals needing certifications or continuing education credits. We have developed a relationship with Ana Romero, Director, and Centralized Training Institute Chicago Metropolitan Battered Women's Network to work together to offer 40-hour domestic training courses to meet student and practitioner demand. Dr. Job Ngwe continued to work with the College of Education in offering the Summer African Institute, which was offered this [Summer](#) 2016 for its 10<sup>th</sup> year.

A significant part of the social work department is in field education; in 2016-2017 we [secured placements for](#) 165 undergraduate students and [49](#) MSW students in assigned field placements during this academic year. Based on the continued growth of our program, it is projected that we will serve 200 BSW students and 70 MSW students for the upcoming class of academic year 2017-2018. We have expanded our relationships with several community-based programs and have developed new sites for learning for our students. [Currently we have approximately 102 approved field sites.](#) It should be noted that the students in the [Social Work](#) department at NEIU are well prepared for graduate school and entry-level positions based on the integrated and diverse curriculum offered.

The growth of our [department](#) is evident by looking at the following numbers:

Fall 2010	225 students
Fall 2011	264 students
Fall 2012	286 students
Fall 2013	280 students
Fall 2014	344 students
Fall 2015	400 students
Fall 2016	420 students
Fall 2017	450 students
Fall 2018	490 students

## **I. Program Plan**

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

## Social Work Program Goals

The overarching goal of the Social Work program at NEIU is to produce students who are able to:

1. Engage in generalist practice as competent professionals to sensitively work with diverse populations
2. Utilize one's strengths and multifaceted identity to develop a professional social work identity and values
3. Enhance the strengths of clients to build the capacities within themselves and their environment
4. Promote human rights and social justice locally and globally
5. Critically consume and generate social work knowledge to inform generalist practice

## Social Work Activities: Curriculum Reform, Recruitment, and Outreach

The Social Work Program has conducted a variety of activities to keep the program visible and viable:

- We held our 11th "Back to School Rally" in Fall 2015, attracting 100 students who participated in various activities to orient them to the program, discuss resources and opportunities, and have students share their talents and interests.
- In Fall 2017, the Social Work Program held the Annual Field Directors Meeting, which also includes faculty, staff, administrators, and students. There were 65 field instructors in attendance and 160 students. The morning meeting was combined with field instructors and students and the afternoon focused on "the social work journey" for students. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met. This was our first year combining the BSW Program and MSW Program students along with field instructors, which resulted in a great turn out and a meaningful exchange between students, community members, and professionals.
- SIn Spring 2017, the Social Work Program co-sponsored a "Social Work Month Program- "Social Workers Stand Up" co-sponsored with the Social Work Club. Various programs were held on the main campus and on the El Centro Campus. We had current students, alumni, and friends of the program in attendance.
- In Spring 2017, The Social Work Program faculty acknowledged 75 students in the Social Work Honors Ssociety, Phi Alpha, which is double in number from last year. A reception co-sponsored by the College of Arts and Sciences was held for the honoree, their guests, and family. This event was held at El Centro and with a cake reception.

- Throughout the academic year 2016-2017, the Social Work faculty hosted a brown bag series, which were conducted by both faculty and students. The series included timely social issues.
- Throughout the academic year 2016-2017, the Social Work faculty hosted workshops, which were conducted by both faculty and students. The series included a graduate school forum, panel discussion on international social work, and an APA workshop.
- A Throughout the academic year 2016- 2017, the Social Work faculty held weekly faculty meetings to work on curriculum development for the upcoming self-study and reaffirmation process. To that end, the faculty re-conceptualized the program's mission, goals, and outcomes as well as began to align each curriculum area and course outcome with the program's s outcomes.
- Throughout the academic year 2016-2017, the Social Work program held monthly departmental meetings that included all part time and full time instructors. The focus of the meetings was to provide instructors with information regarding the program and students, to discuss program and student challenges, as well as to gain support for the curriculum areas they are teaching in.
- In March 2017, 50 social work students attended the Lobby Day events in Springfield (the largest number of students from one Social Work program in the state). Kudos to the Association of Student Social Work (ASSW) club and the sponsoring faculty for supporting the ASSW in securing funding for their travel to Springfield, Illinois for the event. The Social Work Program received a certificate from the National Association of Social Workers (NASW) for having one of the largest groups of students at the event.
- In Spring 2017, 21 social work students (and sponsors\*) presented at NEIU's 24th annual Student Research Symposium.
- Throughout the academic year 2016-2017, the Social Work Program utilized a TK20 to monitor progress and prepare graduation reports for majors and minors as well as provide a process to evaluate our data. The TK20 system continues to be useful in preparing annual reports to NEIU, CSWE and NASW.

### Curriculum Revision

- Throughout the academic year 2016-2017, the Social Work faculty held weekly faculty meetings to work on curriculum revision for the upcoming CSWE Self-study and reaffirmation process. Faculty revised and re-conceptualized the program's mission, goals and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes and the new 2015 EPAS (Educational Policy and Assessment) required by CSWE.

- Three faculty members have developed online courses for our social work program: Social Work 200: Introduction to Social Work; Social Work 207: Social Policy I, and Social Work 305: Social Work Practice II. We anticipate increasing our online offerings over the next 2 years to meet student demand and continue to align our program goals with [baccalaureate](#) goals and CSWE EPAS 2012 standards.
- Dr. Hilado continues to oversee the HBSE curriculum, developing new assignments, updating required readings, adding new content on human development, and adding TK20 as an assessment tool
- Dr. Ramirez continues to oversee the Practice curriculum, developing new assignments, updating required readings, adding new content on international social work, and adding TK20 as an assessment tool
- Dr. Kim continues to oversee the Policy curriculum, developing new assignments, updating required readings, adding new content on economic equity and justice, and adding TK20 as an assessment tool
- Dr. Brake expanded the BSW elective course, SWK 321: "Social Work Practice in Schools" through governance 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.
- Dr. Ngwe continues to oversee the Research curriculum, developing new assignments, updating required readings, revision of research course offerings in preparation for the MSW, and adding TK20 as an assessment tool
- Dr. Anderson continues to oversee the Field Education curriculum, developing new assignments, updating information, assessing new learning sites, mentoring new field instructors, and meeting the needs of the students in both BASW and MSW program, as well as adding TK20 as an assessment tool
- Dr. Brake continues to oversee the Introduction to Social Work curriculum, developing new assignments, updating required readings, adding new content on international and global social work, and adding TK20 as an assessment tool.
- Dr. Holtschneider serves as a MSW advisor and field liaison. She teaches in the MSW core curriculum as well as teaches courses on homelessness, an area of her expertise.
- Dr. Ibrahima serves as a MSW advisor and field liaison. She teaches in the MSW core curriculum and contributes to the international social work curriculum.
- Dr. Aguado serves as a MSW advisor and field liaison. She teaches in the MSW core curriculum and contributes to the child welfare curriculum.

## **B. Projected needs**

### 1. Faculty

- [2 replacement positions](#) in the BSW program are needed immediately to meet CSWE requirements and student demand. In [Fall](#) 2015, we hired Dr. Jeffrey Bulanda to help the program develop, write, and secure new ways of funding for our growing program. In August 2016, Dr. Bulanda submitted his resignation leaving a large gap in our program. Additionally Dr. Francisco Gaytan, who was teaching in the [Social work](#) department for 50% of his load, left the College of Arts and Sciences and began a full time position as the Director of Enlace. This

too has had an impact on the delivery of programming to our Social Work students. This leaves only 6 full time tenure track faculty to serve over 450 students on three campuses- Main Campus, El Centro, and UCLC in a very vibrant and busy department. This situation has created a burden on our faculty and resources and is not effective in the delivery of educational standards and goals.

- 1 position for the El Centro cohort is needed in the BSW program. This is based on a proposal and contract designed by then Provost Helldobler to increase the number of majors offered at the El Centro campus. This proposal included psychology, computer science, and special education majors. The Social Work Department offers both a daytime and evening sequence, offering more than 10 courses with multiple sections.
- 1 position for the CCICS cohort is needed in the BSW program. The Social Work Department offered the major at CCICS and is in the process of increasing the course offerings to meet student demand and offer important services to a developing community in Bronzeville.
- 1 new tenure track position in the BSW program is needed to meet CSWE requirements and student demand. With only 6 full time tenure track faculty to serve over 450 students, on three campuses- Main Campus, El Centro, and UCLC in a very vibrant and busy department we are in need of a search for one new faculty member. The requirement for an accredited program, as set forth by CSWE, is to have a 25:1 student/faculty ratio. To become compliant with this standard, it would be necessary to hire one additional tenure track faculty.
- 1 new tenure track position in the MSW program to replace the unexpected resignation of Amanda West who was hired as the Director of Field Education.
- 1 new tenure track position in the MSW program to finalize the 6<sup>th</sup> position required by CSWE in meeting accreditation standards.

## 2. Equipment

The social work department is in need of a new network printer for our office. Currently we are using an HP Laser Jet Printer model number MP3035, and we are in need of an updated model. The current one is not working properly and we have had to spend money on having the same issue fixed several times this year. Also the HP Office jet Pro 8500 needs to be replaced in the chair of Social work office, as it is no longer working.

## 3. Other Resources

It would be helpful to have a dedicated conference room for the Social Work Department, similar to what is assigned to Computer Science and History in the LWH building. We have weekly meetings, host many visitors throughout the year, host CSWE Commissioners as well as Site Visitors on a regular basis and having a dedicated conference room would allow us to meet and greet these visitors with a consistent and pleasant place to conduct business.

# III. Accomplishments

## A. Faculty Research/Creative Activities

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

Mattaini, M. A., & **Holt Schneider, C.** (2016). *Foundations of social work practice: A graduate text* (5th ed.). Washington, DC: NASW Press

**Kim, J.** "Among the Elderly" in the *Routledge Handbook of Poverty in the United States*

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

**Brake, A.** Co-Principal Investigator for a two-year professional learning community research intervention project for school social workers with Michael Kelly, Associate Professor, Loyola University Chicago, School of Social Work.

**Brake, A.** Authored and submitted an article currently under review entitled, "Right from the start, right to the end: Student perspectives on effective teacher practices for prioritizing trust and connectedness in ninth grade."

**Brake, A.** Co-authored and submitted an article currently under review entitled, "Educator professional learning communities (PLCs) for improving academic, social, and behavioral outcomes in K-12 schools: A systematic review."

Mattaini, M.A., & **Holt Schneider, C.** (2017) Collective leadership and circle processes: Not invented here. *The Journal of Organizational Behavior Management*, *37*, 126-141.

**Hilado, A.** & Lundy, M. (Eds.) (2017). Models for practice with immigrants and refugees: Collaboration, cultural awareness and integrative practice. Sage Publications, Inc. Thousand Oaks, CA.

**Hilado, A.** Grant Award (\$32,274) from the Ann & Robert H. Lurie Children's Hospital of Chicago Grant to develop and disseminate curriculum as part of the You Are Not Alone Professional Development Series (Seven workshops total).

**Holt Schneider, C.** (2016). From independence to interdependence: Redefining outcomes for transitional living programs for youth experiencing homelessness. *Families in Society*, *97*, 160-170.

**Ibrahima, A.** "Social Work in Africa: Decolonizing Methodologies and Approaches" peer reviewed journal – International Social Work

**Kim, J.** (2017). Are older adults who participate in the Supplemental Nutrition Assistance Program (SNAP) healthier than eligible nonparticipants? Evidence from the Health and Retirement Study. *The Journal of Sociology & Social Welfare*, *44*(3), 95-117.

**Kim, J.** (2016). Is regional income inequality associated with the individual health of older adults? Evidence from the Health and Retirement Study. *Poverty & Public Policy*, *8*(4), 416-429.

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

**Brake, A.** presentation at the American Council for School Social Work's Advancing School Social Work Practice National Institute, New Orleans, LA: Brake, A. (January, 2017). New directions in leadership? Early lessons from Chicago's PLC Project.

**Brake, A.** presentation at the 22nd Annual Conference on School Mental Health, Center for School Mental Health, National Harbor, MD: Brake, A., Kelly, M., Baker, S. & Van Buskir, J. (October, 2017). Advancing school mental health through professional learning communities: Lessons from Chicago and Ontario, Canada.

**Brake, A.** Invited to present the following paper at the 22nd annual meeting of the Society for Social Work and Research in Washington DC: Brake, A., & Kelly, M. (January, 2018). Structured, Sustained, and Reciprocal: Evidence-Informed Capacity Building in Chicago's School Social Work Professional Learning Community Project.

**Brake, A.** Invited to lead the following professional development workshop for the Continuing Education Program at the University of Missouri, Saint Louis, School of Social Work, Saint Louis, MO: Brake, A. (November, 2017). Right from the Start: Timing, Trajectories, and Teacher-Student Trust in the Transition to High School.

