



# College of Arts & Sciences

## 2017-2018 Annual Report Department Reports



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# **COLLEGE OF ARTS AND SCIENCES**

## **ANNUAL REPORT**

**2017-2018**

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# **COLLEGE OF ARTS AND SCIENCES ANNUAL REPORT**

## **Executive Summary**

The College of Arts and Sciences, through a faculty of world-class researchers and teachers, offers a vibrant and ever-evolving curriculum in the liberal arts and sciences. We aim to sustain a relevant and cutting-edge curriculum that also honors and embodies the very best principles and practices of liberal arts and sciences traditions, preparing students for meaningful professional, civically-engaged, and personal lives in which they are equipped to meet the challenges and address the problems of our troubled contemporary world with humanity, intellect, and a profound sense of their own capacities. The CAS promotes and seeks to ensure student success through its support for and implementation and ongoing assessment of high impact pedagogical practices and disciplinary best practices, placing a premium on creating opportunities for our students to take part in research and be engaged in impactful ways. The College also actively engages in community partnerships with local organizations, schools, and universities to further our mission. These partnerships positively impact the surrounding community, region, and world, forging important alliances with those entities that share our mission of improving lives and communities by bringing to bear our collective intellects on our most pressing obstacles to the good life. Thus, our graduates engage in the larger community, not only as life-long learners, but as life-long change-makers.

As the largest college of the University, the CAS serves all undergraduate students at Northeastern, housing the General Education-Distributive Learning Program, offering developmental education programs, as well as offering 27 majors and 47 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 3 certificate programs. In 2018, the College of Arts and Sciences conferred a total of 1123 degrees at the Spring 2018 commencement. The CAS continues to generate the most credit hours in the University, offering 61911 of the total 84033 credit hours, or approximately 74% of the total credit hours generated in Fall 2017.

Despite the budgetary challenges and subsequent staff reorganization that severely impacted our college, our faculty and staff continue to provide an exceptional

environment for teaching, learning and scholarship. Our Department Staff do an exceptional job of supporting their Chairs, Coordinators and Faculty, some of them supporting two, three or four departments. We would be remiss if we did not also recognize the extraordinary work of the CAS Dean's Office Staff who support the college's 34 programs with 18 chairs, 14 coordinators or directors, 17 department support staff, over 150 tenure-track faculty and over 200 instructors. In addition, due to these same budgetary challenges that Illinois public universities faced as a whole, we welcomed only four tenure-track faculty members in Fall 2017. Dr. Patricia Aguado (SWK), Dr. Samantha Brown-Xu (CHEM), Dr. Aissetu Barry Ibrahima (SWK), and Dr. Ryan Poll (ENGL),

As always, we celebrate the many accomplishments of the College of Arts and Sciences, a few of which are as follows:

Our prolific CAS Faculty have produced over 300 publications, presentations or performances in the last year.

One of our Physics Majors, Cesar Bustos, was not only chosen as a Student Laureate of the Lincoln Academy of Illinois and honored at the 43<sup>rd</sup> Convocation and Investiture of Student Laureates in Springfield, Illinois, but was also selected to speak at the December 2017 Graduation Ceremony. Another of our stellar students,

Lawrence Berlin (TESL) and Therese Schuepfer (PSYC) from the College of Arts and Sciences were among those awarded emeritus status and were honored during the December 2017 Commencement. Additionally, Saba Ayman-Nolley (PSYC), Judith Kaplan-Weinger (LING) and Shahrzad Mahootian (LING) were awarded emeritus status and were honored during the May 2018 Commencement.

In Fall 2017, the Art Department offered a new Bachelor of Arts in Graphic Design and added the Minor in Interaction Design. In addition, the Digital Photo Lab upgrade was completed in Spring 2018. It was also the beginning of our Bachelor of Arts in Music (B.M.) and the Bachelor of Social Work (BSW).

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) and six CAS faculty were promoted to Associate Professor: Wilfredo Alvarez (CMT), Brandon Bisbey (WLC), Francisco Iacobelli (CS), Brook Johnson (SOC), Shayne Pepper (CMT), Joshua Salzman (HIST).

Paulo Acioli (Physics) was awarded The Bernard Brommel Distinguished Research Professor Award and the 2017 Audrey Reynolds Distinguished Teaching Award to CAS faculty Maureen Erber (Psychology).

Congratulations to four of our CAS instructors who received the NEIU Instructor/Academic Support Professional/Academic Resource Professional Excellence Awards 2017 (for the 2015-2016 Academic Year): John Armour (ELP), Josef Ben Levi (SOC), John Bliss (CMT) and Kathleen Kane (CMT).

We also wish to recognize the following faculty members who are recipients of the Faculty Excellence Award Teaching and Resource Professional Excellence Awards 2017 for their achievements and contributions to the academic community in the academic year 2015-2016.

Teaching / Performance of Primary Duties

William Adler (PSCI), Brooke Johnson (SOC), Jennifer Slate (BIO), Xiwei Wang (CS)

Research / Creative Activities

Rachel Adler (CS), Christina Ciecierski (ECON), Jon Hageman (ANTH), Robert Heitzinger (MUS), Lisa Hollis-Sawyer (PSYC), Adam Messinger (JUST), Gregory Neddenreip (PSCI), Ana Nieves (ART), Masami Takahashi (PSYC), Cindy Voisine (BIO), Zhonggang Zeng (MATH)

Service

Nancy Matthews (JUST), Marina Polyashuck (MATH)

The following faculty were awarded sabbatical or educational leaves for the Fall 2017 or Spring 2018 terms:

Sabbatical leaves awarded 2017-2018

Sarah Cordell , Associate Professor, Mathematics (Spring 2018)  
David Farmer, Associate Professor, Psychology (Spring 2018)  
Julie Kim, Professor, English (Fall 2017/Spring 2018)  
Cyndi Moran, Professor, Communication, Media and Theatre (Fall 2017)  
Marina Polyashuk, Associate Professor, Mathematics (Fall 2017)  
Linda Rueckert, Professor, Psychology (Fall 2017)  
Jennifer Slate, Professor, Biology (Fall 2017/Spring 2018)  
Susan Tang, Associate Professor, Music (Fall 2017/Spring 2018)  
Zhonggang Zeng, Professor, Mathematics (Spring 2018)

Educational leaves for Level I-V Administrators and Department Chairs 2017-2018

Marcelo Sztainberg, Associate Dean, College of Arts and Sciences (Fall 2017)

Educational leaves for full-time Instructors 2017-2018

Lizz Otto-Cramer, CMT (Spring 2018)  
Cheryl Park, BIO (Spring 2018)  
Brian White, ENG (Fall 2017)

We take great pride in the many achievements of the outstanding faculty and staff of the College of Arts and Sciences and appreciate their dedication. Their expertise and accomplishments inform and enrich the College's diverse and inclusive learning environments that enable student success, empowering our students to avail themselves of the many opportunities for intellectual discovery through original research, civic engagement, and academic pursuit as they develop their own worldviews through growing social and cultural awareness.

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

# AFRICAN/AFRICAN AMERICAN STUDIES MINOR

**Annual Report 2017-2018**

**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.

### **Highlights of 2017/2018**

During the academic year 2017/2018, AFAM continued to make programmatic developments and organizational strides. Some of these achievements include: 1) the planning, development, and successful implementation of the African Summer Institute for Teachers at NEIU, 2) planning and implementing the Annual Genocide Research Symposium: Gender, Sexuality, and Genocide in Africa and Beyond, and 3) sponsoring, co-sponsoring, facilitating and or otherwise participating in numerous programs, events, and projects

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. Enrollees have included: public school teachers, NEIU students, and instructors from the City Colleges of Chicago. Several NEIU professors and staff participated as instructors. 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. North Western University (NU) and NEIU collaboration has also been strengthened by NU including support for our African Summer Institute for Teachers in a recent Department of Education Title VI proposal. Consequently, the summer institute will receive 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.

Throughout the 2017/2018 academic year, AFAM sponsored, co-sponsored, facilitated and or otherwise participated in numerous programs, events, or projects including:

1. On October 25<sup>th</sup>, AFAM co-sponsored with the Task Force for African, African American, African Diaspora Student Success; the Division of Student Affairs, students and Chicagoland community at the Pedroso Center and Recital hall it's first annual "Harambee"; A Community Gathering to celebrate African Diaspora life and culture. The celebration included a feast, networking, student activities, speakers and performances.

2. AFAM co-sponsored with the Office of the Provost, the College of Arts and Sciences, the Department of Social Work, Justice Studies, the English Department and TESOL, the Annual Genocide Research Symposium. Highlights included: A keynote address by researcher and expert in African genocide Kurt Mills. Dr. Mills is a senior lecturer in international human rights at the University of Glasgow and director of the Glasgow Human Rights Networks, and delivered a speech titled “Impediments to Stopping Atrocities in Africa and Beyond.” Mills’ research interests are in human rights, refugees and humanitarianism. His regional area of specialization is sub-Saharan Africa. Obang Metho, executive director of the Solidarity Movement for a New Ethiopia, delivered a speech titled “A Journey From the Solitary Darkness of Crimes Against Humanity and Genocide to the Embrace of the ‘Other.’” Metho shared from his personal experience how the failure on the part of perpetrators, victims, bystanders, stakeholders and the international community to see the humanity of those outside one’s own group continues to block the path to more sustainable solutions to crimes against humanity and genocide.
3. AFAM co-sponsored NEIU’s and Pedroso Center’s “Tribute to the Legacy of Rev. Dr. Martin Luther King, Jr.” The speaker was Tamika Mallory. Tamika D. Mallory is an activist, advocate for civil rights issues, equal rights for women, health care, violence, a social justice leader and the national co-chair for the Women's March. She is also the former executive Director of the National Action Network. She is an advocate of gun control, feminism and the Black Lives Matter movement.
4. In collaboration with students, AFAM sponsored for the entire month of Black History month cultural and educational movie nights at NEIU’ the NEST. Movies shown were The Help, Glory Road, 12 Years a Slave, The Great Debaters, Freedom Writers and Detroit. AFAM faculty and students lead discussions after films.
5. AFAM co-sponsored Black Caucus’s the Black Panther student movie event.
6. AFAM, The Black Heritage Committee, Black Caucus, the Pedroso Center for Diversity and Intercultural Affairs, and others have partnered to bring a rich, diverse schedule of programming to commemorate Black History Month 2018.
7. Co-Sponsored and participated in Black Heritage Committee’s Damon Williams Black History month event. Office of Academic Affairs, Student Affairs and students also participated in programming.
8. AFAM participated in NEIU hosting about 150 Chicago Public Schools students from five different high schools (Robeson, Team Englewood, John Hope Academy, Julian and Corliss) on Feb. 27 for a Black History Month Celebration and College Experience. Chicago GEAR UP of the Center for College Access and Success and Coordinator of African American Student Recruitment Alice Pennamon organized the event.
9. Four Northeastern faculty members that are all affiliate faculty of AFAM—Olivia Perlow, Durene Wheeler, Sharon Bethea, and BarBara Scott launched their new book during a talk and reception in the library of the Carruthers Center. “Black Women’s Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy” an interdisciplinary anthology that sheds light on the frameworks and lived experiences of black women educators.

10. AFAM faculty participated in NEIU Community Conversations presenting “Black Women’s Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy” an interdisciplinary anthology that sheds light on the frameworks and lived experiences of black women educators.
11. AFAM co-sponsored Women and Gender Studies’ fourth annual Black Women’s Leadership Summit.
12. AFAM facilitated the annual Dr. Lawrence Frank Lecture. The guest speaker Adia Benton, Phd. is an Assistant Professor at Northwestern University. Her talk was entitled, *Between Survival & Security: Ebola as a Political and Diagnostic Category*. Dr. Benton is a cultural anthropologist with interests in transnational efforts to eliminate health disparities and inequalities, global health, biomedicine, development and humanitarianism and professional sports. These concerns arise from a previous career in the fields of public health and post-conflict development in sub-Saharan Africa and Southeast Asia. Her first book, *HIV Exceptionalism: Development Through Disease in Sierra Leone*, won the 2017 Rachel Carlson Prize, awarded by the Society of Social Studies of Science. A special treat for us this year is that Professor Emeritus Barbara Scott delivered the introductions and Professor Emeritus and past Provost Lawrence Frank were in attendance.
13. Co-sponsored the Black Heritage Committee in planning and implementing the Black Heritage Awards.
14. AFAM sponsored a lecture by Dr. Obari Cartman in April for sexual assault awareness month, titled “#MeToo: Black Men’s Responsibility for the Prevention of Sexual Violence Against Women.”
15. AFAM coordinator as Special Assistant to the Vice President of Student Affairs and Chair of the Black Student Success Committee participated in a series of mentorship call pods with Rutgers University, New Jersey concerning the success of Black And Latino students.
16. AFAM affiliate faculty have published, participated in study abroad, and presented at numerous conferences and community events.
17. Through collaborations and resources made available through Student Affairs, we share a Graduate Assistant that is housed in the AFAM, WGS, ILLAS office, which gives some additional hours for the doors to be open.
18. A big accomplishment is that our AFAM Program minors have increased this year as well as the number of students registering for AFAM classes.

Collaborations with Student Affairs, Academic Affairs, the NEST, Pedroso Center, Project Success and the Black Heritage Committee, Black Caucus have blossomed, as indicated by the items above. However, during the 2017 -2018 academic year, these efforts continue to be severely hampered by, no designated faculty line for AFAM, additional duties that have become the responsibility of faculty, the loss of administrative and professional employees, lack of funding and resources and civil service reassignment.

## **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

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.

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

- **Faculty:** AFAM does not have a dedicated tenure-track position in its budget. However, AFAM needs to have a MOO line in the CAS budget for part-time instructors to teach AFAM courses that are not covered by core faculty members.
- **Office Space:** AFAM is currently sharing office space with the Women Studies Program and the Latino and Latin American Studies Program in the Sociology Department. It will be ideal for these three programs to have a conference room for the coordinators to have meetings and for our students to come together to work on mutual projects. The Pedroso Center could be an ideal space for this to happen, but given budget constraints, lack of staff in the Pedroso Center and policies put forth by the Pedroso Center, utilizing this space has been problematic. Hopefully with the new changes, these obstacles will begin to subside and space will be more easily accessed in the Pedroso Center.
- **Secretarial and Student Help:** The AFAM, WSP, and LLAS Programs together have one part-time administrative assistant that is shared with several other departments and only has limited hours designated to being in the office; consequences being that much of time AFAM doors are closed. This has had a major impact on the functioning of AFAM.

## **C. Program Recommendations**

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

- Collaboration with Other Institutions, NEIU Programs and the Chicagoland Community:** AFAM should continue to link up and form collaborations with our other campuses CCICS and El Centro as well as other institutions and programs including the Chicago Teacher Center (CTC), Northwestern University, the Chicago Urban League, Student and Academic Affairs. More collaborations are warranted, i.e., collaborations with the College of Business, More involvement with STEM, more community collaborations.

## I. Curriculum Map

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

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

# ANTHROPOLOGY

## **Annual Report 2017-2018**

### **Submitted by Russell Zanca**

#### **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 tenured 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 2017-2018 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.

During 2017-2018, we introduced...

Anthropology continues to be challenged by our 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.

Among our faculty accomplishments this year were: 3 media interviews, 1 conference presentation, and 1 continuation of a funded grant. Anthropology faculty also served NEIU, other organizations and publishers as treasurer, chair, and editors.

Lastly, we are beginning to compile an active database for our alumni, and we are sending out messages to inform them of happenings in the department and at NEIU as we also solicit information from them about annual changes to their respective career developments and job profiles. This year's report features information on four of our alumni.

## **II. Program Plan**

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

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

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

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

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

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

### **B. Projected needs**

**(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:**

Russell Zanca, Guest Panelist *The Heat* CGTN (China's SCO Summit), June, 2018

Russell Zanca, Interview for *Eurasianet*: "Uzbekistan's Morality Guardians Claim Win as Turkish Soap is Dropped from Air" March, 2018

Russell Zanca, Interview *NBC 5 Chicago*: “Uzbekistan is Not a Terrorist Hotbed, Experts Say” November, 2017

<https://www.nbcchicago.com/news/national-international/Uzbekistan-Is-Not-a-Terrorist-Hotbed-Experts-Say-454520113.html>

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

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

Hageman, Jon B., Brian Bacon, **Jon B. Hageman**, Sean Jensen, Mary Kay Mulvaney, and Alecea Toso *Honors Programs & Transfer: The Collaborative Link that can Positively Affect Recruitment, Student Success, and Your Honors Program*. Paper presented at the 2018 Illinois Association for College Admission Counseling, Palos Hills, Illinois.

### **5. Funded grants**

Tracy Luedke, Co-leader of the Research Education Core of the Chicago Cancer Health Equity Collaborative (ChicagoCHEC), NCI U54 Partnership to Advance Cancer Health Equity, 2015-2020.

### **6. Service**

Lesia Davis, Elected chair of ANTH, ELP, GS, PHIL, and TESL in spring, 2018.

Tracy Luedke, Editorial board member of the *Journal of Religion in Africa*.

Russell Zanca, University of Chicago, *Committee on Central Eurasian Studies*, Treasurer. 2017-2018.

Russell Zanca, Editorial board member Routledge Special Series on Economic Anthropology, May, 2018.

### **C. Alumni and Student News**

Leia B. Uí Dhálaigh (2017) is the Research Assistant for the Philippine Mammals Project at the Field Museum.

Chris Estrada (2008) is an Adjunct Professor of Anthropology and History at Florida Southwestern State College

Stephanie Manning (2014) is enrolled at Chicago State University in a post-Baccalaureate program through the *I Am Able Foundation*.

Claudia Zelechowski (2011) is now a user/customer experience professional for UX Connections.

# ART

## Annual Report 2017-2018

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, as well as a new 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).

FY18 was productive for the department and we were busy with multiple initiatives and continued to update curriculum and studio spaces in response to program need. The department added the **Minor in Interaction Design**, a course of study where students will develop processes and approaches applicable to various forms of making within the field of interactive/digital media. Coursework in the minor focuses on the integration of digital media and design through aesthetics, usability and creativity. The **Digital Photo Lab** upgrade was completed in Spring 2018. Since the department isn't allocated any new space for studio expansion, we repurposed one of the traditional darkrooms as a digital lab. While we have still kept the second darkroom traditional, this upgrade is in line the field of photography, where students need to be prepared for the job market upon graduation; this means being well-versed in industry standard tools. Shencheng Xu, Sculpture, led an international study tour to China during the first term of the Summer session. The coursework, along with visiting sites and cultural institutions, revolved around land art projects. We continue to work toward accreditation of our new program in **Graphic Design** and currently have 23 students enrolled in the program. During the academic year, the department hosted Visiting Scholar Qiang Liu, an assistant professor at the School of Fine Arts at China Southwest University. Professor Liu worked in the ceramics studio on his projects, gave a department lecture and mounted an exhibition in the Ronald Williams Library.

In conjunction with the **NEIU Weekend**, the department hosted the **2017 NEIU Art Alumni Exhibition** in the Fine Arts Center Gallery. This show was juried by the art alumna, **Shannon Keck (BA '14)** and featured the work of 23 Alumni. The reception for this exhibition was during the **NEIU Weekend** and once again was a successful event that we plan to continue every other year.

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 and exhibition spaces throughout campus as well as workshops in the studios.

This year, the Peace Paper Project returned to NEIU and a papermaking workshop was held in the Drawing studio. Students were invited to bring articles of clothing to be turned into paper pulp, which was then used to make handmade sheets of paper. This was an intense hands-on workshop that directly related to art and healing and students were very excited to participate.

Students and faculty continued to be active in a variety of community events during the 2017-2018 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. The department was again invited to participate in the local **North Park Art Walk** and shared a storefront exhibition space with North Park University. The NEIU aspect of the exhibition showcased the current Art Merit Scholarship recipients. The department also lent a hand to event in the form of exhibition support and is happy to be a part of and support community initiatives such as the art walk.

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

- Off campus events included the Harold Washington College Art and Architecture Transfer Fair, the Marwen College Night, the Illinois High School Art Exhibition College Fair in Bridgeport and the Little Black Pearl Art and Design Academy College Fair.
- Along with the NEIU open houses, the department participated in two Black History Month high school recruitment events organized by Alice Pennemon. For one event, Professor Katie Duffy ran a creative coding workshop and for the second event, the Art Club had a table where they drew two-minute speed portraits of high school students.
- The department hosted Marwen, a non-profit organization that provides free visual arts classes to under-served Chicago youth, to campus and again took part in the Amundsen High School Campus Visit to NEIU, both in the spring semester. We hosted three breakout sessions/ hands on workshops for Amundsen students. The first session, “Code is Magic,” introduced students to the Art and Technology area in the department where faculty member Katie Duffy had students working with basic creative coding. The second session, “Maya Texts and Inka Codes,” focused on art history and Dr. Ana Nieves taught students to use Maya glyphs to write their names as well as make khipus (knots that recorded memories and related dates). The third session, “Analog Snapchat” was a photography workshop run by Nate Mathews and that focused on contact printing with immediate results.

- Our department continues to enroll a large number of transfer students and this year, we continued 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. This year, the reception had a much larger turnout and we gave several department tours.

## **2017-2018 Academic Year Gallery Season Summary**

During the 2017-2018 academic year, the Fine Arts Center Gallery had six exhibitions and a sale of student work in ten months (August 2017-June 2018). 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, 439 visitors came to the gallery during the fall 2017-summer 2018 (through June) gallery season.

The gallery continues to be dedicated to expanding its outreach on and off campus with a special emphasis on reaching out to NEIU Art Alumnae, continued collaboration with other departments, and presenting the most current movements and practices occurring in contemporary art. In addition to these goals, we added the following to our agenda for the 2017-18 and 2018-2019 academic years:

- invite curators to propose exhibitions with one event (beyond the already planned artist talk and/or workshop provided for each exhibition) focused on community involvement
- one exhibition devoted to increased recruitment from Illinois 2-year colleges
- renewed focus on diversity
- continued free and public lectures and workshops with visiting artists on campus.

With these goals in mind, the gallery completed a new mission statement, which reads as follows:

The Fine Arts Center Gallery is an exhibition space committed to showcasing innovative works of art within a pluralistic, culturally diverse setting.

The gallery seeks to bring students and visitors into contact with current issues in art and feature work that inspires, challenges, and informs. The ultimate goal of each exhibition is to enrich the educational experience for all Northeastern students and the neighboring community. Each show is developed for its potential to engage the university's diverse student body, to encourage viewers to think differently about a variety of issues, and to build community through the work of innovative artists.

The Fall 2017 schedule began with the ***Biennial Juried Art Alumni Exhibition*** which features work by NEIU graduates with an art major or minor in conjunction with NEIU Weekend hosted by the Office of Alumni Relations. On the years in which this show is not included in the gallery calendar, the exhibition committee invites a NEIU Art graduate to have a solo (or small group exhibition with 2-3 other graduates).

The NEIU Fine Arts Center Gallery was included in the citywide “Artist’s Month” hosted by Chicago’s Department of Cultural Affairs. The exhibition *Clarissa Bonet: Urban Constructs: City Space + Stray Light* was partially sponsored and funded by an Artist Program Grant from the City of Chicago Department of Cultural Affairs & Special Events as well as a grant to the artist from the Illinois Arts Council Agency. Bonet is an established Chicago photographer.