**Harden, T.** [Moderated research presentation at Society for Social Work Research Conference in New Orleans, LA in January 2017](#)

**Harden, T.** [Received \\$35,000 intervention and evaluation research grant as Principal Investigator with Americorp/Public Allies Chicago](#)

**Harden, T.** [Received continuation of \\$10,000 for research/evaluation as co-investigator for Multifaith Veterans Initiative from Robert R. McCormick Foundation](#)

**Harden, T.** [Received \\$140,000 for three years for research evaluation project from Department of Justice Byrne-JAG grant for Community Violence project](#)

**Harden, T.** [Authored essay article "We still cool? Revisiting Black Masculinity and Violence in Brooks' "We real cool" published in "The Whiskey of Discontent: Celebrating the Life of Gwendolyn Brooks".](#)

**Holt Schneider, C.** (2017, June 6) *Housing instability & homelessness in Higher Ed.* Keynote Address at Governor's State University, Faculty and Staff Professional Development Day, University Park, IL.

**Holt Schneider, C.** (2017, April 6) *Supporting college students experiencing homelessness and housing instability.* Presentation for Higher Ed Convening. University of Illinois at Chicago.

Leathers, S.J., **Holt Schneider, C.**, Melka, C., & Spielfogel, J. (2017). Predictors of

stability and disruption for children at high risk for moves in foster care: Relationships and support. Paper presentation at the Society for Social Work and Research Annual Conference, Washington, DC.

**Holt Schneider, C.** (2016). It saved my life: From homelessness to community with youth in transitional living. National Webinar - *Alliance for Strong Families and Communities*.

| **Ibrahima, A.** Abstract accepted to present at 22nd Annual Conference of the Society for Social Work and Research (SSWR) to be held in Washington, DC, January 10-14, 2018, at the Marriott Marquis, Washington DC.

**Stanley, J.** Northeastern Illinois University Innovation Grant for Social Work and Early Childhood Education. 14<sup>th</sup> Annual Worldwide Forum on Education and Culture in Rome, Italy.

#### 4. Service

| **Anderson, J.** Presentation on person first language at Teen Living Programs of Chicago (August, 2017)

| **Anderson, J.** Presentation on Social Work Ethics for the Case Managers of Teen Living Programs (September, 2017)

| **Anderson, J.** Completed a presentation on Positive Youth Development and Motivational Interviewing for the staff of Center on Halsted and Teen Living Programs (October, 2017)

**Brake, A.** Expanded and co-taught a youth leadership and peer mentorship elective course and program at Alcott College Prep high school.

| **Brake, A.** As a Consultant for Alcott College Prep, co-authored and was awarded a \$2,000 programming grant for the high school through the Roscoe Village Neighbors Association.

**Brake, A.** Chaired the successful **bachelor's degree hearing for NEIU University Without Walls** student Timothy White.

| **Brake, A.** Led a workshop for the Professional Development Program entitled, "School Social Workers as Leaders: **Ensuring Our Seats at the Table,**" at University of Chicago, School of Social Service Administration, Chicago, IL.

| [\*\*Harden, T.\*\* University Search Committee for Director of Carruthers Center for Inner City Studies](#)

| [\*\*Harden, T.\*\* Served on editorial board for Journal of Urban Social Work](#)

**Hilado, A.** Member, Illinois Refugee Mental Health Task Force

**Hilado, A.** Advisory Board Member, Forma FGC

**Hilado, A.** Member, Illinois Newborn Practice Roundtable

**Kim, J.** Member, Board of Directors at Korean American Community Services

**Holtzschneider, C.** (2017, July 5). Supporting Youth as they Transition from Care. Training provided for UCP Seguin.

| **Holtzschneider, C.** Co-founder and executive director of LYTE Collective, a nonprofit organization supporting youth experiencing homelessness

**Holtzschneider, C.** Consultant for Connections for the Homeless, Evanston, IL

**Holtzschneider, C.** Consultant for Center on Halsted, Chicago, IL

**Holtzschneider, C.** Consultant for 360 Youth Services, Naperville, IL

**Ramirez, M.** Hosted ASSW's A Night of Empowerment and Resilience at En Las Tablas Performing Arts, NFP. November 2015

**Stanley, J.** Reviewer for CIES- Fulbright Discipline Peer Review

**Stanley, J.** Book reviewer, Critical Social Work

**Stanley, J.** Board member, Chicago Fulbright Association

| **Stanley, J.** Member, International Federation of Social Workers

| **Stanley, J.** Member, Illinois Deans and Directors Association

## **B. Student Achievements**

| The Social Work Program continues to grow and the number of social work students is at 490 majors and over 80 minors as of Spring 2016. This is a growth over the past academic year with an anticipated steady growth for the upcoming year. We have continued to see an increase in transfer students who come into the program prepared to begin their social work course sequence. We have seen a continued increase in the number of students meeting their graduation requirements each year and meeting the 5-semester course plan. The Social Work program has student graduates in Fall 2015 and student graduates in Spring 2016. Students continue to demonstrate strong scholarship and leadership qualities and have been awarded various honors and scholarships. There is a consistent high number of students which was true on the Fall 2016 and Spring 2017 College of Arts and Sciences Dean's list.

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

**Juan Arango** and **Cashell Lewis** presented their research papers at a McNair Scholars Program

| 2. Selected list of Spring 2017 NEIU Student Research and Creative Activities Symposium Presentations (\*denotes Advisor)- 25 students were selected to present

PSYCHOPATHOLOGY AND SOCIAL SUPPORT SYSTEMS: IMPLICATIONS FOR RECOVERY AMONGST THE ADULT POPULATION **Yesenia Roman**, Angel Resto\* Social Work

| THE IMPACT OF ATTENDING AN AFTERNOON PROGRAM ON ACADEMIC OUTCOMES OF SCHOOL AGED CHILDREN IN THE AUSTIN COMMUNITY **Chanel Vazquez**, Angel Resto\* Social Work

THE IMPACT OF UNPAID INTERNSHIP PRACTICUM ON LEARNING OUTCOMES, SELF-CARE, AND STRESS LEVELS OF UNDERGRADUATE SOCIAL WORK STUDENTS **Arnetra Jackson**, Angel Resto\* Social Work

| WHAT IS THE EFFECT OF SEXUAL EDUCATION ON YOUNG PEOPLES BEHAVIOR REGARDING SEX? **Adriana Delgado**, Francisco Gaytan\* Social Work

HOUSING AS A HUMAN RIGHT **Ashley N. Hyder**, Dr. Job Ngwe\* Social Work Department

| THE IMPACT OF THE ILLINOIS BUDGET CRISIS ON ACCESS TO TREATMENT FOR SUBSTANCE USE DISORDERS **George E. Curran**, Dr. Marius Dancea\* Social Work

3. Selected list of Social Work Majors who were offered jobs upon graduation or accepted into Graduate school Fall 2016-Spring 2017

The social work program is especially proud of the students who have been accepted to graduate programs, a reflection of the strong and consistent mentoring and commitment to student learning offered by the program. Many of our students have been accepted in graduate schools of Social Work in Chicago and around the country. This year the students who were accepted to MSW programs:

EMPLOYMENT – Post BSW graduation

Crystal Quinones  
Mayra Albarran  
Gladys Rodriguez  
\* Norma Martinez

El Hogar Del Nino  
Client Services Perspectives Ltd |  
ETSP Advisor, Metropolitan family Services  
El Valor Guadalupe Reyes

Nohemi Fernandez	Metropolitan Family Services
Illiana Rodriguez	Christopher House
Yorbelit Romano	Heartland Alliance
Carolina Rivera	Heartland Alliance
Selma Salgado	Chicago Commons
Yolanda Robles	Translatina Organization
Jazzmia Gomez	El Valor
Jeanette Maldonado	Metropolitan family Services
Stephanie Navarrete	Pilsen Wellness Center
Tania Sepulveda	Association House
* Jacqueline Herrera	Enlace Youth Educator
Nidia Carranza	Distinctive Schools
Mayra Anguiano	El Valor
Valerie Lopez	Casa Central
Jeremy Murphy	Barreto Boys and Girls Club
Silvia Beltran	Casa Norte
Joel Rivera	Metropolitan Family services – Pending
* Sara Bustamante	DCFS
Adrienne Wilson	New Moms / DCFS – Pending – October 2017
*Frankie Ortiz	Meridian Health Care Services
Michelle Santos	Howard Area Community Center
* Yolanda Robles	Translatina Organization Bilingual Case Manage

#### Post BSW Graduate – MSW Programs

Ashley Bokum	NEIU MSW
Griselda De Luna	NEIU MSW
Gabriel Garcia	Columbia University
Holly Houghton	NEIU MSW
Aliece McFadden	Loyola University
Ariel Otero	NEIU MSW
Antonette Puleo	NEIU MSW
Monica Simonson	NEIU MSW
Amy Fitzgerald	Teacher Certification, University of Chicago
Kelly Villanti	NEIU MSW
Carly Gelb	Cleveland State University
Nicholas Picard	Loyola University
Stephanie Davila	NEIU MSW
Karim Escobar-Franklin	NEIU MSW
Indira Vences	Washington University
Frank Belizaire	Loyola University
Alexia Hernandez	Loyola University
Yessica Garcia Alvarez	Loyola University
John Sanphillipo	Loyola University
Adiadda Benjamin	UCF College of Graduate Studies
Amaris Reyes	NEIU MSW
Bernadetta Kutkowska	UIC MSW
Edward Meredith	UIC MSW

Maryellen Zaborowski	UIC MSW
Olubunmi Owagboriaye	NEIU MSW
Yessica Garcia Alvarez	NEIU MSW
Stephany Ulin	NEIU MSW

### **C. Alumni News- Selected Names**

**Keith Green** continues to pursue his PhD at SSA/University of Chicago- Social Work

**Robert Motley** continues to pursue his Ph.D. at George Warren Brown- University of Missouri- Social Work

**Cashell Lewis**, pursuing a Ph.D. at George Warren Brown- University of Missouri- Social Work

**Michelle Mallari** MSW (UIC) , hired at DCFS

**Lucero T. Guerrero**, NEIU Admissions Review & Processing/Graduate Admissions

**Jessica Guillen** completed MSW UIC , hired as Youth Educator Director-Enlace

| **Eddie Bocanegra**, leading new program for veterans- Urban Warriors, hired at Heartland Alliance as director

| **Jesse Self**, pursuing a Ph.D. at University of Chicago –SSA

**Zitalli Roman**, MSW UIC, hired at Heartland Alliance

# SOCIOLOGY

## **Annual Report 2016-2017**

**Submitted by Andreas Y. Savas Kourvetaris, with assistance from Brett Stockdill and Uma Patel**

### **I. Executive Summary**

During the 2016-17 academic year, Sociology faculty continued to integrate teaching, research, writing, and activism to promote student success and social justice at Northeastern Illinois University and beyond. We maintain our commitment to an innovative and challenging curriculum that encourages students' academic excellence,

critical thinking, and commitment to social change. We have continued to make our course offerings more intersectional (i.e., attentive to race, class, gender, sexuality, (dis)ability, citizenship/legal status, etc.) and global. These strengths are further **reflected in our faculty's active participation in other academic programs, particularly African & African American Studies (AFAM), Child Advocacy Studies (CAST), the Honors Program, Latina/o & Latin American Studies (LLAS), Lesbian, Gay, Bisexual, Transgender, & Queer (LGTBQ) Studies, and Women's & Gender Studies (WGS).** Our commitment to liberatory pedagogy has paid off in significant ways. According to the Office of Institutional Research and Assessment, thirty-two undergraduate degrees were conferred to Sociology majors in FY 2017; we had 107 Sociology majors in Fall 2016. Our **department's nurturing, activist culture has forged a community of students who support each other and excel both academically and politically.**

Our majors and minors play leadership roles in organizations on and off campus; upon graduation, they also passionately pursue careers and graduate school programs that promote the common good. Our faculty continues to produce cutting edge scholarship that enhances the discipline of Sociology as well as a number of interdisciplinary fields. Our faculty is deeply engaged in serving not only the Sociology Department but also the College of Arts and Sciences and the University as a whole. This service at NEIU promotes interdisciplinary collaboration, student empowerment, and shared **governance. Beyond campus, Sociology faculty members' vibrant involvement in collective action fulfills a crucial function in bridging the gap between university and community. Overall, our teaching, research, and service prepare our students for both graduate school and professional careers, enhance the University's strategic plan, and contribute to struggles for justice and equality.**

### **Highlights of 2016-17**

Our department has continued to develop in exciting and productive ways, but the resignations of **Christina Gómez** (in Summer 2015), **Marcos Feldman** (in Summer 2015), and **Michael Armato** (in Summer 2016) have still taken a significant toll on the

**Department and our students. The Department's faculty position request was approved in Fall 2017, and an offer was extended to Dr. Paloma Villegas, who would have been an excellent addition to our academic family. Unfortunately, due to the State of Illinois' ongoing budget impasse, Dr. Villegas's offer was retracted. As a result, the number of tenure track/tenured faculty continues to be four, which is four less than our full complement of eight. In addition, due to Illinois' budget impasse, NEIU instituted a second furlough program in Spring 2017 (the first was in Spring 2016) that negatively impacted our students, staff, and faculty. Nevertheless, Brooke Johnson successfully applied for tenure. Olivia Perlow successfully achieved tenure, and was awarded a sabbatical leave for the 2016-2017 academic year. In Fall 2016, Andreas Savas Kourvetaris served as Interim Chair of the Department of African & African American Studies, Latina/o & Latin American Studies, Sociology, and Women's & Gender Studies, while Brett Stockdill went on educational leave. Brett Stockdill returned to serve as Chair in Spring 2017. These milestones reflect the vital contributions that Sociology faculty continues to make in the areas of teaching, scholarship, and service. Our faculty's work is driven by a commitment to identify and analyze manifestations of social**

inequality as well as collective strategies to challenge these inequalities. Student and faculty accomplishments continued to rely on Sociology Department Office Manager **Carol Martin**.

### *Teaching: Innovations and Collaborations*

Our department has continued to explore and develop more effective curricular and pedagogical offerings. Our majors consistently articulate that they choose Sociology because they find our courses to be both exciting and relevant to their lives—and because they have learned of our commitment to social action. This is in large part because we are invested in providing teaching that is accessible, student-centered, critical, and inclusive. A key dimension of our annual evaluations of both Instructors and tenure track and tenured faculty is encouraging all faculty members to utilize readings that are intersectional and global.

We are also committed to employing teaching techniques beyond the traditional lecture style, which, when used in isolation, increases student alienation and decreases student learning. To this end, we regularly share interactive teaching strategies to enhance our teaching. This past year, we expanded our use of Learning Through Discussion (LTD), a teaching pedagogy that requires deep student preparation and engagement with course readings. During the 2016-17 year, ten of our classes featured the LTD method. Sociology faculty also brought an array of guest speakers to campus to speak on racist police brutality, reproductive justice, AIDS activism, LGBTQ rights, sex positivity, and other topics. A number of these guest speakers are graduate students, whose presentations on their own research inspire our undergraduate students to consider graduate study themselves. A number of faculty members also integrated Service Learning and other experiential approaches to teaching/learning.

Each of our tenure track and tenured faculty members serves as an academic advisor for majors, minors, and other students. We continue to provide new majors with a packet of information that includes an overview of the major requirements, a self-advising flow chart and checklist, a departmental newsletter, and an American Sociological Society brochure and booklet about careers in sociology. We had our tenth annual Ice Cream Social & General Advising Session in September 2016, during which tenure track/tenured faculty presented an overview of advising information for majors.

The Sociology Department continues to demonstrate our commitment to work with and serve multiple programs at NEIU. African & African American Studies, Latina/o & Latin **American Studies, LGBTQ Studies, and Women's & Gender Studies Programs** are housed within our Department, and we work in close collaboration with them. It is noteworthy that all but one of our Sociology tenured/tenure track and full-time instructors are affiliated with and/or teach a cross-listed course in one or more of the interdisciplinary programs. **Olivia Perlow** is a core AFAM faculty member. **Brooke Johnson, Olivia Perlow**, and **Brett Stockdill** are core WGS faculty and taught

numerous cross-listed courses for WGS. **Brett Stockdill** is a core LLAS faculty member. **Brooke Johnson** taught an FYE (First Year Experience) seminar (WGS 109: Sex in the City) and cross-listed courses for the LGBTQ Studies Minor. **Brett Stockdill** worked with faculty from Social Work, Justice Studies and Psychology to grow the Child Advocacy Studies Minor (CAST). Our Instructors also contribute to our interdisciplinarity. **Cristen Jenkins** and **Aneta Galary** taught courses that are cross-listed with WGS. Instructors **Lisa Bérubé** and **Amanda Stewart** taught Sociology courses that are cross-listed as CAST electives. **Nicole Maldonado** taught a course that is cross-listed with both LLAS and WGS. We also have been active participants in the Honors and McNair Programs, providing one of the largest number of scholars to this latter program since its inception in 2003. We actively contribute to the General Education Program, since we offer up to 14 sections of three General Education classes each semester. In Fall 2016 and Spring 2017, approximately 41% of our courses offered were General Education courses.

Our students are active on campus and throughout Chicago through their club involvements, service-learning work, internships, and political activism. The Sociology Club organized an array of activities throughout the year, which are described below.

**Andreas Savas Kourvetaris** and **Brett Stockdill** organized the sixth annual induction ceremony for the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, and ten students were inducted into the chapter in April 2017. NEIU Sociology alumna (BA '12) and Ph.D. Candidate **Peggy Valdés** (Higher Education and Student Affairs, University of Iowa) delivered the keynote address. **Andreas Savas Kourvetaris** successfully applied for and secured a \$500 Initiation Speaker Grant from AKD for NEIU alumna **Peggy Valdés**.

### *Research/Creative Activities: Advancing Critical, Public Sociology*

As evidenced below, Sociology faculty published a variety of sociological work, as well as presented research at regional, national, and international conferences. This scholarship broadens and deepens not only sociology but also Women's and Gender studies, Ethnic Studies, LGBTQ Studies, and other interdisciplinary fields. Taken collectively, the body of work advances our departmental mission of public sociology, which seeks to produce sociological scholarship that is accessible to audiences beyond the traditional sphere of academia. Despite dramatic cuts in travel funds for professional conferences, the breadth of our scholarship is reflected in the number of different professional conferences at which we presented papers, served as panelists, or served as invited guest speakers, including WisCon (feminist science fiction/social justice organization), Illinois Safe School Alliance, American Sociological Association annual meeting, Black and Pink (queer & trans prison abolition organization), American Friends Service Committee, Organized Communities, the Midwest Sociological Society Annual Meeting, Social Science History Association, Chicago Leather Archives & Museum, Society for the Study of Social Problems annual meeting, Chicago Ethnography conference, African-American

Leadership Conference, Association for the Study of Classical African Civilizations Midwest Regional Conferences, Olive-Harvey College, Dr. Martin Luther King College Preparatory High School.

Due to sabbatical/educational leaves of absence and increased administrative and program workload, faculty publications were limited. Nevertheless, **Laurie Fuller** co-published “**Feminist Pedagogy: Building Community Accountability**” (26(2/3) in *Feminist Teacher*. **Emily Ruehs** published “Adventures in El Norte: Masculinity and the Immigration of Unaccompanied Minors” in *Men and Masculinities*.

### *Service: Shared Governance, Solidarity, and Empowerment*

Sociology faculty members continued to provide a broad spectrum of service activities both on and off campus. In Fall 2016, **Andreas Savas Kourvetaris** served as Interim Chairperson of the Department of African & African American Studies, Latina/o & Latin America Studies, Sociology, and Women’s & Gender Studies. In Spring 2017, **Andreas Savas Kourvetaris** served as a Faculty Advisor for University Without Walls and as a College of Arts & Sciences committee member on the University Personnel Committee. Our faculty is also active in the College Academic Affairs Committee, the Honors Program, and the McNair Scholars Program. The presence of our faculty is felt not only on our main campus, but also at the El Centro 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, Women’s History Month, and World AIDS Day.

A major contribution of our department and Sociology Club to the larger NEIU community and beyond this past year has been the exciting guest speakers and events for our department and for the broader campus community. The Sociology Club also worked with **Brett Stockdill** to bring in four NEIU Sociology alumni guest speakers,

**Sebastino Aviles, Casey Baxley, Alba Orizaba, and Olga Steele**, to discuss their graduate school and career experiences for our Fifth Annual Careers in Sociology Series (March 7, 2017). Seven Sociology Majors attended the Midwest Sociological Society’s annual meeting in Milwaukee, Wisconsin in April, 2017. Sociology also co-sponsored the 2017 Activist Graduation Celebration on April 28, 2017.

Our faculty and students also play leadership roles across campus, in student organizations, national associations, and on editorial boards. **Brooke Johnson** continued to serve as Associate Editor of *Radical Pedagogy*, and she served as co-faculty advisor for the NEIU Feminist Collective. **Olivia Perlow** served as Editorial Board Member of *Radical Pedagogy* and the *Journal of Colorism Studies*. **Andreas Savas Kourvetaris** served as the chapter representative for the Alpha Kappa Delta International Sociology Honor Society. **Amanda Stewart** served as Graduate Student Representative of the *American Sociological Association*.

Our faculty is also active in community-based activism. **Olivia Perlow** is a member of two Project NIA initiatives—Girl Talk and the Prison Industrial Complex (PIC) Teaching Collective. The PIC Teaching Collective conducts a variety of educational workshops and produces materials that challenge oppression rooted in the prison industrial complex. As a facilitator for “Girl Talk,” **Olivia Perlow** supports the empowerment of girls in the Cook County Juvenile Temporary Detention Center. **Cristen Jenkins** is an active member of the Logan Square Neighborhood Association. **Chris Poulos** is an active member of the Albany Park Neighborhood Council. **Brett Stockdill** is a member of Black and Pink, an organization advocating on behalf of queer and trans prisoners. **Brooke Johnson** serves on the Illinois Safe School Alliance.

### *Departmental Outcomes: Enrollment, Majors, Minors and Graduation*

**Our faculty’s commitment to teaching, research, and service has resulted in very positive outcomes for our students.** However, our overall course section offerings have declined due to budget cuts with 29 offered in Fall 2016 (down from 32 sections of Sociology in Fall 2015) and 28 sections offered in Spring 2017 (down from 29 sections in Spring 2016).

Sociology General Education courses and other elective offerings were available at both the El Centro and CCICS satellite campuses and in the Weekend Institute.

Thirty-two Sociology majors graduated in 2016-17, down from 43 in 2015-16. We had 107 Sociology majors in Fall 2016—close to the same number as Fall 2015 (108). Though the number of Sociology minors has fallen dramatically due to the elimination of the university minor requirement, we have the one of the highest numbers of minors in the College of Arts and Sciences.

We actively contribute to the General Education Program, since we offer up to 12 sections of three General Education classes each semester. In Fall 2016 and Spring 2017, approximately 41% of our courses offered were General Education courses.

Thirty-five students completed one of our two capstone courses, Senior Seminar in Sociology and Internship in Sociology this year. Our graduates continue to be accepted **into graduate school, with several accepted into Master’s and Doctoral programs** for Fall 2017. Other NEIU Sociology alumni continue to excel in graduate school. For example, Sociology major **Jody Ahlm** (2011), **Jessica Holzman** (2011), and **Chris Poulos**

(2009) all currently have full fellowships in the University of Illinois-Chicago’s PhD program in Sociology. **David Romero** (2014) is a student in UIC’s Masters in Social Work Program. **Shaina Knepler-Foss** (2014) and **Heather Obmann** (2016) are in the Loyola University’s Masters in Social Work Program. **Evelyn Zatkoff** (2013) is in the NEIU’s Masters in Family Counseling Program. **Eden De Genova** (2014) completed her MA in Counseling: Rehabilitation Counseling at NEIU. **Peggy Valdes**

(2012) completed her PhD in Higher Education and Student Affairs at the University of Iowa. **Alexis Dennis** (2013) completed her Master’s degree in Sociology at the University of Wisconsin, Madison’s PhD Program. **Georgiann Davis** (2004) is Assistant Professor in the Department of Sociology at the University of Nevada-Las

Vegas. **Victoria Peer** (2015) is a PhD Candidate in Gender Studies at Arizona State University, after completing her Master's degree in the Women's & Gender Studies at the University of South Florida. **Patricia Morales** (2016) received a fellowship to attend the University of Illinois at Chicago's Master's in Latin American & Latinx Studies.

## II. Program Plan

### A. Long term goals

The Sociology Department's plans are consistent with the Strategic Plan of the University and *The Illinois Commitment* of 1) recruiting and retaining a diverse student body, 2) fostering a learner centered community that supports successful outcomes, 3) creating an environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources, 4) strengthening and expanding international educational opportunities to enhance understanding of social, cultural, economic, political and scientific aspects of a global society, 5) collaborating with external constituencies to provide instruction, research, and service programs **building upon the programmatic strengths of the university's instructional, research, and service missions**, and 6) securing the necessary resources to enhance the working conditions for faculty and staff.

**Recruiting and retaining a diverse student body:** We continue to recruit and retain a diverse student population. Our sociology major is one of the most racially and ethnically diverse on campus. We continue to nurture a diverse student population as we work to sustain the gender, racial/ethnic, and sexual diversity of our full time faculty and instructors, the focus on the intersections of race, class, gender and sexuality in our curriculum, and our responsiveness to non-traditional students by offering courses in the evening, on weekends, and at our satellite campuses to attract non-traditional and students of color to major in Sociology.

To improve recruitment, retention, and graduation rates, we have attempted to do more systematic recruitment of majors in General Education classes. We now widely distribute two publications from the American Sociological Association to our new majors: a brochure entitled, "**Sociology: A 21<sup>st</sup> Century Major**" and a booklet entitled, "**21<sup>st</sup> Century Careers with an Undergraduate Degree in Sociology.**" We also explicitly discuss career possibilities in our courses as well as in advising sessions with majors and minors. We publicize students' work with the community through service learning and internships in our departmental newsletter (*Sociology Matters*), on the departmental bulletin boards, and on the bulletin boards in LWH 2094 (formerly the "**Sociology Classroom**"). We are more effectively building on the diversity of our own students through the programs we plan, often in collaboration with our Sociology Club and other programs/departments, particularly the interdisciplinary programs (AFAM, LLAS, WGS). Also, in Spring 2017, we initiated eight new students into our NEIU chapter of Alpha Kappa Delta (AKD) International Honors Society. We also continue to recognize student academic and activist excellence with the annual Praxis Award and the Ella Baker Award.