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 increased the sale from 5 to 10 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 on campus.

The Spring 2018 gallery calendar of exhibitions opened with ***Bad Editions*** in which we collaborated with Rafael Vera, Curator, Loyola University Ralph Arnold Gallery to present work by local experimental printmakers. The printmakers exhibited explore contemporary printmaking processes, which combine traditional notions of this medium with current technologies. Furthering our commitment to a contemporary program of exhibitions we invited Young Suk Lee, artist and instructor of Integrated New Media Studies at Indiana University to show her innovative work. Lee’s work combines artistic aesthetic concerns with robotics and was a big hit with students off all disciplines. 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. This exhibition introduces students to the process by which they will submit their work for exhibition upon graduation and teaches students the practical aspects of presenting, pricing, and selling their art for a profit.

This summer the gallery hosted the ***Juried Community College Student Exhibition*** for the 2<sup>nd</sup> time. As word of this opportunity has spread, the number of students that submitted their work for consideration more than doubled. Many students and their family came to the reception where awards were presented and faculty provided tours of the art department facilities. We will continue this exhibition annually as it has proved an excellent opportunity to bring prospective students to the NEIU campus.

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

## **II. Program Plan**

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

- Update studio areas in response to contemporary trends in disciplines
- Complete the Fabrication Lab/Maker Space
- 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
- Add another design lab to augment the BFA in Graphic Design
- Provide updated technology and equipment to areas that need to remain current in the field
- Offer summer programming for high school students as well as programming during the traditional CPS high school schedule (weekends, spring breaks, etc.)
- Offer “boot camps” or short-term professional development seminars as a fundraising initiative
- Fully integrate new assessment practices (TK20) to use in program assessment

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

#### **1. Faculty**

##### **Graphic Design**

The new BFA in Graphic Design has been growing and we continue to anticipate adding a FT/TT faculty member in order to be able to successfully deliver the program. As this program grows, it is critical to have a second TT faculty member dedicated to the discipline and curriculum as we currently only have one tenured faculty member coordinating the program as well as teaching alongside two adjuncts. In our proposed budget to the IBHE, we projected the need to hire a TT faculty member in Year 3 of the program (Fall 2019). As our enrollment projections have clearly met our target for Year 2, we expect the program to continue to grow and the need for a second full-time TT faculty member will follow.

##### **Ceramics/ Painting & Drawing**

As mentioned in the previous reports, each studio discipline in the department has a FT/TT faculty member as the area head and the **ceramics area** has been without a faculty member since 2011. The **painting and drawing area** has

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: FA 112**

The department yet again has to reinvent a space in the department to accommodate a new studio. We have decided to remove an existing studio area that was severely under enrolled and repurpose the related studio space. We have also removed the area of concentration from the curriculum. By undertaking a studio rehab, we will be able to adequately populate the Art and Technology space with equipment that relates to the curriculum and expand on practices that were already in place in the previous and much smaller space. This endeavor will begin in Fall 18 and we hope to have the studio ready for classes to be officially scheduled by Fall 19.

### **Additional Design Lab**

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

### **Short-term goals for FY19:**

- Continue to integrate and develop the new Art and Technology concentration into the studio art curriculum both as a stand-alone concentration as well as into studio areas and foundations courses.
- Work on repurposing FA112 into the Makerspace, which will involve adding equipment and working with Facilities.
- Begin planning for our Fall 2020 accreditation visit from the NASAD
- Add a Visiting Artist Program to the department
- Incorporate fundraising activities into the department

- Continue to review and propose curricular changes and new courses to better serve students and strengthen the program.
- Continue to review Studio Safety Plans and 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.
- Revise and update recruitment materials
- Continue recruitment efforts on and off campus
- Investigate new ways to foster community among art majors
- 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**

*Agentive Valley*, two-person exhibition with Eric Souther, South Bend Museum of Art, South Bend, IN

**Residency (Award):**

Vermont Studio Center Residency

**Award:**

Vermont Studio Center Merit Scholarship  
Peripheral Vision Artist Publication Fellowship

**Publication:**

Peripheral Vision No. 8, six page profile, 2018

**Krueger, Deanna**

*Deanna Krueger: Shards*, Olympia Centre/737 North Michigan, Chicago, IL  
*Art from the Heartland*, Indianapolis Art Center, Indianapolis, IN

**Porterfield, Mary**

*Et Tu, Art Brute?* Andrew Edlin Underground Space, New York, NY

**Sacic, Vida**

*Animation and Printing*, Center for Book Arts, New York, NY  
*Women? Women!*, Varazdin City Museum, Varazdin, Croatia  
*Ajngel's 10*, Zlati Ajngel Gallery, Varazdin, Croatia

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

**Criner, David**

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

**Duffy, Katie**

*Miami Is Nice*, Space Camp, Baltimore, MD

**Artist Talk:**

Artist talk, University of Indiana South Bend, Ernestine M. Raclin School of the Arts

Artist talk and workshop, Generator Maker Space, Burlington, VT

**Residency (Award):**

Residency at Barn Swallow Studios, Oklahoma City, OK

**Publication:**

Inertia Studio Visits: Slice of Life – Katie Duffy,  
<https://inertiastudiovisits.com/2017/06/05/a-day-in-the-life-of-chicago-artist-and-professor-katie-duffy/>

**Kontos, Galatea**

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

**Krueger, Deanna**

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

*Shard Pods*, "On the Deck" community event for The Studios of Key West Artist Residency, Key West, FL

*Emergency Room*, Racine Arts Council, Racine, WI

*The Vital Art Projects*, locations vary, Racine, WI

*Perceptions* (four person show), Hofheimer Gallery, Chicago, IL

**Residency (Award):**

The Studios of Key West Residency

**Publication (Book Cover):**

Wood, David, *Deep Time, Dark Times, On Being Geologically Human*. New York City: Fordham University Press, 2018.

**Mathews, Nate**

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

**Porterfield, Mary**

*Loved Ones*, Bridgeport Art Center, Chicago, IL  
*6<sup>th</sup> Annual Juried Exhibition*, Bridgeport Art Center, Chicago, IL  
*Front and Center*, Hyde Park Art Center, Chicago, IL (Curator: Caroline Picard)  
*Rockford Midwestern Biennial*, Rockford Art Museum, Rockford, IL (Juror:  
Aaron Packer)

**Award:**

Dean Alan Olson Purchase Award, Rockford Art Museum, Rockford, IL

**Collection:**

Rockford Art Museum, Rockford, IL

**Sacic, Vida**

*New Impressions 2018*, Hamilton Wood Type Museum, Two Rivers, WI

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

**Carreño, Dubhe**

*This Quiet Dust: "One of a Kind Show,"* Merchandise Mart, Chicago, IL  
*American Craft Exposition: This Quiet Dust Ceramics*, Botanic Gardens,  
Glencoe, IL  
*Sedimentary: a New Collection by Dubhe Carreño*, Studio 6F, Chicago, IL  
*Material Possessions Store: Featuring the work of Dubhe Carreño*, Art in The  
Village Art Fair, Winnetka, IL

**Publication (featured artist):**

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

**Criner, David**

*One Inspired Evening*, Revel, Chicago, IL  
*Faculty Biennial Exhibition*, Fine Arts Center Gallery, Northeastern Illinois  
University, Chicago, IL

**Duffy, Katie**

**Residency (Award):**

Resident Artist (as PIXELFACE collaboration) at LoRez Brewery, Chicago, IL

**Awards:**

NEIU Faculty Travel Award, Northeastern Illinois University  
NEIU Summer Research Grant, Northeastern Illinois University

**Artist Talk:**

Artist Talk and Workshop, Projection Mapping Jam!, Champlain College,  
Burlington, VT

**Krueger, Deanna**

*Unpresidented: Art in Common Cause*, Hubbard Street Lofts, Chicago, IL

**Press/Reviews:**

The Keys Blast from Ed Krane & Friends Special 2018 Summer Edition Issue #1  
June 21, 2018

Gneich, Chuck, "PERCEPTIONS - Hofheimer Gallery," Chicago Fine Art (blog)  
Thursday, May 24, 2018

**Mathews, Nate**

*Art is Community is Art*, Downers Grove Museum, Downers Grove, IL  
*Nuclear Policy*, Grady Gallery, Elgin Community College, Elgin, IL (solo)

**Awards**

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

**Porterfield, Mary**

*Unpresidented: Chicago Edition*, Hubbard Street Lofts, Chicago, IL

**Press/Reviews:**

Hoke Naomi. "Meet Mary Porterfield, Artist in Edgewater-Voyage Chicago, May 22, 2018. <http://voyagechicago.com/interview/meet-mary-porterfield-self-employed-mary-porterfield-artist-edgewater/>

Tonia Hill. "Hyde Park Arts Center Debuts Fall Exhibitions," Hyde Park Herald, October 6, 2017. <http://hpherald.com/2017/09/13/hyde-park-arts-center-debuts-fall-exhibitions/>

**Sacic, Vida**

*Graphic Content*, Gallery 360, Chicago, IL

**Xu, Shencheng**

**Public Sculptures:**

*Rise Up*, The 17<sup>th</sup> Annual Chicago Sculpture Exhibit, Chicago, IL

*Fly in the Wind*, permanently installed at 1159 Webster St., Chicago, IL

*Catch Up*, permanently installed at 47 Harrison St., Oak Park, IL

*Gourd Man III*, The 7<sup>th</sup> Annual Oak Park Sculpture Walk, Oak Park, IL

## 6. Service

### Duffy, Katie

Projection Mapping Jam Coding workshop for STEAM2 Conference, Center for College Access and Success, Chicago, IL

3d Modeling and Printing workshop for Computer Science Dept. – Computer Science for All course

GirlCon Chicago Coding Workshop: Experimental Computer Vision

Curated Art + Tech Workshops for the New Media Caucus' Media Lounge at the College Art Association's Annual Conference

### Kontos, Galatea

Educational Coordinator for the Society of North American Goldsmiths  
Chair of the Education Dialogue Committee Conference.

### 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

## B. Student Achievements

### 26<sup>th</sup> Annual Student Research and Creative Activities Symposium

The department had 12 students present their work at the symposium this year:

Elizabeth Alvarado

Ashley Ariza

Jose Carbajal

Judy Cho

Michal Dziewiatkowski

Alexandra Galvan

Geovani Galvez

Ye Won Jung

Lidiya Mutafchieva

Meghan Taylor

James Welch

Rocio Urbano

### 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 **Rafael E. Vera** (former instructor in the Art department). Awards are based on technical ability, conceptual depth, and/or aesthetic achievement. **Award:** Monetary

## **Recipients:**

Best in Show:	<b>Geovani Galvez</b>
Second Place:	<b>Nancy Valladolid</b>
Third Place:	<b>Cicelly Boggan</b>
Honorable Mention:	<b>Kateryna Ryzhenko</b>
Honorable Mention:	<b>Jennifer Kling</b>
Winner of Gallery Poster Competition:	<b>Kateryna Ryzhenko</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:** Meghan Taylor

## **C. Alumni News**

### ***Graduate School***

**Damian Loma (BA '16)** is currently in the MDes program at University of Illinois-Chicago. (Fully funded)

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

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

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

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

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

**Millicent Kennedy (BA '14)** completed the MFA program in Printmaking at Northern Illinois University.

***In other alumni news:***

**Millicent Kennedy (BA '14)** was hired as the Gallery Director at Rockford University.

**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.

**Rachelle Hill (BA' 14) and Farrah Curescu (BA' 16)** participated in the 2nd Chicago Printers Guild Publishers Fair at Elastic Arts in Chicago. The CPG Publisher's Fair is a two-day event that offers a strong platform of exchange for the public to intersect with artists who "make things print."