**Student/Learner centered community:** The department consistently uses and infuses pedagogical strategies that foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious and other backgrounds. Central to our mission is a departmental emphasis on application and sociological practice, more recently termed, “public sociology.” We encourage close collaboration among faculty and students at all levels of sociological practice: in the classroom, in the conduct of research, and in serving the needs of our various communities. We expect students to demonstrate an appreciation for social and intellectual diversity, an awareness of social inequality, civic engagement and responsibility, and a commitment to social justice. In this context, the Sociology Program has sought to provide a dynamic student-centered environment within which students are provided with course work and experiences that empower them to create a more humane and just society.

During FY 2017, ten of our classes featured the LTD (Learning Through Discussion) method.

The tradition of civic engagement is one of the most distinct characteristics of the department. Sociology students continue to have several opportunities for civic engagement through coursework. Many of our courses require students to engage in Service Learning activities, fieldwork in the community, and/or internships.

**Technology:** Our department continues to embrace technology assisted instruction. For example, virtually all our courses utilize Desire To Learn (D2L). We expect our majors to be proficient in the use of SPSS for Windows by the time they graduate. SPSS is introduced in the SOC 211: *Sociological Research Methods* and more fully explored in the SOC 212: *Introduction to Social Statistics* course. We encourage faculty to utilize technologically-enhanced instruction and encourage our students to make technologically sophisticated classroom presentations and professional presentations at

NEIU’s Student Research Symposium, the Illinois Sociological Association, and the Midwest Sociological Society conferences. **Brooke Johnson** taught an on-line course, SOC 212: *Introduction to Social Statistics*, in Summer 2017—the ninth time it has been taught on-line. Instructor **Aneta Galary** offered the fifth on-line section of our General Education course, SOC 105: *Women, Men & Social Change* in Fall 2016.

**International Education:** Our department has made concerted efforts to strengthen and expand global educational knowledge and learning opportunities. We now offer many courses that incorporate a global focus, and will continue to globalize our curriculum. We greatly encourage our students, alumni and faculty to participate in study abroad opportunities which complement their sociological interests, and their experiences are then carefully detailed in our newsletters.

**Collaborating with external constituencies:** The Sociology internship program offers students a chance to apply the skills they learn in the classroom to the realities of work in organizations serving diverse communities, thereby helping them bridge the gap

between theory and the practice of sociology. And as is reflected in our Mission Statement, our instructional mission “includes providing knowledge and skills, both sociological and general, for a broad spectrum of jobs in today's competitive labor market or to pursue graduate and professional degrees in Sociology and related disciplines” (e.g., Urban Planning, Public Health, Human Resources). Sociology majors who select SOC 342: *Internship Seminar* as their capstone course are instructed to seek an internship in the field of work or activism that they wish to pursue after graduation. Our sociology majors seek placements in a wide range of career and activist categories. In Spring 2017, there was a continued emphasis within the seminar on the importance of cultivating the role of “civic professional,” and also an added focus on augmenting participating majors’ understanding of the ways in which non-profit organizations both challenge and promote social inequalities.

The careers described in the American Sociological Association’s literature for undergraduate Sociology graduates to a large degree are mirrored in the types of internship placements selected by our students. Each semester, we expand the possible sites for our internships and invite selected alumni back to speak to our students about their post-graduation work experiences in the seminar. In conjunction with the Sociology Club, **Brett Stockdill** hosted the fifth annual Careers in Sociology Series in SOC 342, featuring Sociology alumni who describe what types of careers they have pursued with sociology degrees. This past Spring 2017, the 19 students in our capstone SOC 342: *Internship Seminar*, taught by **Brett Stockdill**, were successfully placed in a variety of organizations for their 144 internship hours (see below). It is noteworthy that supervisors regularly highly praise the work of our students and request more interns from our Sociology Department.

Internship Placements, Spring 2017

<b>Intern Name</b>	<b>Internship Organization</b>	<b>Intern Position</b>
Jessica Alaniz	American Friends Service Committee	Youth Justice Intern
Juliet Barcham	Daniel Boone Elementary School	Classroom Assistant
Kimberly Castaneda	Aquion, Inc.	Customer Service Representative
Camille Cleveland	Kidds Palace Learning Center	Teaching Assistant
Glenn Contreras	Community Activism Law Alliance	Case File Organizer
Tenin Diawara	One Northside	Canvassing Intern
Tiana Farley	Prescott Elementary School	Reading/Math Tutor
Milica Gardasevic	NEIU Learning Support Center	Academic Coach

Rugare Hayes	Housing Choice Partners	Housing Intern
Ashley Lanham	Crossroads Youth Development Center	Youth Programs Intern
Allison Levine	Albany Park Community Center	Head Start Intern
Moncerrat Magana	Community Activism Law Alliance	Legal Intern
Lenesha McGee	Northside Action for Justice	Community Action Intern
Taneva Moore	Proviso Leyden Council for Community Action	Teacher Assistant
Joshua Ortiz	Mather High School	Counseling Intern
Alicia Perez	Mexico Solidarity Network	ESL Intern
Christina Velazquez	<b>Lurie Children's Hospital</b>	Interventional Cardiology Clinic Patient Liaison
Stephanie Vermillion	La Casa Norte	Case Manager
Anne Wallace	UIC Sociology Department	Research Assistant

We also have nurtured partnerships with several community-based organizations: the Logan Square Neighborhood Association (LSNA), the North River Commission, the Center for Neighborhood Technology, the Albany Park Neighborhood Council, and the Centro Autónomo (Autonomous Center) of Albany Park. We regularly place students for service learning and internships within these organizations, and our students have engaged in project support and research needed by these (and other) organizations.

As noted above and below, our faculty is engaged in working with community-based organizations, non-profit, and professional organizations. Indeed, our Department Application of Criteria includes service to the community as an important area of review.

**Securing the necessary resources to enhance the working conditions for faculty and staff:**

The department continues to work hard to create a positive working environment for faculty and staff. In addition to our monthly 2-4 hour faculty meetings, this past year we held three all-faculty meetings with the following themes: 1) Teaching Support Group; 2) Winter Open House; and 3) Spring Open House. In order to continue to foster this inclusive and collaborative work culture, all faculty will be encouraged to participate in faculty and brownbag seminars to share research and community activism, departmental curriculum and planning meetings, the departmental newsletter and our website to report on classroom activities, and university-sponsored panels and symposiums.

**B. Projected needs**

1. Faculty

Historically (until December 2005), we operated our department with a base of eight tenure-track faculty. With the loss of **Michael Armato**, **Marcos Feldman**, and **Christina Gómez**, we currently have only *four* tenure track/tenured faculty members. This leaves our tenure stream faculty stretched far too thinly, particularly with our deep participation in the interdisciplinary programs (AFAM, LLAS, WGS) as well as other programs (CAST, Honors, etc.). At a minimum, we need to hire two tenure stream faculty members in the next year to maintain the integrity of the program.

## 2. Equipment

Because of the freeze on expenditures due to the lack of a state budget, our requests for a new printer for the department and a new laptop for **Brett Stockdill** were denied. In addition, we request ten digital recorders for our faculty and students to use for personal interviews in 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. While we have acquired office space for our two full-time Instructors, Aneta Galary and Cristen Jenkins, our 12 part-time Instructors and Adjuncts are currently forced to share three offices.
- **Meeting Space:** It would be optimal to have meeting space for our faculty meetings in Lech Walesa Hall. Right now, we must secure a meeting space in the College of Business and Management Building. It would also be optimal to have a designated space for our majors to study and to hold meetings.
- **Classroom Assignments:** It continues to be is troublesome that classroom assignments are often implemented in a way that is supportive of faculty. Class assignments often result in extremely difficult logistics for faculty. For example, our faculty frequently have back-to-back classes in Lech Walesa Hall and Bernard Brommel Hall, leaving them ten minutes to meet with students before/after class, go to the bathroom, set up/put away AV equipment, and walk across campus. Virtually all of our classes include small group discussion and class discussion, but many assigned classrooms are not equipped for this. In recent years, an increasing number of our classes have been located outside of Lech Walesa Hall, making it difficult for both students and faculty to make it to class on time as well as to attend office hours and visit the departmental office.

## III. Accomplishments

### A. Faculty Research/Creative Activities

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

**Fuller, L. and A. Russo.** "Feminist Pedagogy: Building Community Accountability." Feminist Teacher. Volume 26 Number 2/3; Fall/Winter 2017.

**Ruehs, Emily.** (2016). "Adventures in El Norte: Masculinity and the Immigration of Unaccompanied Minors." *Men and Masculinities*: 1- 26. DOI: 10.1177/1097184X16634796.

**Ruehs, Emily.** (2016). "Book Review: Traveling Heavy: A Memoir in between Journeys." *Teaching Sociology* 44(2): 142-143.

**Ruehs, Emily.** (2016). "Film Review: The Hand That Feeds." *Teaching Sociology* 44(2): 144-145.

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

**Ben Levi, Josef.** (2016). Caribbean Resistance: The Haitian (Saint Domingue) Revolt and Creation of the First Independent Black Nation in the Western Hemisphere. [Presentation]. PowerPoint presented at the African-American Leadership Conference, Northeastern Illinois University, Chicago, Illinois.

**Ben Levi, Josef.** (2016). How Kemetic Sciences Came to Europe through the Hellenic and Islamic World. [Presentation]. PowerPoint presented at the Association for the Study of Classical African Civilizations Midwest Regional Conferences, Chicago, Illinois,

**Ben Levi, Josef.** (2016). Intellectual Warfare: Chapter 6: The Battle over the Multicultural Curriculum. [Presentation]. PowerPoint presented at the Association for the Study of Classical African Civilizations Midwest Regional Conferences, Chicago, Illinois.

**Ben Levi, Josef.** (2016). **Lomax's Matrix: Disability, Solidarity, and the Black Power of 504: A Critique.** [Presentation]. PowerPoint presented at the Northeastern Illinois Faculty Symposium, Chicago, Illinois.

**Ben Levi, Josef.** (2016). The Early Origins of Christianity. [Presentation]. PowerPoint presented at the Departments of Social Sciences, Africana Studies, and Human Development, Celebrating Black History Month, Olive-Harvey College, Chicago, Illinois.

**Ben Levi, Josef.** (2017). Mass Incarceration and Black People: The New Barracoons in America. Modern Day Slavery. [Presentation]. PowerPoint presented at the NEIU Day of Reflection on Mass Incarceration Conference, Justice Studies Club, Northeastern Illinois University.

**Fuller, Laurie.** (2017). "Radical Imagination for Radical Pedagogy: Workshop Toward a Syllabus for Intersectional Resistance." WISCON: Feminist Science Fiction Conference, May 26-29.

**Fuller, Laurie.** (2017). "Decolonizing the Future: Afrofuturism and Native Speculative Fiction." WISCON: Feminist Science Fiction Conference, May 23-29.

**Ruehs, Emily.** (2017). "Borderland Legendry: The Paradoxes of Ideal Victimhood for Unaccompanied Minors." Thematic Session for the Chicago Ethnography Conference. Chicago, IL.

**Ruehs, Emily.** (2016). “Thugs or Refugees? The Discourse on Unaccompanied Immigrant Minors.” Panel Discussion for the Society for the Study of Social Problems, Seattle, WA.

**Ruehs, Emily.** (2016). “Thugs or Refugees? Unaccompanied Immigrant Minors in 2014 News Coverage.” Panel Discussion for the Social Science History Association, Chicago, IL.

**Stockdill, Brett.** (2017). Presented the paper, “Turning the Sociological Lens Inward: Activism, Love, HIV and Healing,” at the Midwest Sociological Society Annual Meeting. Milwaukee, WI: April 2, 2017.

**Stockdill, Brett.** (2016). Served as a discussant for the presentation “How to write and talk about your (miserable?) health and still get men to want you!” by Francisco Ibáñez-Carrasco PhD, Canadian-Chilean educationist, researcher, POZ activist, and author. Chicago Leather Archives & Museum, December 2016.

## **2. Service**

### ***Academic & Professional***

**Ben Levi, Josef.** UWW Review Board Evaluation Masters of Arts, Burnyss Perry, Faculty Evaluator, Chair of Evaluation Committee, Northeastern Illinois University, Jacob H. Carruthers Center for Inner City Studies, November, 2016

**Fuller, Laurie.** WISCON: Feminist Science Fiction Conference, Feminist Sci-Fi Scholarship Workshop Session Chair, May 26, 2017

**Jenkins, Cristen.** Dissertation Committee Member, Jarome Ferrell, Chicago State University Board of Directors - Chicago Freedom School

**Johnson, Brooke.** Education and Training Committee, Illinois Safe School Alliance, Chicago, IL

**Johnson, Brooke.** Associate Editor, *Radical Pedagogy*

**Ruehs, Emily.** Student Representative, American Sociological Association Childhood and Youth Section

**Savas Kourvetaris, Andreas.** Chapter Representative, Alpha Kappa Delta International Sociology Honor Society, Northeastern Illinois University

**Stockdill, Brett.** Member, Black and Pink (queer & trans prison abolition organization), Chicago, IL

**Stockdill, Brett.** Completed a five hour Islamophobia Training by the American Friends Service Committee (AFSC), February 2017

**Stockdill, Brett.** Completed a four hour training on immigrant rights by Organized Communities Against Deportation (OCAD), March 2017

## **B. Student Achievements**

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

**Cleveland, Camille.** Accepted into the MPH Program at the University of Minnesota

**Gardasevic, Milica.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 28, 2017

**Lanham, Ashley.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 28, 2017

**Prajapati, Rignessa.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 28, 2017

**Sanchez, Jessica.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 28, 2017

**Sanchez, Jose Flores.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 28, 2017

**Sirb, Diana.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 28, 2017

**Zeherovic, Amela.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD), the international sociology honor society, April 28, 2017

## **C. Alumni News**

**Ahlm, Jody** (2011). Received fellowship to complete PhD in Sociology at the University of Illinois at Chicago

**Caban, Eio** (2009). Instructor, Sociology Department, Triton College.

**Chaves, Maria** (2008). Earned her Ph.D. from SUNY Binghamton

**Davis, Georgiann** (2004). Assistant Professor, Department of Sociology as Assistant Professor at the University of Las Vegas.

**De Genova, Eden** (2014). Completed MA in Counseling, Rehabilitation Counseling, Northeastern Illinois University

**Dennis, Alexis** (2013). Completed MA in Sociology, University of Wisconsin, Madison

**Holzman, Jessica** (2011). Received fellowship to complete PhD in Sociology at the University of Illinois at Chicago

**Knepler-Foss, Shaina** (2014). Master's in Social Work Candidate at Loyola University Chicago

**Martin, Marie** (2016). Master's Program Candidate in Applied Sociology at the University of Maryland, Baltimore County

**Morales, Patricia** (2016). Master's Program Candidate in Latin American & Latino Studies at University of Illinois, Chicago.

**Morales, Patricia** (2016). Received fellowship to complete Master's degree in Latin American & Latinx Studies at the University of Illinois at Chicago

**Obmann, Heather** (2016). Master's in Social Work Candidate at Loyola University Chicago

**Pacini, D. Elliot** (2012). Instructor, Sociology Department, DePaul University.

**Peer, Victoria** (2015). Ph.D. Candidate in Gender Studies at Arizona State University

**Peer, Victoria** (2015). Completed Master's degree in Women's & Gender Studies at the University of South Florida

**Poulos, Chris** (2009). Received fellowship to complete Master's degree in Latin American & Latinx Studies at the University of Illinois at Chicago

**Romero, David** (2014). MSW Candidate, Jane Addams College of Social Work, University of Illinois at Chicago

**Valdes, Peggy** (2012). Completed PhD in Higher Education and Student Affairs at the University of Iowa

**Valdes, Peggy** (2012). Served as the NEIU AKD Chapter's guest speaker for the Sixth Annual Induction Ceremony in Spring 2017.

**Zatkoff, Evelyn** (2013). MA Candidate, Family Counseling, Northeastern Illinois University

# STUDENT CENTER FOR SCIENCE ENGAGEMENT

**Annual Report 2016 – 2017**

**Submitted by Dr. Joel Olfelt**

## **I. Executive Summary**

We are proud of the achievements of our students and of our outreach to them through SCSE staff and the NEIU STEM faculty who are associated with the Student Center for Science Engagement (SCSE). Our mentoring efforts continue to be effective as evidenced by an approximately 5% increase in enrollment in the NEIU STEM departments over the last five years even as overall enrollment at NEIU has fallen by at

least 15%. With the increased enrollment we also have increased participation in the STEM disciplines at NEIU by underrepresented minorities (URMs; defined as Hispanic, Native American, African American, and Hawaiian Pacific students). Over the last 5 years (fall 2011 – 2016) URM students increased from 34 % to 39% of our undergraduate STEM majors, and our percentage of degrees awarded to URMs increased from less than 20% five years ago to 25% in 2016. While we clearly must work to achieve graduation percentages for our URMs that are at parity with their proportion of our STEM students, the trend is in the right direction.

During 2016 – 2017 we supported student achievement through mentoring, tutoring, workshops, sponsored research projects, and symposia, both on campus and at regional and national venues. We conducted multiple intrusive advising sessions with each of approximately 150 individual students, we hired and supervised tutors in Biology, Chemistry, Computer Science, Mathematics, Earth Science, and Physics, and we conducted a 10 week long summer research experience. In the summer research experience 40 students worked 30 or more hours a week with 19 faculty in 17 different projects, mostly at NEIU, but also at the Field Museum of Natural History, the Chicago Botanic Garden, and at field sites as far away as southeastern Minnesota.

We mentored students in their communication skills through the 8<sup>th</sup> Annual SCSE Research Symposium (Sept 16, 2016) to an audience of over 100 people. At the symposium students made 14 oral presentations and 20 poster presentations. We mentored 20 NEIU students in their experience at the Annual National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Oct 13-16, in Long Beach, CA, where they presented their work. Later in the year we mentored fourteen students (five of whom won prizes) at the Illinois Louis Stokes Alliance for Minority Participation (LSAMP) meeting Feb 24-25 at the Hyatt Regency O'Hare.

The accomplishments highlighted here, and detailed below were achieved even with the significant challenges of understaffing and the budgetary stresses (e.g. furloughs, budget freezes) of the University. During 2016 – 2017 the SCSE Life Sciences Advisor position was vacant, and the Physical Sciences Advisor required a FMLA leave for a multiple weeks in the fall. The continuing support by our STEM faculty, the guidance and **support of the SCSE Executive Board, the CAS Dean's office, the office of Academic Affairs** and the dedication of the current and continuing SCSE staff has been critical to our continued ability to support student success in this year. We look forward to full staffing and continued support to fully promote NEIU student achievement.

## **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 2016-2017 consisted of the Director (Olfelt), the Physical Sciences Advisor (Simeon – moved to another University fall 2017), the Transfer Specialist (West), and the Office Manager (Dobbins - laid off summer 2017, replaced by Roth-Garfield). Our life Sciences Advisor position is technically currently vacant. The duties are being carried by the Stem Success Coach (Ayon, funded by the HSI STEM [new Title III] grant) in addition to the tasks specified by the HSI Stem grant. As of this writing there is an ongoing search for a new Physical Sciences Advisor. We look forward to being more fully staffed.

### 2. Equipment

Computers for Advisors/STEM Coach. The current computers are 5 to ~ 10 years old  
Office Printer

### 3. Other

Furniture in the study/community room is heavily worn. Floor and wall cleanliness is abysmal, and windows are filthy. Pipes in our ceiling drip, damaging our ceiling tiles. We lack funding to purchase and maintain scientific materials and decor that would promote excitement and motivation to participate and excel in STEM. Our Study/Community room is regularly full (capacity ~ 20). The room (BBH 135) that we often use for SCSE related activities is becoming unavailable to us because of increasing use for Environmental Sciences courses (which is good, but makes scheduling of meetings/events more difficult).

## **III. Accomplishments**

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

Paper presented to the UNM Mentoring Institute:

Simeon, T., P. Vargas, J. Olfelt, D. Rutschman, and M. Sztainberg. 2016: The Student Center for Science Engagement (SCSE): An Urban Hispanic Serving Institution Model of Achievement for STEM Undergraduate Recruitment and Retention. 9th Annual Mentoring Conference Proceedings: Developmental Networks: The Power of Mentoring and Coaching. October 24-28 2016, Albuquerque, NM.

### **2. Funded grants**

**Illinois Louis Stokes Alliance for Minority Participation**, National Science Foundation, \$18,000.

**NEIU Noyce Scholars Program** National Science Foundation Director Joel Olfelt is Co-PI with Heather Patay and Huseyin Colak. \$1,450,000.

**B. Student Achievements: poster presentations**

**Abuhadba, S. D. Miodragovic, and T. O’Halloran.** Arsenioplatis-Platinum Prodrugs for Delivering Arsenic-Trioxide to Solid Tumors. 2017 Spring Symposium & Student Research Conference in STEM Hyatt Regency O’Hare Feb 24 & 25 2017.

Blaszczak, T., A. Rosano, S. Miniotas, M. Kimble\*, E. Bolterstein CHARACTERIZING THE TOXIC EFFECTS OF ACETAMINOPHEN EXPOSURE ON DROSOPHILA LONGEVITY AND DEVELOPMENT NEIU 25<sup>th</sup> Annual Student Research and Creative Activities

Cervantes, A. and J. Olfelt INVESTIGATING GENETIC VARIABILITY IN LEEDY’S ROSEROOT AND ITS WESTERN RELATIVE NEIU 25<sup>th</sup> Annual Student Research and Creative Activities Symposium. April 2016, Chicago Illinois.

Garcia, I. A. Apals, R. Xue, and J. Abilmona, S. Mungre, and J. Su. Structure Modification of Peptide Drugs for the Treatment of Type I Diabetes. 2017 Spring Symposium & Student Research Conference in STEM Hyatt Regency O’Hare Feb 24 & 25 2017.

Konan, J.B., S. Nadaria, P. Chandel, Z. Akubat, A. Irfan, and R. Adler. Incorporating Computational Thinking into Science Classrooms. 2017 Spring Symposium & Student Research Conference in STEM Hyatt Regency O’Hare Feb 24 & 25 2017.

**Lopez, A., S. Barajas, M. Alam, L. Reyna, A. Flores, M. Khan, C. D’Lavoi, J. Martinec, L. Briscoe, M. Von Konrat, and T. Campblell.** Bryophytes in Cook County, Illinois – Tracking Biodiversity and Promoting their Use in Education. 2017 Spring Symposium & Student Research Conference in STEM Hyatt Regency O’Hare Feb 24 & 25 2017.

Marsilli, J. Z. Richards, J. Garcia, C. Voisine, and L. Nonn. Development of a Patient Derived 3D Co-Culture Model of Prostate Organoids to Examine Biological Mechanisms involved in Prostate Cancer Disparities. 2017 Spring Symposium & Student Research Conference in STEM Hyatt Regency O’Hare Feb 24 & 25 2017.

Rosano, A. S. Miniotas, T. Blaszczak, E. Bolterstein, and M. Kimble Effects of sub-lethal doses of Acetaminophen on *Drosophila melanogaster* development. . 2017 Spring Symposium & Student Research Conference in STEM Hyatt Regency O’Hare Feb 24 & 25 2017.

Santos, J. R.Trana, A. Schirmer.COMPUTATIONAL BIOLOGY: COMPUTER MODELING OF TELOMERE LOSS AND TELOMERE-REGULATED CELL

PROLIFERATION. NEIU 25<sup>th</sup> Annual Student Research and Creative Activities

Simeon, T., P. Vargas, J. Olfelt, D. Rutschman, and M. Sztainberg. 2016: The Student Center for Science Engagement (SCSE): An Urban Hispanic Serving Institution Model of Achievement for STEM Undergraduate Recruitment and Retention. 9th Annual Mentoring Conference Proceedings: Developmental Networks: The Power of Mentoring and Coaching. October 24-28 2016, Albuquerque, NM.

Villegas, A. E. Rumschlag Booms EFFECT OF INCREASED N-GLYCOSYLATION SITES ON H5N1 HEMAGGLUTININ FUNCTION,” NEIU 25<sup>th</sup> Annual Student Research and Creative Activities

### **2. a) Acceptance to Graduate School**

Atlantis Frost: Ph.D. program in Chemistry at the University of Texas – Austin Fall 2016.

Norberto Gonzalez: Ph.D. program in Chemistry at the Loyola University of Chicago. Fall 2016

### **b) Other honors/Scholarships/Awards**

Karen Segura: summer 2017 REU research program Water Resources and Quality in Riviera Maya, Mexico. Joint effort of Northeastern Illinois University and Northern Illinois University.

Aly Cervantes: We CAN fellow at UIUC. A program developing URM students for careers in Conservation Biology.

Five NEIU students were awarded prizes for their Best Poster presentations at the 2017 **Spring Symposium in STEM at the Hyatt Regency O’Hare**: Amena Khan and Andrew Mistak (from NEIU Psychology, presenting in the Mathematics category), Melinda Smith (Environmental Science), Sarah Abuhabda (Chemistry), and Joseph Marsili (General Biology).

## **C. Alumni News**

**Bchristopher Craddock** (Biology, May 2012) is in the Graduate Program in Cell and Molecular Biology at the University of Chicago. Chris organized a discussion panel at NEIU to help students know how to navigate the graduate school application process.

**Will Freman** (Biology May 2013) completed is Ph.D. at UC Berkely, and is now a Post-Doc at the University of Minnesota in the Departament of Ecology, evolution, and Behavior.