**Hannah Werner (BA' 16)** was juried into a Chicago based portfolio organized by Spunik Press, *Chicago: A Cross-Town Exchange*. This print exchange culminated in an exhibition at Spudnik Press Cooperative's Annex Gallery.

***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

**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 2017 – 2018

Submitted by **John M. Kasmer**

### I. Executive Summary

I am again pleased to report that the Department of Biology remains productive and healthy, that we continue to serve our students well, and that we continue to both make progress toward our goals and to set new goals (all despite having suffered through what will hopefully have been our final year of fiscal crisis due to budget impasses).

Our faculty and staff members continue to be recognized for professional excellence. First, congratulations to Dr. **Voisine**, who was awarded tenure and promotion to Associate Professor. Next, we congratulate Drs. **Olfelt**, **Mungre**, and (instructor) **Nuss**, who were awarded sabbatical leaves 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 2015-2016 academic year, Drs. **Slate** and **Voisine** received Faculty Excellence Awards (for Teaching and for Research, respectively), and when awards were announced for the 2016-2017 academic year, Drs. **Bolterstein** and (instructor) **Park** received Excellence Awards for Teaching. In addition, Drs. **Bolterstein**, **Booms**, and **Geddes** all received Summer 2018 Research Project Stipends, and Drs. **Frankel** and **Prete** were awarded status as Senior Instructors. It is rewarding to see so many of our faculty (continue to) be recognized for their good work and their dedication to our students and their disciplines.

In terms of research and grant-supported activities, the NIH-MARC program (Co-PIs Church (Psych), **Stojković** and Hibdon (Math)) graduated its third cohort of MARC scholars, and sponsored seminars from two distinguished scientists, including Dr. Maximo Marin, who is currently a Clinical Chemistry Fellow at The University of Chicago, and Dr. Spencer Kelly, who is a Professor of Psychology and Neuroscience at Colgate University. In addition, ChicagoCHEC (funded by an NIH-NCI grant to NEIU along with UIC and Northwestern University), sponsored a seminar by Adam B. Murphy, a surgeon-scientist at Northwestern's Feinberg School of Medicine who studies the health disparities faced by minorities in prostate cancer. 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, the department has been engaged in outreach activities, and the activities and collaborations of faculty members and students have led to national and international recognition of NEIU. As an example of outreach, we sponsored 72 students from a Butler College Preparatory High School forensic science course visited NEIU in

November 2017 to tour the human anatomy and physiology lab, got a campus tour, interacted with students from the Student Center for Science Engagement, and met with representatives from the McNair and Honors programs.

As far as garnering national attention is concerned, the MicroPlants Exhibit that Dr. **Campbell** and his students helped develop with collaborators at the Field Museum was been selected for a prestigious award from the American Alliance of Museums (<https://www.aam-us.org/>), receiving the “Media & Technology Gold MUSE Award: In recognition of the highest standards of excellence in the use of media & technology for Open Culture [for the] MicroPlants Citizen Science Interactive [at the] Field Museum”.

And research done by Dr. Schirmer and his collaborators (see under section III.3.Articles) garnered national and international attention in the press. A sampling of the news coverage (taken from an issue of “Newsworthy@Northeastern”) includes:

- > Daily Mail (UK): <http://www.dailymail.co.uk/health/article-5559965/Expert-reveals-optimal-time-sleep-in.html>
- > CTV (Canada): <https://www.ctvnews.ca/health/planning-classes-in-sync-with-biological-clocks-could-boost-students-grades-1.3865551>
- > Inside Higher Ed: <https://www.insidehighered.com/quicktakes/2018/03/30/colleges-urged-consider-student-sleep-patterns>
- > Sydney Morning Herald: <https://www.smh.com.au/education/tired-students-experiencing-jet-lag-because-of-early-starts-study-20180329-p4z6ty.html>
- > Hindustan Times: <https://www.hindustantimes.com/more-lifestyle/social-jet-lag-night-owls-taking-morning-classes-get-poor-marks/story-zpzPGPrvhZ3EurvzonLz4H.html>
- > Tech Times: <http://www.techtimes.com/articles/224094/20180330/poor-grades-linked-to-class-schedules-that-do-not-match-students-biological-clocks.htm>
- > Genetic Engineering and Biotechnology: <https://www.genengnews.com/gen-news-highlights/students-achieve-poorer-grades-when-classes-dont-sync-with-biological-clocks/81255644>
- > The Health Site: <http://www.thehealthsite.com/news/night-owls-taking-morning-classes-get-poor-marks-ag0318/>

**Student enrollment and student successes:** Overall undergraduate enrollment again declined modestly, with a total of 362 majors (compared to 395 in Fall 2016) and 30 graduate students (no change from last year). Again, at least some of the decline in undergraduate students is likely due to the fact that we graduated another near-high number of undergraduates (90, down slightly from the record-high of 103 degrees awarded last year), but the decline is almost certainly due to a combination of demographic changes affecting almost all of the state universities in Illinois and the negative impact on university-wide enrollment of the state budget impasse that only recently came to an end.

Students have continued to be academically successful (58 of our 362 majors made the Dean’s list in Fall 2017) and 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 making over 85 presentations (most with multiple authors, and up from the 75 presentations made last year). Much of the research conducted by students in the department was funded by grants made to our faculty members through the NEIU Student Center for Science Engagement, and we thank the SCSE for this support.

## **II. Program Plan**

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

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

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

Many aspects of our program plan and goals were addressed in the self-study we completed during the 2017-18 academic year, as part of the state-mandated Program Review process. Although we have not yet had a visit from our external evaluator (Dr. Nancy Tuchman, Loyola University Chicago), some highlights of our accomplishments since our previous program review (done in 2009-10) include:

- > Establishment of daily walk-in advising hours to improve access to advising for our undergraduate majors and minors;
- > Extensive curricular development in our undergraduate program, including major revisions of three of our core courses (Essential Skills, General Biology II, and Cell Biology), development of a First-Year Experience course (Alien Invasions of Chicago), contributions to developing two core courses for the Environmental Science major, and development of seven new upper-level elective courses (including a two-semester cadaver-based Human Anatomy & Physiology sequence);
- > Analysis of DFW rates in all of our courses, in which we identified General Biology I as a “roadblock” course, for which (analysis indicates) the major obstacles seem to be a lack of quantitative and college-readiness skills (that we are currently working to address);
- > Implementation of course coordinators for multiple-section courses taught by multiple instructors;
- > Revision of our graduate program and development of six new graduate-level courses;
- > High levels of success of our students in participating in faculty-student research, presenting results, earning awards for presentations, and moving on to careers in biology or to graduate and professional programs (see Section II.B. Student Achievements, below, for such activities in the current year);
- > Steady improvements in our infrastructure for teaching and research, including updating equipment and instrumentation (including purchase of a confocal microscope in fall 2017), renovation of multiple teaching and research spaces (funded by a combination of grants and institutional funds for ADA accessibility);
- > Demonstration that our departmental goals and activities are clearly aligned with both the University Strategic Plan and Action Steps, and the Illinois Public Agenda for College and Career Success;
- > And related to the previous point, we thoroughly updated our articulation agreements with all community colleges with which NEIU maintains such agreements, in order to ease the transition of transfer students to NEIU and facilitate prompt completion of their degrees.

## **B. Projected needs**

**1. Faculty and staff:** We currently have 13 tenure-line faculty in the department (including the chair; 14 if we include Dr. Stern, Dean of the College of Graduate Studies & Research, who is actually an active researcher in the department). Complemented by 11 (10FTE) instructors, we are adequately-positioned to meet most of the demands of our students. However, the loss of two faculty members (one tenure-track and one instructor, at the end of AY 2016), both of whom participated in teaching our WIP-General Ecology course has left us strained to staff this core course, without a tenure-line organismal biologist, and limited in our ability to contribute to the growth of the Environmental Sciences program; 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 with a specialty in animal organismal biology. We also desperately need to have our office staffing increased. During the budget impasses, we lost one half-time office person, leaving us with just one Administrative Aide to deal with not only her extensive administrative and budgetary responsibilities, but also with the day-to-day needs of 25 faculty members, three other civil-service staff members, and the 350 majors and 1,000-1,500 students we serve each semester. Objectively, we need an additional full-time Office Manager in order to fully and effectively satisfy the needs of the department and our students.

**2. Facilities and Equipment:** 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 our current number of tenure-line faculty members and several non-tenure line faculty being engaged in research with students, we continue to be hard-pressed to provide support for research conducted by faculty and by faculty working with both undergraduate and graduate students. Thus, as I indicated in the last several Annual Reports, it remains essential that we renovate an existing space as soon as possible (either converting BBH-105 or the DNA Analysis Suite in BBH-324/328A/328B) into a dedicated faculty research lab.

### III. Accomplishments

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

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

##### Articles:

Smarr, B. L. and **A.E. Schirmer**. 2018. 3.4 million real-world learning management system logins reveal the majority of students experience social jet lag correlated with decreased performance. *Scientific Reports* 8: 4793.

*Altmetric ranked this article in the top 1% of the 268667 tracked articles of similar age in all journals. It was picked up internationally and was featured on BBC Newshour, CanadaTV, Reddit front page, and over 70 news outlets including Reuters health, Yahoo, The Telegraph, ScienceDaily, Slate, US. news and world report, and Inside Higher Ed.*

von Konrat, M., **T. Campbell**, B. Carter, M. Greif, M. Bryson, J. Larraín, L. Trouille, S. Cohen, E. Gaus, A. Qazi, E. Ribbens, T. Livshultz, T.J. Walker, T. Suwa, T. Peterson, Y. Rodriguez, C. Vaughn, C. Yang, S. Aburahmeh, B. Carstensen, P. de Lange, C. Delavoi, K. Strauss, J. Drag, B. Aguero, C. Snyder, J. Martinec, and A. Smith. 2018. Using citizen science to bridge taxonomic discovery with education and outreach. *Applications in Plant Sciences* 6(2): e1023;  
<http://www.wileyonlinelibrary.com/journal/AppsPlantSci>

*and see coverage in the press at <https://www.popsoci.com/liverwort-plant-citizen-science> and <https://chicagotonight.wttw.com/2018/03/14/how-11000-citizen-scientists-helped-unlock-decades-biological-data>*

Volesky, L.A., S. Iqbal, J.J. Kelly, and **P. Geddes**. 2018. Relationships of native and exotic *Phragmites australis* to wetland ecosystem properties. *Wetlands* 38(3):577-589. DOI 10.1007/s13157-018-1001-1.

##### **Abstracts published:**

Gonzales, K., J. Su, and **S. Mungre**. 2018. Apoptotic effect of methylglyoxal in pancreatic RINm5F Cells; reversal by INGAP-P. *The FASEB Journal* 32(1): supplement. (1 Apr 2018)

Patangia, S.F. and **S. Mungre**. 2018. Curcumin reverses methylglyoxal induced apoptosis in RINm5F cells and PC12 cells in hyperglycemic conditions. *The FASEB Journal* 32 (1): supplement (1 Apr 2018)

## 2. Conference Presentations and Invited Talks

NEIU 8th ANNUAL FACULTY RESEARCH & CREATIVE ACTIVITIES SYMPOSIUM.  
17 November 2017

Adler, R. (Computer Science), J. Hibdon (Mathematics), H. Kim (Teacher Education), B. Pines (MSTQE), **J. Slate** (Biology), S. Srinivas (Physics), and D. Wheeler (Educational Inquiry and Curriculum Studies). Incorporating computational thinking into Biology, Physics, and Mathematics classrooms for educators: a collaborative research and curricular experience.