**Jazmine Rios** (Biology May 2013) is a Wildlife Biologist at Chicago’s Lincoln Park Zoo, and has been accepted to DePaul University’s Biology Master’s program

**Salina Wunderle** (Biology, May 2012) is a senior horticulturist for the Greenhouses at the Chicago Botanic garden. She works with the semitropical, tropical, and arid plant collections, the carnivorous plant bog, and the seasonal bonsai collections displayed in the Runnells Courtyard and Searle Courtyard.

# TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**Annual Report 2016-2017**

**Submitted by Jeanine Ntahirageza**

## **I. Executive Summary**

The demand for ESL professionals in US K-12 schools as well as among adults locally, nationally and internationally keeps increasing. During the academic year 2016-2017, 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.

In addition to teaching the undergraduate (minor and ESL endorsement) and graduate (MA, Certificate, and ESL endorsement) courses, TESOL served approximately 85 K-12 teachers (five cohorts) in 2016-2017. However, the program still suffers from low number of tenure track faculty, two full time and one 1/3 (serving as department chair for the other 2/3).

### **Strategic Goal One**

*Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.*

This year, the focus of the TESOL program was on curriculum improvement for instructional effectiveness. Using feedback we received from current students and alums, we created a new course, TESL 427, Teaching Pronunciation, to fill a need that had become evident in the program. It was created to replace a required course, TESL 426, Advanced Linguistics Analysis, that students had found too theoretical for the program primary goals. In addition, three of our faculty members have been trained to teach three of our courses either completely online or as hybrid. These are TESL 402, Principles of Linguistics for Teachers, TESL 414, Theories of Teaching ESL, and TESL 468, Assessment of the Limited English Proficient Student.

### **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.*

Our undergraduate minor program was, once again, a very popular option among students in the College of Education who wish to obtain an ESL endorsement. The same courses that they use to obtain a minor are also used to secure an ESL endorsement from ISBE, once they add 100 clinical hours. The TESOL MA program, once again, graduated the highest number of students in the College of Arts and Sciences in both Fall 2016 and spring 2017 combined. We are extremely pleased with both the quality and quantity of our graduating students. Their job placement before or right after graduation is one of the indicators of how well we are doing as a program. This year, as in past years, the annual convention of Illinois TESOL/BE was an opportunity to connect our current students with many of our alumni who are actively involved in the organization, in general and in the convention, in particular. The established networks insure growth, marketability and job placement.

Of all nine students who completed the Certificate program in 2015-2016, five enrolled into the Masters program in 2016-17. This year we had five new students start the Certificate program in the Fall semester of 2016, two in Spring 2017, and one in Summer 2017. Due to late applications, several of these students were enrolled as students at large and have or are in the process of changing over to full graduate standing in the program. As we have seen in earlier years, several of these students (three to be precise) have since changed from the Certificate Program to the MA. Additionally, while the program was designed to be completed in a single year, all of this year's students have focused on a multi-year sequence.

TESOL continued to actively collaborate with other departments. This year we collaborated with BLBC and CCAS to align course offerings to ensure effectiveness and efficiency in ESL and Bilingual endorsement courses to attract more teachers to our programs. Just like last year, the program continues to expand articulation agreements and foster strong relationships with K-12 schools, community colleges and other organizations to ensure smooth placement for observation, clinicals and practicum. In addition, through partnerships with CPS and the Bilingual and Bicultural department, TESOL offered endorsement courses to five CPS cohorts of teachers during 2016-2017 academic year. The success rate of teachers in endorsement programs, as tracked by the U.S. Department of Education National Professional Development programs, is **reported in terms of “completers,” those who complete all requirements of the endorsement and “completers who complete state licensure or endorsement.”** Numbers and percentages are included for both, with baselines identified by the number of teachers who complete the first course. Our data shows that between 76% and 91% of teachers who enroll and complete the first course, complete all endorsement requirements. In 2016-2017, 85 teachers enrolled in TESOL and BLBC contract courses. 76 of these completed the six endorsement courses. We owe this success rate primarily to the quality of instruction but also to the fact that these teachers take classes in cohorts. The collaboration between three departments, TESOL, BLBC and CCAS has contributed to enhancing student retention and program completion.

### **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.*

NEIU TESOL has recently established strong relationships with Chicago various communities, particularly Chicago Public schools through clinical experience, practicum and contract courses. We are proud of our flourishing relationships with more than 50 schools and organizations in the Chicagoland area. In 2016-2017, we worked with approximately fifty Cooperating Teachers, most of whom have worked with the NEIU TESOL Clinical Experience for multiple semesters or multiple years to provide practical experience to our undergraduate and graduate pre-service teachers. The value of teacher-as-mentor is priceless, and this fact continues to be reflected in students’ writing, and is evident in their teaching. Our students are often hired by the institutions where they perform clinicals, and this year was no exception. Schools that have hired our students include: Murphy Elementary, Sullivan High School, LEARN Charter School, Lake Forest Academy, and East Prairie School and in higher education, our graduates have been hired by the community colleges in record numbers. One of the highlights of our program achievements is when alumni supervise current students. This year they supervised 12 undergraduate and graduate students. Not only does TESOL have collaborative relationships with CPS, the Office of Language and Cultural Education has funded part of the contract course tuition and for the fifth year in a row, the Culture Connections Institute for teachers (CCI) whose purpose is cultural awareness. This funding source is instrumental in bringing a large number of teachers to our campuses.

lica de El Salvador, Santa Ana, El Salvador. John Armour represented NEIU TESOL and not only trained teachers there,

but was also invited to be a keynote speaker at one the conferences that took place at the same time. Some participants from other countries asked him if he could do the same in their universities. We anticipate that these relationships will expand.

**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 ESL endorsement contract courses brought in funds that helped support faculty and the department as a whole at a time when the university is experiencing budget issues.

## **II. Program Plan**

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

#### **Branding**

The dictates of ISBE and the TESOL professional organization leave little room for flexibility or change in the basic structure of our programs. Students, both graduate and undergraduate, take six courses in five domains to be certified as teachers of English as a second language. (See cycle plan above.) Changes made in our programs are informed by the guidelines laid out by the state board of education and the national organization. In this respect, The TESOL has been now changed to TESOL (Teaching English to Speakers of Other Languages) program. This renaming provides the program a more all-inclusive name and keeps us in line with national trends in the discipline, including the name of our national and state professional organizations.

Within the guidelines laid down by the above-mentioned organizations, our goal is to constantly evaluate and refine the courses taught to meet the needs of our student body. Many of our undergraduate and graduate certification students are not planning to be specialist ESL teachers, but will be teaching in K-12 classrooms where a sizable percentage of the children will not be native speakers of English. Consequently, one of the refinements we are making is increasing the focus on differentiated instruction to prepare our graduates for linguistically multi-level classes.

#### **Outreach**

For next year, we will focus on outreach to ensure solid presence of our faculty, alumni, **and current students at the International Convention that’s coming to Chicago** in spring 2018. We will continue to adapt our classes to reflect changes, not only in the needs of our students, but also to reflect changes in scholarship as we continually strive to provide our students with the best preparation for their professional life. It is our goal, not just to teach best practices in education, but also to model them in our own classrooms.

### **B. Projected Needs**

#### **Faculty**

TESOL is in dire need of an additional tenure track position. In recent years, we have lost many tenure track faculty members due to retirement. Given the developments

outlined above and the continued increase in the TESOL professionals, there seems to be no reason why the TESOL program should not maintain its current healthy position. NEIU remains the primary TESOL preparatory institution in Illinois. That is unlikely to change. At the moment TESOL has a new hire (1/3) shared with ELP (2/3), we are still in dire need of an additional tenure track position in order to effectively respond to the demands of the field, especially in curriculum development.

### **III. Accomplishments**

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

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

###### **Jeanine Ntahirageza**

Ntahirageza, Jeanine, and Sarah Travis. (2017). *Understanding the 1972 Burundian Genocide through Survivor Stories*. Memory and Narrative Series. Rutgers, NJ: Transaction Publishers. Forthcoming.

Ntahirageza, Jeanine. (2017). "College, What for? A Necessary Mental Paradigm Shift: Tracking the Road to College for Great Lakes African Refugee Girls in the US." Chapter. In *Migrants, Refugees, and Global Challenges in Higher Education*. Higher Education Theory, Policy, and Praxis. New York, NY: Peter Lang Publishing. Forthcoming.

Ntahirageza, Jeanine, and others. (2016). "Equitable Access to Educational Excellence: Framing Services for English Learners in Illinois." Working paper. Illinois State Board of Education Division of English Language Learning, Chicago, Illinois.

Nurmukhamedov, U., & Kerimova, I. (2017). Google.Docs: Writing practices and potential use in ESL/EFL environments. In P. Hubbard & S. Ioannou-Georgiou (Ed.), *Teaching English reflectively with technology* (pp. 108-115). Canterbury, UK. IATEFL.

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

Durvasula, K. & Kahng, J. (2016). The role of phrasal phonology in speech perception: What perceptual epenthesis shows us. *Journal of Phonetics*, 54, 15-34.

Ntahirageza, Jeanine, and others. (2016). "Equitable Access to Educational Excellence: Framing Services for English Learners in Illinois." Working paper. Illinois State Board of Education Division of English Language Learning, Chicago, Illinois.

Nurmukhamedov, U. (2016). The contribution of collocation tools to collocation correction in second language writing. *International Journal of Lexicography*. Advance online publication. doi:10.1093/ijl/ecw031

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

Stone, William. (February, 2016) "The Seriously Funny Classroom". Illinois TESOL/BE. Naperville, Illinois (Invited Presentation).

Ntahirageza, Jeanine. (2017). "Refugee Children and Their Families in Our Schools: A Golden Opportunity." Evanston Township High School Connections Conference. Evanston, Illinois (Invited Presentation).

Ntahirageza, Jeanine. (2017). "Creating Meaningful Linguistic Context for Refugee Children and Their Families Through the Lens of Health and Culture." The State Bilingual Program Directors' Meeting. Chicago, Illinois (Invited Presentation).

Ntahirageza, Jeanine. (2017). "Health and Life Experiences of Great Lakes African Migrants in the US." Chicago CHEC Summer Fellows, Northwestern University. Evanston, Illinois (Invited Presentation).

Ntahirageza, Jeanine. (2017). "Migrants and Social Class: Focus on Great Lakes Africans." Illinois Institute of Technology. Chicago, Illinois (Invited Presentation).

Ntahirageza, Jeanine. (2017). "Creating a Culture of Reading at Home." Eleventh Annual Statewide Summit for Bilingual Parents. Oakbrook, Illinois (Invited Presentation).

Ntahirageza, Jeanine. (2016). "Refugee Resettlement and its Linguistic and Sociocultural Impact on Our Schools." The Annual Bilingual Program Directors' Meeting. Oakbrook, Illinois (Invited Presentation).

Ntahirageza, Jeanine. (2016). "Impact of Multiple Forced Migrations on Refugee Identity." Global Refugee Panel at Harper College. Chicago, Illinois (Invited Presentation).

## **Conferences**

Armour, John. (2017). Alternative Assessment and Critical Thinking. Ilica de El Salvador, Santa Ana, El Salvador.

Armour, John. (2017). Alternative Assessment – What Is It, Why Do It, and Where Do We Start? Presented at the Annual Teaching English as a Foreign Language Conference. Ilica de El Salvador, Santa Ana, El Salvador.

Armour, John. (2017). **Applying the Revised Bloom's Taxonomy. Presented at the Annual Teaching English as a Foreign Language Conference.** Ilica de El Salvador, Santa Ana, El Salvador.

## **4. Funded grants**

*2016 Jimin Kahng received the Language Learning Research Grant, \$10,000 "Development of second language fluency"*

## **5. Service**

### **Jeanine Ntahirageza**

2017 Member, Admission Decision Score (ADS) Task Force

2017 University of Chicago Job panel

2017 Member, Harry Hild Student Writing Award Committee

2016- Present Founder and Coordinator, Girls Engaged in a Mission to Succeed (GEMS)

2016-Present Board Member, Refugee Education and Adventure Challenge (REACH)

2015-2017 Member, Faculty Council on Academic Affairs

2013 – present Symposia co-organizer, Genocide and Human Rights in Africa and the Diaspora

### **Jimin Kahng**

2016-2017 – CASAAC TESOL representative

### **William Stone**

2013-2017 Undergraduate Advising

2015-2017 TESOL Assessment

2016-2017 Member, WIFAC

2016-2017 TESOL IDPC Chair

2016-2017 TESOL DPC Chair

### **Ulugbek Nurmukhamedov**

2016-2017 Social media coordination

2016-2017 Department course modification

# WOMEN'S & GENDER STUDIES

## **Annual Report 2016-2017**

### **Submitted by Olivia Perlow**

#### **I. Executive Summary**

The Women's and Gender Studies (WGS) Program represents an interdisciplinary approach to feminist and LGBTQ scholarship, the purpose of which is to re-examine traditional bodies of knowledge taught in the university and distributed through society at large. The curriculum emphasizes rigorous critical thinking, imagination, and creativity, and assists both students and faculty to develop knowledge from feminist, LGBTQ, anti-racist, multicultural, and global perspectives, examining the distribution of power through the intersections of race, class, gender, nationality, age, ability, sexuality, and so forth.

**Nancy Matthews stepped down as Coordinator of Women's and Gender Studies** and Olivia Perlow (Sociology, AFAM and WGS) assumed the position starting Fall 2016. WGS had a busy and challenging year. WGS underwent a successful IBHE Program Review where we conducted an extensive self-study and hosted an external reviewer. At the same time, we were forced to cope with the Illinois budget crisis, attending furloughs and staff layoffs, moves, and reorganizations. We lost quite a few faculty members: Deb Bernstein, Audrey Natcone and Barb Sherry retired, while Tony Adams, Angela Koon and Vicki Roman-Lagunas took positions elsewhere. However, our greatest loss was that of our long-time Office Administrator, Ann Botz, who was moved to another position. We now have a part-time Administrative Aide, Jeanette Hernández who assists the program 16.7% of her time. This had made it extremely difficult for WGS to maintain previous standards of excellence at every level.

However, many WGS faculty members, staff and students have remained active participants in the life and health of the campus, advocating for the NEIU mission that we passionately support. The WGS program is not just about learning facts and theories, but also about praxis—using our knowledge to become practitioners, researchers, learners, leaders and activists. We work together to create an environment of learning and passionate commitment to the development and implementation of meaningful social change within the university and beyond.

### **Student Honors:**

We honored several students with awards for their achievements and contributions in **Women's and Gender Studies**. The **Barbara Scott Women's and Gender Studies Distinguished Student Award** was given to **Karla Campos** and **Tytiana Nieto** for **outstanding scholarship in Women's and Gender Studies**. The **Renny Golden Student Activism Award** was given to **Alexis Abarca** and **Marquitta Martin** for their activist work on campus and in the wider community.

In addition to our program awards, a number of our students graduated with honors:

Angela Cimarusti (Fall 2016) – Cum Laude  
Marie Martin ( Fall 2016) – Magna Cum Laude  
Katrina Włodarczyk (Fall 2016) – Cum Laude  
Carla Kampos (Spring 2017) – Summa Cum Laude  
Patricia Morales (Spring 2017) – Cum Laude  
Allison Johns (Summer 2017) – Summa Cum Laude

### **Faculty Honors/Awards:**

Quite a few WGS faculty were recognized for their outstanding professional work:

The Martha Thompson Outstanding Women's & Gender Studies Faculty Award was given to **Vicki Byard** in recognition of her extensive contributions to our program.

**Brooke Johnson** and **Brandon Bisbey** received tenure and were promoted to Associate Professor.

**Laurie Fuller** was a finalist for the Audrey Reynolds Distinguished Teaching Award.

**Erica Meiners, Lisa Hollis-Sawyer** and **Adam Messinger** received a Faculty Excellence Award for research/creative activities.

**Nancy Matthews** and **Durene Wheeler** received a Faculty Excellence Award for service.

As in past years, Women's and Gender Studies was very involved in the life of the university beyond our courses. From our Interdisciplinary Studies Fall Potluck towards the beginning of the academic year to the Activist Graduation towards the end, the academic year is filled with innovative WGS programming that reaches the entire campus community. This is our specialty. NWSA's 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 we have some of the most consistent and dynamic programming at the University. In previous years the Women's Resource Center and the LGBTQ Resource Center staff have been integral to collaborating with WGS to transform the curriculum and the campus environment. However, since 2015-16, the directors of the Women's Resource Center and of the LGBTQ Resource Centers have not been replaced due to the budget crisis, thus WGS faculty and staff have had to step up in order to continue programming. We continued to work extensively with other offices and organizations on campus (i.e. student clubs such as the Feminist Collective), collaborating on co-curricular programming throughout the academic year, where we educated the campus community about important social issues through alumni panels, films, guest speakers and so forth. Through dynamic teaching/learning exchanges between our faculty, students, and the university community, WGS is able to model academic excellence and innovation. Our 2016-17 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.*** Despite the structural challenges, the following are examples of significant programming/collaborations during 2016-17:

- Organized an Interdisciplinary Studies Fall Potluck with co-sponsorship from AFAM and LLAS.
- Organized screening of Lives: Visible about the pre-Stonewall lesbian community in Chicago and presentation by its filmmaker Michelle Citron.
- Promoted and participated in the Feminist Collective's "Take Back the Night" event.
- Organized in collaboration with AFAM and LLAS a post-election event/dialogue "Healing and Moving Forward."
- Organized 12th Annual WGS Student Symposium "Where Do We Go From Here?"

- Organized 10th Annual Activist Graduation
- Co-Sponsored with various programs/departments “A Public Health Approach to Police Violence” presentation.
- Organized Women’s History Month events:
  - “On Working It, Fighting It and Resting Bitch Face – The Intersection of Being a Black Working Women” with Delia Coleman, Vice President, Strategy and Policy at Forefront.
  - International Women’s Day - Queen of Katwe film screening and panel discussion with Olivia Perlow and Sharon Bethea.
  - “What Can You Do with a WGS Degree?” presentation/panel discussion with WGS Alumni.
  - “Reproductive Justice in the Age of Trump” with Loretta Ross, Human Rights Activist, educator and author.
  - Women of Color and Reproductive Empowerment Panel with Loretta Ross (Reproductive Justice Activist and Author), Lakeesha Harris (NEIU Alumna and Health Educator) and Brittany Mostiller, (NEIU Alumna and Executive Director of the Chicago Abortion Fund).
  - Co-Sponsored “A Win for Domestic Workers: Why Illinois Needed the Domestic Workers Bills of Rights” panel discussion with activists from the Latino Union/Chicago Coalition of Household Workers.
  - Film screening of National Geographic documentary Gender Revolution followed by discussion with female to male, male to female, gender queer and male to female panelists. Is this worded ok – it reflects what was on the flyer which Vicki approved.
  - “American Women Going to the Polls: How We Can Make a Difference” w/Ellen Cannon, Political Science

### **Majors and Minors, Outreach to Students & Program-Building**

We have graduated about the same number of students as last year. Below you can see the numbers of majors and minors graduating, with comparison years.

**Table 1a**

Reported for Annual Report	2013-2014	2014-2015	2015-2016	2016-2017
Major Grads	2	1	7	4
Minor Grads	9	6	7	9
LGBTQS Grads	2	1	1	1
<b>TOTAL</b>	<b>13</b>	<b>8</b>	<b>15</b>	<b>14</b>

Our numbers of minors increased by about 30%, while our number of WGS majors fell slightly and number of LGBTQ minors decreased. We are continuing our outreach and recruitment work to increase the number of majors, in particular, due to the IBHE demand that we increase our number of graduates.

**Table 1b**

Reported for Annual Report	2013-2014	2014-2015	2015-2016	2016-2017
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WGS Majors	14	14	17	16
WGS Minors	19	16	15	21
LGBTQS Minors	6	6	8	4
TOTAL	39	36	40	41

Despite the overall enrollment challenges that NEIU experienced, WGS maintained healthy enrollment in our courses, with 2016-2017 having our highest enrollment in the last 4 years. We participate fully in EI Centro, offering our General Education courses there twice a year and we have offered some electives online, allowing us to reach additional students.

**Table 1c**

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
# WGS Classes	6	8	6	6	9	8	9	7
# Students Enrolled	126	148	121	106	171	128	207	115
# Avg Students per Class	21	19	20	18	19	16	23	16

As Table 1c above indicates, the Women’s and Gender Studies Program reaches more students than those who major or minor with us. Our General Education/ University Core Curriculum course, WGS 101 Women’s Perspectives and Values, reaches over 100 students annually, exposing them to ideas that support Strategic Goal 2.7 “Integrate culturally relevant pedagogy and content throughout the curriculum.”

The content of our courses, with our emphasis on examining the experiences and perspectives of marginalized people, also supports Strategic Goal 3 Urban Leadership, in particular Goal 3.4 “Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners.” Our faculty frequently bring community speakers to campus to expose students to the multiple ways that people become agents of their own lives. Our curricular and co-curricular work also serves Goal 3.5 “Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment.” Many instances of this can be seen below in the faculty accomplishments section in terms of the issues that faculty are researching and teaching about.

## II. Program Plan

### A. Long term goals

Our main long-term goal is to increase the number of majors in WGS. Because our program is not a traditional field, students often discover it later in their careers, after they have already settled on other majors. We have begun to take steps to increase our outreach to students earlier and in innovative ways. Our efforts included the following activities:

- University Open House
- Tabling in Village Square
- Visits by Coordinator and Advisor to WGS 109A (FYE) classes.

One of our major recruitment efforts that focused on getting students interested in majoring/minoring in our program early on, we added a second section of our FYE course, WGS 109 Sex Lives in Chicago (taught by Brooke Johnson), in attempts at recruiting Freshmen.

## **B. Projected needs**

### **1. Faculty**

WGS continues to have only one full-time tenure-line faculty member, Laurie Fuller. We **have many other faculty who teach in our 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 our standard of excellence (due to the disproportionate demands on our interdisciplinary faculty) as well as growing our program.

### **2. Equipment**

While we have traditionally used equipment monies to purchase films for instructional **use, as more of our instruction moves online (either online, hybrid, or “flipped”**

classrooms), we need to invest in streaming rights for our instructional resources. This has proven to be more expensive than just purchasing DVDs, as we have done in the past. The best documentary distributors for our field have figured out business models that work well for them, but are very expensive for us. Streaming rights either have a prohibitive upfront cost or have to be renewed regularly, meaning spending money repeatedly for the same source. We appreciate our colleagues in the Ronald Williams Library working to address some of these challenges.

## **III. Accomplishments**

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

WGS is one of the most visible academic units on campus because our exemplary faculty and staff continue to organize educational programs, participate in college and university committees, and their excellence in teaching, research, and service continues to be recognized. *Please find below examples of some of our faculty accomplishments - additional faculty accomplishments can be found listed in the annual reports for the faculty members' home departments.*

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

**Meiners, E.** (2016). *For the children? Protecting innocence in a carceral state.* Minneapolis, MN: University of Minnesota.

**Messinger, A.** (2017). *LGBTQ Intimate Partner Violence: Lessons for Policy, Practice, and Research.* Oakland, CA: University of California Press.

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

Bellinger, B. and **Meiners, E.** (2017). "Transgender Studies." In Kevin Nadal, Ed. *The SAGE Encyclopedia of Psychology and Gender.* New York, NY: SAGE Publications.

**Meiners, E.** (2017). "Child's Play." In Ana Marie Duane (Ed.), *Small Bonds: Enslaved Children, Past and Present.* Cambridge University Press.

Bellinger, B., Horn, S. and **Meiners, E.** (2016). "Ecologies of School Discipline for Queer Youth: What Listening to Queer Youth Teaches Us About Transforming School Discipline." In R. Skiba (Ed). *Disparate Opportunity: Understanding and Addressing Inequality in School Discipline.* NY, NY: Palgrave/MacMillan.

Quinn, Therese and **Meiners, E.** (2016). "Seneca Falls, Selma, Stonewall: Moving Beyond Equality in LGBTQ School Justice Work." Annika Butler-Wall, Kim Cosier, Rachel Harper, Jeff Sapp, Jody Sokolower, Melissa Bollow Tempel. (Eds.) *Rethinking Sexism, Gender, and Sexuality.* New York, NY: Rethinking Schools Pub.

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

**Fuller, L.** and A. Russo. "Feminist Pedagogy: Building Community Accountability." *Feminist Teacher.* Volume 26 Number 2/3; Fall/Winter 2017.

**Meiners, E.** (2017). "The Problem Child: Provocations Toward Dismantling the Carceral State." *Harvard Educational Review* 87(1): 122-146.

**Meiners, E.** (2017). "Gendered movement: Negotiating youth, sex and harm in the US carceral state." *Children & Society* 31 (3): 231–242.

**Meiners, E.** and Tolliver, C. (2016). "Refusing to be Complicit: Teachers Rethinking Mandated Reporting." *Radical Teacher.* (Special issue Teaching #BLM) (106):104-116.

**Meiners, E.** (2016). "Teaching Publics in the American Penalscape." *American Quarterly* 68(2).

Daniels-McCarter, O., **Meiners, E.** and Noll, R. (2016). "Queer Disavowals: Controversial crimes and building abolition." *PhiloSOPHIA* 6(1).

Schenwar, M. and **Meiners, E. (2017, June)**. "Stop-and-Frisk" for Caregivers: How Expanded Mandated Reporting Laws Hurt Families. Truthout.  
<http://www.truth-out.org/news/item/41096-stop-and-frisk-for-caregivers-how-expanded-mandated-reporting-laws-hurt-families>

Levine, Judith and **Meiners, E. (2016)**. "Are Sex Offenders White?" "Counterpunch."  
<http://www.counterpunch.org/2016/04/11/are-sex-offenders-white/>

**Messinger, A.** (2017). The isolation of transgender, undocumented victims of domestic violence. The Huffington Post.

**Messinger, A.** (2017). Too close for comfort. Curve Magazine.

Whitton, SW, Newcomb, ME, **Messinger, AM**, Byck, G., & Mustanski, B. (2016). A longitudinal study of IPV victimization among sexual minority youth. Journal of interpersonal violence, 0886260516646093

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

**Fuller, L.** "Radical Imagination for Radical Pedagogy: Workshop Toward a Syllabus for Intersectional Resistance." WISCON: Feminist Science Fiction Conference, May 26-29.