**Bolterstein, E.**, R. Salomon, M. McVey, C. Corso, D. Cassidy, D. Onofrei, C. Salameh, and L. Zhou. The role of DNA end processing proteins in DNA repair and aging in *Drosophila melanogaster*. Faculty Research and Creative Activities Symposium, NEIU, Chicago, IL. 18 November 2017. (podium)

**Booms, E.** In search of an alternative control mechanism for multidrug resistant *Pseudomonas aeruginosa*.

**Geddes, P.** Use of molecular tools to determine invasions at an early stage: a case study with *Typha domingensis* invasion to the Midwest region.

**Prete, F.** Deconstructing the mantis visual system: merging literature, psychology, neuroscience, and computer programming.

**Schirmer, A.** and B. Smarr (Psychology). Logins from 14,894 university students reveal social jetlag affects a majority of students and correlates with decreased academic performance.

**Stern, M., C. Voisine**, T.-W. Lo, V. Puccini de Castro, O. Payan Parra, and M. Stefinko. Lessons from worms: elucidating the molecular mechanisms of how cells talk to each other in multicellular organisms.

Su, J. (Chemistry) and **S. Mungre**. INGAP peptide protects pancreatic RINM5F cells from methylglyoxal-induced death.

Trana, R. (Computer Science) and **J. Olfelt**. Population dynamics and viability analyses of the rare and endangered Leedy's roseroot (*Rhodiola integrifolia* ssp. *Leedyi*).

**Voisine, C.** Does the ALS associated protein TDP-43 spread like a prion?

## OTHER VENUES – REGIONAL MEETINGS

**Geddes, P.** Potential for an invasive hybrid involving southern cattail: A case study from WI. Symposium: Preparing Wisconsin's wetlands for a changing world. Wisconsin Wetlands Association Annual Conference, Lake Geneva WI. 21-22 Feb 2018. (podium)

**Schirmer, A. and C. Voisine.** Table presentation entitled "The use of Novel Online Peer Learning Platforms to Enhance Student Engagement in the Classroom. 20th Annual Chicago Symposium Series on Excellence in Teaching Mathematics and Science: Research and Practice, NEIU, Chicago IL. 13 April 2018.

**Slate, J. E.** Incorporating modeling and computer coding into science and math courses. 20th Annual Chicago Symposium Series on Excellence in Teaching Mathematics and Science: Research and Practice, NEIU, Chicago IL. 13 April 2018.

## OTHER VENUES – NATIONAL MEETINGS

**Bolterstein, E.** Methods for genotoxicity using *Drosophila melanogaster* Environmental Mutagenesis and Genomics Society 48<sup>th</sup> Annual Meeting, Raleigh NC. 9-13 Sept 2017. (podium)

**Bolterstein, E., R. Salomon, M. McVey, D. Cassidy, D. Onofrei, and T. Zhou.** Werner protein protects against aging and oxidative stress in *Drosophila*. Environmental Mutagenesis and Genomics Society 48<sup>th</sup> Annual Meeting, Raleigh NC. 9-13 Sept 2017. (podium)

**Bolterstein, E., R. Salomon, M. McVey, D. Cassidy, D. Onofrei, and T. Zhou.** WRNexo protects against aging and oxidative stress in *Drosophila*. 59th Annual Drosophila Research Conference, Philadelphia PA. 11-15 April 2018. (poster)

**Prete, F., S.D. Kemerer, and T. Mortenso.** Think outside the box – Design and deploy a dynamic safety training strategy. American Society of Safety Engineers Annual Conference San Antonio TX. 2 June 2018. (invited speaker)

**Slate, J.E., Z. Zillen, M. Vujanovic, R. Pierce, and P. Zieba.** Diatoms epiphytic on *Sphagnum* moss in Midwestern quaking bogs: use as paleolimnological indicators. North American Diatom Symposium, Put-in-Bay OH. September 2017.

Smarr, B. L. and **A.E. Schirmer.** 2018. Mining millions of real-world university logins to find social jetlag's impact across demographics. Society for Research on Biological Rhythms Conference, Amelia Island FL. 12-16 May 2018. (poster)

**Voisine, C.** Session Chair: Curing Cancer from STEM. Madame Curie Women in Science Conference (with speakers from speakers from universities in Chicago, Minneapolis, Nashville, Boston, and Warsaw), NEIU. 19 Sept 2017.

INTERNATIONAL VENUES:

Mapara, A., D. Feliz, N. Martinez, K.D. Gallagher, R. Guenther, D. Bizhga, J. Varela and **E.A. Stojković**. Photoreceptors in myxobacteria: implications for light-control of multicellular assemblies. Gordon Research Conference on Photosensory Receptors and Signal Transduction, Lucca-Barga, Italy. March 2018. (invited talk and poster)

Mapara, A., D. Feliz, N. Martinez, K.D. Gallagher, R. Guenther, D. Bizhga, J. Varela and **E.A. Stojković**. Photoreceptors in Myxobacteria: implications for light-control of multicellular assemblies. 45th International Conference on the Biology of Myxobacteria, Sheffield, England. June 2018. (invited talk).

#### OTHER VENUES – INVITED TALKS

**Cantu, J.** Cancer Biology: A brief introduction for Chicago Cancer Health Equity Collaborative (CHEC) Scholars, Northwestern University, Evanston IL. 29 June 2018. (invited speaker)

**Prete, F.** Deconstructing and reconstructing the mantis visual system: Psychology, Neuroscience, and Computer Programming. Illinois Institute of Technology (Chicago IL), Biological Sciences Department. 22 Jan 2018 (invited speaker)”

**Prete, F.** From cognitive psychology to interneurons: how praying mantises construct the abstract category, ‘prey’. University of Wisconsin Madison (WI), Department of Zoology. 9 Nov 2017. (invited speaker)

**Prete, F.** How I figured out that mantises are as smart as you are: from psychology to cells. University of Illinois at Champaign Urbana (Champaign IL), Department of Entomology. 4 Dec 2017. (invited speaker)

**Schirmer, A.** Effects of urban photopollution on mammalian behavior and wildlife activity patterns. Youth Organization for Lights Out, Chicago IL. 20 March 2018. (invited speaker)

**Slate, J., J. Santos, U. Ain, and E. Figueroa.** Integrating ecological modeling and computer programming into a biology course taken by future teachers. Midwest Ecology and Evolution Conference, Michigan State University, E. Lansing MI. April 2018.

**Stern, M.** Lessons from worms: Elucidating the molecular mechanisms of how cells talk to each other in multicellular organisms. Departmental seminar: UIC College of Pharmacy, Rockford IL. 14 November 2017.

**Stojković, E.A.** Myxobacterial phytochromes: scientific opportunities at CFELs. Scientific opportunities at ASU Compact X-ray Free Electron Laser Biodesign Institute, Center for Applied Structural Discovery, Arizona State University, Phoenix AZ. April 2018. (invited talk)

### 3. Funded grants

Adler, R. (P.I.), J. Hibdon, S. Srinivas, D. Wheeler, and **J.E Slate**. (continuing from 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.

*Introductory biology students seldom have the opportunity to build or modify scientific models, despite their importance in bioscience research. Thus, I developed educational activities for students new to modeling, with the modeling platform NetLogo (<https://ccl.northwestern.edu/netlogo/>). The multi-week activity was used in BIOS 110: Introduction to Biology for Educators. In addition to using the simulation to test disease-causing scenarios, they expanded upon the model by writing computer code.*

**Bolterstein, E.** The Role of DNA end processing proteins in DNA repair and aging in model systems, ChicagoCHEC, \$40,000, August 2017-March 2018.

*Funds supported the purchase of a Drosophila Activity Monitor (DAM) system, reagents, and stipends for 3 NEIU students and 1 UIC student to investigate the role of the DNA repair protein, TDP1, in human cell culture and Drosophila. The Drosophila experiments focused on characterization of our TDP1 mutant flies and their response to oxidative stress.*

**Bolterstein, E.** The Role of DNA end processing proteins in DNA repair and aging in Drosophila, ChicagoCHEC, \$25,334, June 2018-March 2019.

*Funds supported the purchase of an additional Drosophila Activity Monitor (DAM) system, reagents, conference travel to EMGS, and stipends for myself and 2 NEIU students. Our experiments focused on further characterizing the response of our DNA repair mutants (TDP1 and WRNexo) to oxidative stress.*

Sanders, L. (PI) and co-PIs **P. Geddes**, J. Hibdon, G. Perera, and S. Srinivas. National Science Foundation HSI Conference: Catalyzing Progress in STEM Education – Insights from Midwestern HSIs. \$100,000 awarded. January 2018-December 2018.

*This grant was used to help NEIU organize and host a two-day regional conference on enhancing undergraduate STEM education at Hispanic-Serving Institutions (HSIs). The conference (held on 3-4 May 2018 at NEIU's El Centro campus) explored STEM education and pedagogy and identified issues related to STEM and HSI identity.*

Sanders, L. (P.I.), **J. Slate**, and Hemzacek, J. 2018. Pilot Study on Factors Affecting Distribution of Native Mussels in the North Branch Chicago River. United States Department of Agriculture, \$5000.

**Stern, M.** (Core co-lead, member Internal Advisory Committee). The Chicago Collaborative to Promote and Advance Cancer Health Equity (ChicagoCHEC). NIH-NCI, U54 CA202995 (CPACHE - Comprehensive Partnerships to Advance Cancer Health Equity). \$17.4M (\$4.0M awarded to NEIU), 5 yrs (Sept 2015 – Aug 2020)

*ChicagoCHEC is a collaborative, National Cancer Institute (NCI)-supported effort involving three major Chicago universities (Northwestern University; University of Illinois at Chicago; and NEIU) that aims to reduce cancer health inequities in the greater Chicago metropolitan area. The goal for NEIU of this collaborative, tri-institutional “Center” is to increase our cancer research capacity. This is broadly defined, including increasing the number of students and faculty involved in cancer research efforts (including, but not limited to basic, translational, clinical, and social science approaches), increasing the number of funded grants that support cancer research, and increasing the education and training opportunities for our students to prepare for cancer research and broader health science careers. Stern is embedded in this grant effort (2% effort), has served as a core co-leader in the Planning and Evaluation Core, and currently serves as a co-Chair of the Internal Advisory Committee. Finally, as the Dean of Research at NEIU, Stern helps ensure that university operations are in place to support the success of this collaborative enterprise.*

**Stern, M. (co-I), C. Voisine (co-I), T.-W. Lo (PI).** Signaling specificity mediated by the *C. elegans* FGF receptor tyrosine kinase. NIH-NIGMS R15 GM122001 AREA (Academic Research Enhancement Award). \$345,043 (\$164,997 sub-award from Ithaca College to NEIU), 3 yrs (Feb. 1, 2017 – Jan. 30, 2020)

*This grant supports the continuation of research that Stern has been doing for most of his career, and the supported work is being done in collaboration with Te-Wen Lo (at Ithaca College) and Voisine. They are studying two major biological processes that are regulated by the FGF receptor (EGL-15) in the nematode model system, *C. elegans*: fluid homeostasis, and the guidance of the migrations of a pair of myoblasts that give rise to the egg-laying muscles. In past work, they identified components of a conserved signaling pathway that operates downstream of EGL-15. The known mechanism by which this pathway is coupled to EGL-15 is only required for cell migration guidance, not fluid homeostasis. In previous work, a genetic screen had been conducted to identify components of an alternate coupling mechanism that could (help) mediate fluid homeostasis, and 33 mutations were isolated. A major goal of this grant is to characterize the genes identified by those mutations, determine their molecular identities, and establish whether they define this alternate coupling mechanism that can mediate the fluid homeostasis response to EGL-15 stimulation. Activities supported by the grant include the financial support of two undergraduate researchers during the summer of 2017 and 2018 and during the academic year through tuition support. Funds were used to send students conducting research on this project to professional conferences. Supplies needed to support the research project were also purchased.*

**Stojkovic, E.A.** NSF Early-Concept Grant for Exploratory Research (EAGER) grant: Development of a genetic system directing multicellular development of Myxococcales. Principal Investigator: \$443,050 for the period July 2018-June 2019.

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

*In the final year of three years of funding, this grant paid for the research activities of the students in the lab and partially funded trip to Gordon Research Conference in Italy, in March 2018.*

**Stojkovic, E.A.** 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. Co-investigator with J. Hibdon, Department of Mathematics and B. Church, Department of Psychology: \$1,850,000.

*During this fifth year of funding, this NIH-MARC grant continued supporting student research activities and paying for their tuition as well as providing funds for student and faculty travel to Annual Biomedical Research Conference for Minority Students (ABRCMS). This grant also funded my trip to Workshop in Arizona in April 2018 where I presented work that is being done in my research lab.*

**Voisine, C.** (co-PI), L. Nonn (UIC), S. Abdulkadir (Northwestern), A. Murphy (Northwestern), and M. Murray (Project Brotherhood). NIH/U54 Chicago CHEC Award: Prostate Cancer Disparity in Chicago-Area African American Men: Patient-derived Models and Biomarkers of Cancer Risk. Awarded for 2016-2018.

*Activities supported by the grant include the financial support of three undergraduate researchers during the summer of 2017. One student worked at NEIU with Voisine, one at Northwestern University with Abdulkadir, and one worked at UIC with Nonn. Supplies needed to support the research project were also purchased.*

#### **4. Service**

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

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

**Schirmer A.** and N. Kahouadji. Thanked by the Chicago Symposium Planning Committee for the Chicago Symposium on Excellence in Teaching Mathematics and Science: Research and Practice at Northeastern Illinois University and North Park and the 20<sup>th</sup> Anniversary Celebration on 13 April 2018. *“There were 67 participants from 30 different institutions and organizations. [We] would like to commend Nabil and Aaron Schirmer for the excellent work they did in hosting the symposium at Northeastern Illinois University, and coordinating with North Park University. They were involved in all aspects of the planning from initial themes discussed to inviting speakers, organizing breakout sessions and arranging numerous logistics. This event was a great example of institutional cooperation, in particular with the current financial climate.”*

**Schirmer, A.** and **C. Voisine.** Served as organizers and moderators at “Lunch Tables” for the Annual Chicago Society for Neuroscience Meeting held on 23 March 2018 at the Northwestern Memorial Hospital, Chicago. Schirmer: “Diversity in Careers”, Voisine: “Research and Teaching in Academia”.

**Stokovic, E.A.** July 2017. Co-chair of International Congress on Tetrapyrrole Photoreceptors from Photosynthetic Organisms (ICTPPO), Chicago, IL. With Xiaojing Yang (UIC), co-organized the 17th ICTPPO in Chicago IL. Did fundraising to support travel of invited speakers, reviewed abstracts and organized logistics of the meeting, including poster sessions, oral sessions, conference rooms and food menu for the duration of the meeting.

**Voisine, C.** Secretary-Elect for Chicago Society for Neuroscience

## **B. Student Achievements**

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

**9th Annual Student Center for Science Engagement Research Symposium, In partnership with NIH MARC NU-STAR. Northeastern Illinois University, Chicago IL. 22 September 2017**

Alvarado, David, Noemi Hernandez, and **Emily Booms**. Potential synergism between essential oils and antibiotics: an alternative treatment to fight *Pseudomonas aeruginosa*'s rise in resistance. (podium)

Borchert, Ryan J.<sup>1</sup>, Hui Qing Zheng<sup>2</sup>, and Robert Abramovitch<sup>2</sup>. Mechanism of action studies of novel inhibitors of the *Mycobacterium tuberculosis* DOSS and DOST sensor kinases. (1NEIU Biology, 2Department of Microbiology and Molecular Genetics, Michigan State University, East Lansing, Michigan) (podium)

Gonzales, Kerald<sup>1</sup>, Lawannah Boyden<sup>2</sup>, Shaima Patangia<sup>2</sup>, Jing Su<sup>1</sup> and **Sue Mungre**<sup>2</sup>. How NGAP-P affects pancreatic RINm5F cells in diabetic hyperglycemia. (1 Chemistry, 2 Biology) (podium)

Lotesto, Krista<sup>1</sup> and Emma Turian<sup>2</sup>. Describing tumor behavior under immunotherapy using a modified predator-prey model. (1 Biology, 2 Mathematics) (podium)

Marsili, Joseph<sup>1</sup>, Zachary Richards<sup>2</sup>, Jason Garcia<sup>2</sup>, **Cindy Voisine**<sup>1</sup> and Larisa Nonn<sup>2</sup>. Developing a patient-derived 3D co-culture model of prostate organelles to examine biological mechanisms involved in prostate cancer disparities. (1Biology, 2UIC Pathology Department, University of Illinois at Chicago) (podium)

Nolimal, Sarah<sup>2</sup>, Sylvie Martin-Eberhart<sup>2</sup>, Pansy Nguyen<sup>2</sup>, Matt von Konrat<sup>2</sup>, Rafael Medina<sup>2</sup>, Glenn Simpson<sup>1</sup>, **Thomas Campbell**<sup>1</sup>, Gabriel Somarriba<sup>1</sup>, and Selma Aburahmeh<sup>1</sup>. Examining micro-plants as potential ecosystem indicators, and using floristic quality assessments to determine site-specific overall health. (1Biology, 2Field Museum of Natural History, Chicago IL) (podium)

Sticha, Amy and **Jorge A. Cantú**. A cost-effective method for raising zebrafish. (podium)

Tran, Sandie, Jazmine McDougald, Terry Blaszczak, **Elyse Bolterstein** and **Mary Kimble**. Acetaminophen exposure affects key antioxidant levels in *Drosophila* larvae. (podium)

Zhu, Haiyang<sup>1</sup>, Sergio Batres<sup>1</sup>, Stefany Roman<sup>1</sup>, **Joel Olfelt**<sup>1</sup>, Rachel Trana<sup>2</sup>. A demographic study of Minnesota's Leedy's roseroot (*Rhodolia integrifolia* ssp. *Leedyi*) populations using logistic regression analysis and projection matrices. (1 Biology, 2 Computer Science) (podium)

Aburahmeh, Selma<sup>1</sup>, Caitlin Vaughn<sup>2</sup>, Christina Yang<sup>2</sup>, Glenn Simpson<sup>1</sup>, **Thomas Campbell**<sup>1,2</sup>, and Matt von Konrat<sup>2</sup>. Bryophyte conservation through determining the accuracy of citizen-science measurements of bryophyte lobules on an online website and kiosk at the Field Museum. (1Biology, 2Field Museum of Natural History, Chicago, IL) (poster)

Ain, Uzma, Estefania Figueroa, Jerry Santos, and **Jennifer Slate**. Simulating the spread of the Zika virus through computer modeling. (poster)

Avila, Rocio, Jean-Pierre Raymond, Zelene Figueroa, Kirsten Knapton and **Cindy Voisine**. Does a decline in organismal health reflect the spreading of toxic forms of TPD-43? (poster)

Barajas, Sergio<sup>1</sup>, Hengyou Zhang<sup>2</sup> and Bao-Hua Song<sup>2</sup>. Comprehending the calcium signaling pathway's involvement during SCN infections in wild soybean. (1Biology, 2Department of Biotechnology and Biological Sciences, University of North Carolina at Charlotte, NC) (poster)

Batres, Sergio<sup>1</sup>, Stefany Roman<sup>1</sup>, Haiyang Zhu<sup>1</sup>, **Joel. P. Olfelt**<sup>1</sup>, and Rachel Trana<sup>2</sup>. Census-based population viability analysis of Leedy's roseroot in Minnesota. (1 Biology, 2Computer Science) (poster)

Boyden, Lawannah<sup>1</sup>, Kerald Gonzales<sup>2</sup>, **Sue Mungre**<sup>1</sup>, and Jing Su<sup>2</sup>. Effects of methylglyoxal on pancreatic beta cells and PC12 cells. (1Biology, 2Chemistry) (poster)

Cervantes, Alyson<sup>1</sup>, Susan Green<sup>2</sup>, Tyler Harvey<sup>2</sup>, Nora Onstad<sup>3</sup>, Vikoux Roux<sup>2</sup>, Paul Davidson<sup>3</sup>, Michelle Green<sup>4</sup>, and Gareth Lagerwall<sup>2</sup>. Designing and constructing an aquaponics system for South African communities. (1Biology, 2Department of Bioresources Engineering, University of KwaZulu-Natal, Pietermaritzburg, South Africa, 3Department of Agricultural and Biological Engineering, University of Illinois Urbana-Champaign, Urbana, IL, 4Department of Animal Sciences, University of Illinois Urbana-Champaign, Urbana, IL) (poster)

Kakooni, Lala and **Jorge Cantu**. Identifying the primary yolk processing enzyme in the zebrafish (*D. rerio*). (poster)

Knapton, Kirsten and **Cindy Voisine**. Intercellular movement of the C-terminal fragment of human TDP-43 protein in *C. elegans* may link transmissibility with toxicity. (poster)

Maldonado, Diana, Chido Chikuturudzi, and **Cindy Voisine**. Using neuronal hypersensitivity in *C. elegans* to identify small molecule inhibitors of advanced glycation endproducts. (poster)

Manlucu, Jacob<sup>1</sup>, Joseph Marsili<sup>1</sup>, Zachary Richards<sup>2</sup>, Sarki Abdulkadir<sup>3</sup>, Adam Murphy<sup>3</sup>, **Cindy Voisine**<sup>1</sup> and Larisa Nonn<sup>2</sup>. Building a prostate in a dish: a patient-derived model of prostate cancer. (1 Biology, 2Department of Pathology, University of Illinois at Chicago, Chicago, IL, 3Department of Urology, Northwestern University, Chicago, IL) (poster)

Nuszen, Hannah, Amy Sticha, Lala Kakooni, Peter Bleka, Sonia Hussain, and **Jorge A. Cantu**. Determining the expression of the tumor suppressor genes, NF2a and NF2b during development of zebrafish. (poster)

Payan Parra, Omar, Victoria Puccini de Castro, Mariya Stefinko, **Cindy Voisine**, and **Michael Stern**. Probing the molecular mechanism of receptor tyrosine kinase enzymatic activation through the analysis of heterodimers of the *C. elegans* FGF receptor, EGL-15. (poster)

Patangia, Shaima and **Sue Mungre**. Curcumin reverses methylglyoxal induced apoptosis in RINM5 cells, in hyperglycemic conditions. (poster)

Puccini de Castro, Victoria<sup>1</sup>, Omar Payan Parra<sup>1</sup>, Mariya Stefinko<sup>1</sup>, **Cindy Voisine**<sup>1</sup>, Te-Wen Lo<sup>2</sup>, and **Michael Stern**<sup>1</sup>. Identifying new components that mediate fibroblast growth factor receptor signaling. (1Biology, 2Ithaca College, Ithaca, NY) (poster)

Raymond, Jean-Pierre, Rocio Avila, Zelene Figueroa, Kirsten Knapton, and **Cindy Voisine**. Cell-to-cell transmission of an amyotrophic lateral sclerosis associated protein TDP-43 affects *C. elegans* organismal health. (poster)

Segura, Karen<sup>1</sup>, Ana G. Quintanar-Alfaro<sup>2</sup>, Crista G. Cerda-Garcia<sup>3</sup>, and Tomoyuki Shibata<sup>4</sup>. Recreational water illness in cenotes of the Riviera Maya: the potential impact of cenote water quality on public health. (1NEIU Biology, 2Department of Biology, Chaffey College, Cucamonga, CA, 3Department Civil and Environmental Engineering, University of Texas at San Antonio, San Antonio, TX, 4Department of Public Health, Northern Illinois University, DeKalb, IL) (poster)

Smith, Anthony<sup>1</sup>, Carissa Ritner<sup>2</sup>, Tatjana Paunesku<sup>2</sup>, and Gayle E. Woloschak<sup>2</sup>. Examining the function and distribution of DOPA/DOPAC coated TiO<sub>2</sub> AND TiO<sub>2</sub>-B-loop nanoparticles in neuroblastoma cell lines. (1NEIU Biology, 2Department of Radiation Oncology, Northwestern University, Chicago, IL) (poster)

## **Northeastern Illinois University 26<sup>th</sup> Annual Student Research & Creative Activities Symposium. 20 April 20 2018**

### PODIUM PRESENTATIONS

Ain, Uzma, Jeremiah Santos (Computer Science, University Honors Program), Estefania Figueroa (McNair Scholars Program), **Jennifer Slate**, and Rachel Adler (Computer Science). Understanding the spread of disease outbreaks using computer simulation.