**Fuller, L.** "Decolonizing the Future: Afrofuturism and Native Speculative Fiction." WISCON: Feminist Science Fiction Conference, May 23-29.

**Messinger, A.** Author Meets Critic: LGBTQ Intimate Partner Violence: Lessons for Policy, Practice, and Research. American Society of Criminology Annual Conference, regular session paper, Philadelphia, PA. November 2017.

**Messinger, A.** LGBTIQ+ Intimate Partner Violence. American Society of Criminology Annual Conference, round table discussant, Philadelphia, PA. November 2017.

**Messinger, A.** Teaching Queer Criminology. American Society of Criminology Annual Conference, round table discussant, Philadelphia, PA. November 2017.

**Messinger, A.** Addressing Intimate Partner Violence. Enough is Enough: NEIU Campus Violence Prevention Week, Northeastern Illinois University, organizer and panelist. Chicago, IL. October 2017.

**Over, K.** NEIU Faculty Research Symposium and "Race in Trump's America" discussion: "Nation, Narration, and Race: William Faulkner's Southern Fable."

**Stockdill, B.** "Turning the Sociological Lens Inward: Activism, Love, HIV and Healing," at the Midwest Sociological Society Annual Meeting. Milwaukee, WI: April 2, 2017.

**Wheeler, D.** “Pedagogy of the Heart: Evoking Empathy Through Literature and Film” at the National Association of African American Studies and Affiliates 25<sup>th</sup> Anniversary Conference, Dallas, Texas February 2017

**Wheeler, D.** “Strong Feelings, Strong Voices: All American Boys, Black Lives Matter, & Keeping Discourse Civil in Troubled Times.” **Young Adult Literature** Conference, St. Charles, IL October 2016 and Gear up Diversity Workshop Chicago, IL, March 2017

## **5. Funded grants**

**Meiners, E.** American Educational Studies Association Critics Choice Award, For the Children? Protecting Innocence in a Carceral State, 2017

**Meiners, E.** Prison + Neighborhood Arts Project/Stateville Degree Program. Anonymous. (\$100, 000) 2017-2019

**Meiners, E.** Illinois Deaths in Custody Project (with Therese Quinn) Illinois Humanities (\$5000) 2017

**Meiners, E.** Illinois Deaths in Custody Project (with Therese Quinn) Civic Engagement Institute (\$13 500) 2016-2017

**Meiners, E.** Visiting Scholar, (with Francisco Ibáñez-Carrasco), at the Leather Archives and Museum. The Consent Project (\$3000) 2017-2018

**Meiners, E.** Prison + Neighborhood Arts Project. Woods Fund (\$20, 000) & National Endowment for the Arts (\$10, 000) (Co-Principal Investigator with Sarah Ross) 2016-2017

**Messinger, A.** “FAB 400,” a longitudinal study of female sexual minority intimate partner violence. Co-Investigator, National Institutes of Health grant (\$2.18 million).

Adler, R. (P.I.), Hibdon, J., Srinivas, S., **Wheeler, D.**, Slate, J. E. 2016. “Integrating Science, Mathematics, and Computing within an Elementary and Middle School Pre-Service Teacher Education Curriculum” **National Science Foundation (NSF STEM + C Grant)**, \$700,608.00. October 2016-August 2019.

## **6. Service**

**Fuller, L.** WISCON: Feminist Science Fiction Conference, Feminist Sci-Fi Scholarship Workshop Session Chair, May 26, 2017.

**Johnson, B.** Associate Editor, *Radical Pedagogy* (radicalpedagogy.org)

**Matthews, N.** Manuscript Reviewer. *Law & Social Inquiry*.

**Over, K.** MA Thesis advisor, Lars Ask, University of Bergen, Bergen Norway: “Native American and Canadian First Nation Literature and Transgenerational Trauma” (June 2017 - May 2018).

**Over, K.** Reader. *Viator: A Journal of Medieval and Renaissance Studies*, published by Brepols for the UCLA Center for Medieval and Renaissance Studies. Provided critical assessment of “Women, Death, and Power: (Re)Constructing Masculinity in Reicne Fothaid Canainne” (March 2017).

**Over, K.** Manuscript reviewer for Ohio State University Press. Asked to provide a critical assessment of the value, contribution, and scholarship of the project “The Other Faces of Arthur: Medieval Arthurian Texts from the Peripheries of Europe,” by Nahir Otaño Gracia. (March-April 2017).

**Stockdill, B.** Discussant for the presentation “How to write and talk about your (miserable?) health and still get men to want you!” by Francisco Ibáñez-Carrasco PhD, Canadian-Chilean educationist, researcher, POZ activist, and author. Chicago Leather Archives & Museum, December 2016.

**Stockdill, B.** Member, Black and Pink (queer & trans prison abolition organization), Chicago, IL.

**Stockdill, B.** Completed a five hour Islamophobia Training by the American Friends Service Committee (AFSC), February 2017.

**Stockdill, B.** Completed a four hour training on immigrant rights by Organized Communities Against Deportation (OCAD), March 2017.

## **B. Student Achievements**

**1.** Presentations, conference papers, symposium participation, publications. Complete citation.

**Brieske, Karen.** “Maintaining Sanity in the Workplace: A Feminist Dilemma.” 12th Annual Women’s and Gender Studies Student Symposium, NEIU, April 7, 2017.

**Campos, Karla.** “Latinx Mental Health in the United States: A Call for Intersectionality.” 12th Annual Women’s and Gender Studies Student Symposium, NEIU, April 7, 2017.

**Diawara, Tenin.** “Health Disparities Among Black Women.” 12th Annual Women’s and Gender Studies Student Symposium, NEIU, April 7, 2017.

**Hernandez, Rosario.** “Emerging Latina Feminist Identities.” 12th Annual Women’s and Gender Studies Student Symposium, NEIU, April 7, 2017.

**Martin, Marquitta.** “Gender Identities Within the Gender Identity of Women.” 12th Annual Women’s and Gender Studies Student Symposium, NEIU, April 7, 2017.

**McElhaney, Caitlyn.** “Intimate Partner Violence in LGBTQ Relationships.” 12th Annual Women’s and Gender Studies Student Symposium, NEIU, April 7, 2017.

**Moreno, Andrew.** “61<sup>st</sup> CSW: Is Being Diverse Enough.” 12th Annual Women’s and Gender Studies Student Symposium, NEIU, April 7, 2017.

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

Patricia Morales to UIC for M.A.

Marie Martin to University of Maryland for M.A.

Viki Peer to Arizona for Ph.D.

### **C. Alumni News**

Viki Peer ('15) got her M.A. from Florida

Maria Chaves ('08) got her Ph.D. from SUNY Binghamton

# WORLD LANGUAGES AND CULTURES

**Annual Report 2016 – 2017**

**Submitted by Denise Cloonan Cortez de Andersen**

## **I. Executive Summary**

The Department of World Languages and Cultures takes great pride in the role that we play at NEIU, a federally designated Hispanic Serving Institution, in meeting the needs of the students in our department as well as those that take our language and culture courses to fulfill core curriculum requirements. We taught language and culture courses in 10 different languages to meet the needs of our students and the surrounding communities. Moreover, WLC faculty regularly teach in the Women and Gender Studies and the Latinx and Latin American Studies programs, and occasionally in the Teaching English as a Second Language program. These collaborations are key to strengthening our respective programs and to celebrate the diversity of our university. Additionally,

the Department of World Languages and Cultures maintains an ongoing collaboration with the Chicago Chapter of the Kosciuszko Foundation and PEACER (Polish and European Academic Center for Exchange and Research) at Northeastern Illinois University to help support a number of initiatives, for example, "In the Search of Glory, Money and New Experience - Central and Eastern European Music Artists in the U.S. Around 1900" presented by Dr. Tomasz Pudlocki from the Institute of History, Jagiellonian University, Poland.

Some additional highlights from this year include:

- The induction of thirteen Spanish majors into Sigma Delta Pi, the National Spanish Honor Society.
- Dean's List status for ten of these inductees who have maintained a 4.0 GPA.
- Our very first WIP course passed through governance in Fall 2016: **WLC 333 *Cross-Cultural Communication: Fundamentals of Translation***. The course will be taught in Spring 2018 for the first time.
- We amended our back-credit policy in an effort to encourage language study with a focus on proficiency in a multilingual, multicultural community.
- TK20 portfolio support for Spanish Majors and LALC M.A. Degree students. Now that portfolio assessments are routine for most majors in World Languages and Cultures, Tom Griffin, in consultation with Kenneth Beyer of the Center for Teaching and Learning, can now assist students with creating and updating their assessment portfolios. Students can drop into the language lab or schedule appointments for help.
- Through continuing use of course fees, all beginning level General Education courses have textbooks and or workbooks on reserve at the Language Learning Lab. This expanded availability helps with student enrollment and retention in difficult economic times when state and federal financial aid awards are reduced. If students cannot afford the materials at the start of the semester, their enrollment is not deterred because the materials can be read at the language lab free of charge.
- Upgraded CAN-8 language learning/teaching application server in cooperation with University Technology Services. The new machine secures the data for the CAN-8 learning materials and assessments created for students in World Languages courses and the NEIU community.

## II. Program Plan

## A. Long term goals

### In order to strengthen and grow our program we will:

- participate in the English Department's Interdisciplinary University Seminar Series for 2017-2018, by offering a workshop for Spanish teachers.
- recruit more students to our M.A. program in Latin American Literatures and Cultures
- design more Study Abroad programs for both undergraduate and graduate students
- revise our minor to be inclusive of the introductory courses taken as pre-requisites
- design more interdisciplinary graduate courses as well as 300\* courses

## B. Projected needs

**Faculty:** the department has lost several faculty members in Spanish due to retirement. In order to maintain both the undergraduate and graduate programs in Spanish, we need to hire at least one Latin American Literature/Culture specialist.

## III. Accomplishments

**Luis Valenzuela Ríos, Instructor of Spanish:** received his Ph.D. from Center for Advanced Studies on Puerto Rico and the Caribbean, San Juan, Puerto Rico, June 2017.

### A. Faculty Research/Creative Activities

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

**William Schoen, Instructor of Japanese:** has two books published:

Schoen, William. 2017. Travel My Japan: Chibo the Explorer Goes to Japan. CreateSpace Independent Publishing Platform.

Schoen, William. 2017. Travel My Japan: Tokyo A Visual Journal. CreateSpace Independent Publishing Platform.

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

**Raúl Dorantes Resendiz, Instructor of Spanish:** had his newest production of Colectivo El Pozo, *Allá en San Fernando* performed at Citlalin Gallery, October, November 2016. *Allá en San Fernando* is Raúl's play written in Spanish.

**Jeanette Hernández, Administrative Aide,** "The Illinois Budget Impasse----The Violent Fallout of Political Brinkmanship," 33rd Triennial Congress of the Women's International League for Peace and Freedom, July 28.

**Emily Masó, Instructor of Spanish:** performed in *Allá en San Fernando* and translated the English supertitles.

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

**Denise Cloonan Cortez de Andersen, Professor and Chair:** Panelist in Mothering Abroad: Empowerment in the Face of Language Barriers and Cultural Dissonance. The Polish and European Academic Center for Exchange and Research (PEACER) December 14, 2016.

### **4. Service**

**Denise Cloonan Cortez de Andersen, Professor and Chair:** serves on the editorial review board of The Linguistics Journal.

### **Jeanette Hernández, Administrative Aide:**

- Re-elected Chair, PEOPLE (Public Employees Organized to Promote Legislative Equality).
- AFSCME Local 1989. Term 2017-2020.
- Teacher, Religious Education Program (Session 1, English). Our Lady of Mercy Catholic Church. Academic year 2016-2017.
- Chair, Peace and Justice Committee, Our Lady of Mercy Catholic Church.

## **B. Student Achievements**

**Oscar Ortega-Melquiades, Spanish major**, was the recipient of the Calixto Masó Spanish Scholarship, \$2,200.

**Ana Atanasio, Spanish major**, was the recipient of the Arturo Nájera Mexican-American Scholarship, \$700.

**Marlene De la Cruz, Spanish major**, was the recipient of the Jewell Berlinger Spanish Scholarship, \$1,100.

Thirteen Spanish majors were inducted into the Sigma Delta Pi National Honor Society in April, 2017:

Lisa Boguse  
Patricia Burchfield  
Megan Cruz  
Marlene De La Cruz  
Dulce García  
Eric Melecio  
Miguel Méndez  
Araceli Morales  
Martha Olmos  
Oscar Ortega-Melquiades

Amelia Pacheco  
Adolfo Romero  
André Santiago