Alvarado, David (McNair Scholars Program) and **Emily Booms**. Assessing essential oils for alternative control mechanisms against multidrug resistant *Pseudomonas aeruginosa*.

Ansari, Nureen (University Honors Program) and **Jennifer Slate**. Anatomical examinations of freshwater sponges from the Chicago River and Volo Bog.

Injerd, Russell (Mathematics), Anthony Smith (McNair Scholars Program), and Joseph Hibdon (Mathematics). Modeling of neural oscillation using agent-based model: a modification of "Virus on a Network".

Kaminski-Morris, Audrey, Paul Brinkmann (Nontraditional Degree Programs), and Joseph Hibdon (Mathematics). The effects of climate change on goose migration.

Lotesto, Krista (Chicago CHEC project, University Honors Program) and Emma Turian (Mathematics). Tumor response to immunotherapy: a modified predator-prey model.

Manlucu, Jacob (Chicago CHEC project), **Cindy Voisine**, and Larisa Nonn (UIC). Strategies to reduce advanced glycation end products, a potential biomarker for aggressive forms of prostate cancer.

Martinez, Nicholas (University Honors Program) and **Emina Stojkovic**. Photoreceptors in myxobacteria: implications for light-control of multicellular assemblies.

Martinez-Soto, Kayla (Environmental Science Program) and Pamela Geddes. The use of microsatellites to genetically identify a potential population of *Typha domingensis* in Middleton, Wisconsin.

McDougald, Jazmine and Jing Su (Chemistry). Using bioinformatics to design effective drugs for Type I diabetes.

Miniotas, Saulius and **Mary Kimble**. Analysis of ROS sensitivity in wildtype, nicotine resistant and superoxidase dismutase deficient strains of *Drosophila melanogaster*.

Murphy, Lynnette (Environmental Science) and **Pamela Geddes**. Is native cattail on the decline? A case study in Volo Bog State Natural Area, IL.

Naveda, Gabriela and **Aaron Schirmer**. Effects of cover access on the circadian locomotor rhythms of mice.

Nielsen, Courtney, Benjamin Prete and **Frederick Prete**. Correlated neural activity in the optic lobe and ventral nerve cord of the praying mantis confirms the link between subjective prey recognition and the predatory strike.

Onofrei, Deborah (Chicago CHEC project), Charlotte Salameh (Chicago CHEC project, University Honors Program), Chris Corso (Chicago CHEC project), Rolan Milutinovic (Chicago CHEC project), and **Elyse Bolterstein**. Characterizing the role of glaiKit in oxidative stress in *Drosophila melanogaster*.

Puccini de Castro, Victoria (University Honors Program), Omar Payan Parra, Mariya Stefinko, **Michael Stern**, **Cindy Voisine**, and Te-Wen Lo (Ithaca College). Identifying new components that mediate fibroblast growth factor receptor signaling.

Salivo, Juliet, Rima Rebiai (Chemistry), **Emina Stojkovic**, Ken Nicholson (Chemistry), and Stefan Tsonchev (Chemistry). Structural characterization of bacterial red light photoreceptors using atomic force microscopy.

#### POSTER PRESENTATIONS

Avila, Rocio (Chemistry) and **Cindy Voisine**. Does a decline in organismal health reflect the spreading of toxic forms of TDP-43?

Borchert, Ryan (University Honors Program, McNair Scholars Program), Huiqing Zheng (Biology, Michigan State University), and Robert Abramovitch (Biology, Michigan State University). Mechanisms of action studies of novel inhibitors of the *Mycobacterium tuberculosis* DOSS and DOST sensor kinases.

Hernandez, Noemi (McNair Scholars Program), David Alvarado (McNair Scholars Program), and **Emily Booms**. A window into antibiotics resistance and essential oils: potential synergism to fight *Pseudomonas aeruginosa* drug resistance.

Konecki, Michael (Educational Inquiry and Curriculum Studies), Stuart Thiel (Mathematics), **Jennifer Slate**, and **Angela Nugent**. Computational thinking in a contemporary classroom.

Maldonado, Diana, Chido Chikuturudzi, and **Cindy Voisine**. Using neuronal hypersensitivity in *C. elegans* to identify small molecules inhibitors of advanced glycation end products.

Patangia, Shaima (McNair Scholars Program) and **Sue Mungre**. Curcumin reverses methylglyoxal induced apoptosis in RINm5F cells and PC12 cells in hyperglycemic conditions.

Payan Parra, Omar, Victoria Puccini de Castro (University Honors Program), Mariya Stefinko, **Michael Stern**, and **Cindy Voisine**. Probing the molecular mechanism of receptor tyrosine kinase enzymatic activation through the analysis of heterodimers of the *C. elegans* FGF receptor, EGL-15.

Tiniakos, Georgia, Angelica Adams, Assil Shawkap, and **Jennifer Slate**. Morphological variation within freshwater sponges suggests potential for undescribed species.

Toboz, Phoenix and **Cindy Voisine**. Cell to cell spreading of TDP-43 terminal fragments in *Caenorhabditis elegans*.

### **ILSAMP (Illinois Louis Stokes Alliance for Minority Participation Program) CONFERENCE, Lisle IL. 23-24 Feb 2018.**

Alvarado, David and **Emily R. Booms**. Assessing essential oils for alternative control mechanisms against multidrug resistant *Pseudomonas aeruginosa*. (poster)

Gonzalez, Kerald, Jing Su and **Sue Mungre**. Effect of INGAP-P peptides in pancreatic RINm5F cells. (poster)

Gonzalez, Kerald, Jing Su and **Sue Mungre**. Effect of methylglyoxal and INGAP-P on pancreatic RINm5F cells. (poster)

Manlucu, Jacob<sup>1</sup>, Zachary Richards<sup>2</sup>, Sarki Abdulkadir<sup>3</sup>, Adam Murphy<sup>3</sup>, **Cindy Voisine**<sup>1</sup> and Larisa Nonn<sup>2</sup>. Building a prostate in a dish: a patient-derived model of prostate cancer. (<sup>1</sup>NEIU Biology, <sup>2</sup> Department of Pathology, University of Illinois at Chicago, Chicago, IL, and <sup>3</sup> Department of Urology, Northwestern University, Chicago, IL)

### **OTHER REGIONAL VENUES**

Murphy, L., and **P. Geddes**. 2018. Is native cattail on the decline? A case study in Volo Bog State Natural Area, IL. Wisconsin Wetlands Association Annual Conference, Lake Geneva, WI (oral). 21-22 Feb. 2018.

Konecki, M., S. Thiel, and **J. Slate**. Computational thinking in a contemporary classroom. Midwest Regional SACNAS Conference, Chicago IL. April 2018.

Ain, U., J. Santos, E. Figueroa, and J. Slate. Predicting the spread of a vector-borne disease with an ecological model. Midwest Ecology and Evolution Conference, Michigan State University, East Lansing, MI. April 2018.

Tiniakos, G., A. Shawkat, A. Adams, and J. Slate. Morphological variation within freshwater sponges suggests potential for undescribed species. Midwest Ecology and Evolution Conference, Michigan State University, East Lansing, MI. April 2018.

Ansari, N. and J. Slate. Expanding knowledge of freshwater sponge taxonomy through mathematical analyses of megasclere spicules. Midwest Ecology and Evolution Conference, Michigan State University, East Lansing, MI. April 2018.

Chikuturudzi, Chido, Diana Maldonado, and Cindy Voisine. Using neuronal hypersensitivity in *C. elegans* to identify small molecule inhibitors of advanced glycation end products. Midwest Regional SACNAS Conference, Chicago IL. April 2018.

Manlucu, Jacob, Chido Chikuturudzi, Diana Maldonado, and Cindy Voisine. Strategies to reduce advanced glycation end products, a potential biomarker for aggressive forms of prostate cancer. Midwest Regional SACNAS Conference, Chicago IL. April 2018.

**SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) NATIONAL MEETING, Salt Lake City UT. October 2017.**

Ain, U., E. Figueroa, J. Santos, and J. Slate. Simulating the spread of Zika virus through computational modeling. (Won Best Poster Presentation)

Alvarado, David, Noemi Hernandez, and Emily R. Booms. [The influence of varying hydrocarbon and oxygenated compound concentrations of essential oils and antibiotics on the synergistic behavior against \*Pseudomonas aeruginosa\*.](#) (poster)

Avila, Rocio, Jean-Pierre Raymond, Zelene Figueroa, Kirsten Knapton and Cindy Voisine. Does a decline in organismal health reflect the spreading of toxic forms of TDP-43?

Hernandez, Noemi, David Alvarado, and Emily Booms. [A window into antibiotics and essential oils: potential synergism to fight \*Pseudomonas aeruginosa\* drug resistance.](#) (poster)

Gonzalez, Kerald, Lawannah Boyden, Shaima Patangia, Jing Su and **Sue Mungre.** Investigating the effect of methylglyoxal and INGAP-P peptides in pancreatic RINm5F cells. (poster)

Manlucu, Jacob<sup>1</sup>, Zachary Richards<sup>2</sup>, Sarki Abdulkadir<sup>3</sup>, Adam Murphy<sup>3</sup>, **Cindy Voisine**<sup>1</sup> and Larisa Nonn<sup>2</sup>. Building a prostate in a dish: a patient-derived model of prostate cancer. (<sup>1</sup>NEIU Biology, <sup>2</sup> Department of Pathology, University of Illinois at Chicago, Chicago, IL, and <sup>3</sup> Department of Urology, Northwestern University, Chicago, IL)

Payan Parra, Omar, Victoria Puccini de Castro, Mariya Stefinko, Cindy Voisine, and Michael Stern. Probing the molecular mechanism of receptor tyrosine kinase enzymatic activation through the analysis of heterodimers of the *C. elegans* FGF Receptor, EGL-15.

Raymond, Jean-Pierre and Cindy Voisine. Expression of the prion-like protein TDP-43 in *C. elegans* muscles and neurons reduces fecundity and successful embryogenesis.

**ABRCMS (Annual Biomedical Research Conference for Minority Students), Phoenix, AZ. 1-4 November 2017.**

Chikuturudzi, Chido, Diana Maldonado, and Cindy Voisine. Using neuronal hypersensitivity in *C. elegans* to identify small molecules inhibitors of advanced glycation end products.

Nuszen, Hannah, Lala Kakooni, Peter Bleka, Sonia Hussain, and Jorge A. Cantú. Determining the expression of the tumor suppressor genes, Nf2a and Nf2b, during development of zebrafish.

Payan Parra, Omar, Victoria Puccini de Castro, Mariya Stefinko, Cindy Voisine, and Michael Stern. Probing the molecular mechanism of receptor tyrosine kinase enzymatic activation through the analysis of heterodimers of the *C. elegans* FGF Receptor, EGL-15.

Puccini de Castro, Victoria<sup>1</sup>, Omar Payan Parra<sup>1</sup>, Mariya Stefinko<sup>1</sup>, Cindy Voisine<sup>1</sup>, Te-Wen Lo<sup>2</sup>, and Michael J. Stern<sup>1</sup>. Identifying new components that mediate fibroblast growth factor receptor signaling. (<sup>1</sup>Northeastern Illinois University, <sup>2</sup>Ithaca College)

**OTHER NATIONAL VENUES**

Alvarado, David and Emily R. Booms. [Assessing essential oils for alternative control mechanisms against multidrug resistant \*Pseudomonas aeruginosa\*.](#) National Conference on Undergraduate Research, Oklahoma City, OK. 4-7 April 2018. (\*Best Poster Award\*)

Alvarado, David and Emily R. Booms. [Assessing essential oils for alternative control mechanisms against multidrug resistant \*Pseudomonas aeruginosa\*.](#) McNair Scholars Conference. Baltimore, MD. March 2018. (poster)

Villegas, Alejandro and Emily A. Rumschlag-Booms. [Effect of increased N-glycosylation sites on H5N1 hemagglutinin function.](#) Emory STEM Symposium, Atlanta, GA. October 2017. (poster)

Patangia, Shaima Fazal and Sue Mungre. Curcumin reverses methylglyoxal induced apoptosis in RINm5F cells and PC12 cells in hyperglycemic conditions. Experimental Biology 2018 (Annual Meeting), San Diego, CA. 21-25 April 2018. (poster)

Gonzalez, Kerald, Jing Su and Sue Mungre. Apoptotic effect of methylglyoxal in pancreatic RINm5F cells; reversal by INGAP-P. Experimental Biology 2018 (Annual Meeting), San Diego, CA. 21-25 April 2018. (poster)

**INTERNATIONAL VENUES**

Sanchez, Juan, M. Noda, M. Schmidt and E. A. Stojković. Crystal structure of a classical bacteriophytochrome from myxobacterium *Stigmatella aurantiaca*. Gordon Research Conference on Photosensory Receptors and Signal Transduction, Lucca-Barga, Italy. March 2018. (poster)

Toboz, Phoenix<sup>1</sup>, Carmen Nussbaum-Krammer<sup>2</sup>, and **Cindy Voisine**<sup>1</sup>. Cell to cell spreading of TDP-43 fragments may lead to toxicity in *C. elegans*. Aging, Metabolism, Pathogenesis, Stress and Small RNAs in *C. elegans* Meeting. Madison, WI. June 2018. (<sup>1</sup>Department of Biology, NEIU, <sup>2</sup>Molecular Biology Institute (ZMBH), Heidelberg University, 69120 Heidelberg, Germany)

Tracy, G., P. Waltz, A.C. Nugent, P. Duong, H. Patel, M. Schmidt and E. A. Stojković. Structure and function of phytochromes in the photomorphogenic *Stigmatella aurantiaca*. 17th ICTPPO, Chicago, IL. July 2017. (poster)

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

### **AWARDS:**

Ten students from NEIU earned awards at the Louis Stokes Alliance for Minority Participation (LSAMP) Conference symposium (Lisle IL, 23-24 Feb 2018), including Juliet Salivo (Biology major, 1<sup>st</sup> place for oral presentation in Chemistry), Jacob Manlucu and Alexandra Lopez (tied for 1<sup>st</sup>-place poster presentation in General Biology), Omar Payan Parra (1<sup>st</sup> place poster presentation in Molecular Biology), and Kerald Gonzalez (3<sup>rd</sup> place poster presentation in Molecular Biology).

Uzma Ain received an award for best poster presentation in the area of Life Sciences at the SACNAS 2017: National Diversity in STEM Conference held in Salt Lake City Oct. 18-21. (Ain, U., E. Figueroa, J. Santos, and J. Slate. Simulating the spread of Zika virus through computational modeling.) Over 1000 posters and oral presentations were delivered at the conference

Omar Payan-Parra received a Travel Award from the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), Salt Lake City UT (Oct 2017).

Biology seniors and MARC U-STAR scholars Alejandra Villegas and Anthony Smith won research awards at the Annual Biomedical Research Conference for Minority Students (ABRCMS, 1-4 Nov 2018, Phoenix AZ). Villegas received her award for Best Poster Presentation in Microbiology for research she did during her summer externship in the Department of Microbiology and Molecular Genetics at Michigan State University. Smith was awarded Best Poster Presentation in Biochemistry for presenting research done during his summer externship in the Department of Radiation Oncology at Northwestern University. Approximately 300 of the 2,500 students in attendance earned awards. The conference travel expenses of six other students were funded by NIH/NSF grants at Northeastern and travel awards from the NEIU Foundation and ABRCMS: Rhys Gunther, Ryan Borchert, Hannah Nuszen, Victoria Puccini, Chido Chikuturudzi and Omar Payan Parra.

Alejandra Villegas (MARC Scholar) won a travel award to present her research at The STEM Research Symposium organized by Laney Graduate School, Emory University, 1-3 Oct 2017, in Atlanta, GA.

David Alvarado won the best poster award at the National Conference on Undergraduate Research, Oklahoma City OK, 4-7 April 2018. (Alvarado, D. and E.R. Booms. [Assessing essential oils for alternative control mechanisms against multidrug resistant \*Pseudomonas aeruginosa\*.](#))

## **ACCEPTANCE TO HEALTH-PROFESSIONAL PROGRAMS:**

Amir Akhras and Wanda Nguyen (Dec 2017) were accepted into the UIC College of Dentistry, to begin Fall 2018.

Sergio Barajas was accepted into the PhD Program of the Indiana University School of Medicine

Elie Ellenberg was accepted into the University of Michigan Medical School, beginning in the Fall 2017 semester (and co-authored a paper that was published in *the Journal of Otolaryngology-Head and Neck Surgery*.)

Hilary Antar was accepted into the Rosalind Franklin School of Pharmacy, to begin in Fall 2018.

Lala Kakooni was accepted into the Pharmacy program at Roosevelt University.

Alexander Davis (Dec 2017) was accepted to the M.S. program in nursing at Marquette University, to begin in Fall 2018.

Quan Le (May 2018) was accepted to the M.S. Program in Nursing at UIC.

Corina Petca was accepted to the M.S. Program in Nursing at DePaul University.

Ibrahim Abuhashish (May 2018) was accepted into the M.A. program in Healthcare Leadership at Concordia University Chicago.

Samantha Kempkiewicz was accepted into the Physician Assistant program at Midwestern University, beginning in June 2018

Raluca (Ciupuliga) Cupic (Dec 2017) was admitted into the accelerated B.S.N. program at Loyola University Chicago. She began the nursing program in January 2018.

Alexandra Lopez was accepted into the M.P.H program at UIC.

Michelle Guy was accepted into the Health Informatics M.S. Program at UIC.

Karen Segura will begin the M.S. Program in Industrial Hygiene in the UIC School of Public Health. She received a fellowship that provides full funding (tuition waiver and stipend).

## **ACCEPTANCE TO OTHER GRADUATE PROGRAMS:**

Ryan Borchert was accepted into the Interdisciplinary Biological Sciences PhD program at Northwestern University, to begin in Fall 2018.

Alma Mendoza is pursuing a PhD in the Microbiology and Immunology Program at Stanford University, after finishing a Post Bac program at the University of Georgia in Athens.

Sarah (Whidden) Nugent was accepted into the M.B.A. Program at North Park University.

Shaima Patangia was accepted into the M.S. program in Neurobiology at Loyola University Chicago.

Omar Payan Parra was accepted into the Interdisciplinary Biological Sciences PhD Program at Northwestern University, to begin in Fall 2018

Kayla Martinez-Soto (ENVI major, mentored by **Geddes**) was accepted into The School of Marine Science at VIMS (College of William & Mary in Virginia), to begin in Fall 2018. She was also a 2017 undergraduate research fellow at UC-San Diego's Scripps Institute of Oceanography.

Anthony Smith was accepted into the Driskill PhD Program in Life Sciences at the Feinberg School of Medicine at Northwestern University.

Alejandra Villegas was accepted into the PhD program in Biology at the University of Georgia.

### **C. Alumni News**

Diana Alzate (B.S.) was offered and accepted a position to train as a genetic counselor and will then enter an M.A. program for genetic counseling.

Samniqueka (Sam) Halsey (B.S. 2011) presented a talk on "Wildlife host biodiversity influences maintenance of the Lyme disease pathogen" at the Midwest Ecology & Evolution Conference (Hickory Corners MI, 6-8 April 2018). She completed her M.S. in Biological Sciences at Chicago State University (2013), and is currently a PhD student in Ecology, Evolution, and Conservation Biology at UIUC.

Moneen Jones (M.S.) offered an introductory beekeeping course through the Office of Community & Professional Education (CAPE) at NEIU on 24 Feb 2018.

Omar Morales (B.S.) was awarded the Graduate Dean's Fellowship at Southern Illinois University (Carbondale), which provides full funding for him in their M.S. program in the Cooperative Wildlife Research Laboratory.

Charles Sandusky (B.S.), who did undergraduate research with Slate, finished his M.S. degree in Biology at Old Dominion University.

Chuck Stark (B.S., May 2017) completed in Spring 2018 his final semester of a year-long M.Ed. at UIC, which he began in May 2017. He was awarded a fellowship to attend UIC (Project SEEED; Funded by NSF's NOYCE Program). As part of his fellowship, Chuck is committing to at least four years of teaching in the Chicago Public Schools. While taking his final classes, he student-taught at Benito Juarez HS, in the neighborhood of Pilsen.

Nicole Woitowich (M.S. 2011), now Director of Science Outreach and Education for the Women's Health Research Institute, Northwestern University, presented a talk on "Living Science from Girl to Workplace; Why SeXX Matters: From Cells to Scientists" at the NEIU Madame Curie Women in Science Conference (19 Sept 2017). The conference included speakers from universities in Chicago, Minneapolis, Nashville, Boston, and Warsaw.

# CHEMISTRY

## Annual Report 2017-2018

### Submitted by John Albazi

#### I. Executive Summary

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

The Masters in Chemistry program provides graduate education for students planning careers in industry, business, teaching or planning additional graduate work or professional studies. There are three options available in the program; the General Program Concentration, Separation Science Concentration, and the Chemical Education Concentration. Students in the program can follow the *Separation Science Concentration* in order to prepare for careers in pharmaceutical, cosmetics and food industries as well as environmental laboratories. The *General Program Concentration* prepares students to enter professional schools or to continue further graduate work in chemistry. The *Chemical Education Concentration* serves in-service middle and high school teachers who attained a bachelor's degree in chemistry and hold a teaching certification/license to become highly qualified teachers trained in advanced chemistry and pedagogical content knowledge of teaching science in secondary schools. They will also be well prepared to conduct research in the area of Chemical Education or teach at 2-year colleges. The work on establishing the "*Business-Oriented Separation Science Concentration Graduate Program*" is in progress. This Concentration M.S. 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 Dean of the College of Arts and Sciences, the Dean of the College of Business and Management, and myself have met to finalize this program prior to its submission to the College of Arts and Sciences Academic Affairs Committee for approval.

To continue efforts to recruit and retain students to our undergraduate as well as graduate program, the Chemistry Department has revised the *Student Handbook for Undergraduate Majors*. This book provides programmatic information for students transferring from the City of Chicago Colleges, College of Lake County, Triton College, Oakton Community College, Harper College, and Morton College. It specifies specific community college courses that meet prerequisites for the major and the equivalent courses at NEIU. It also provides contact information, basic information about the major, admission and degree requirements, General Education requirements and transfer policies. The *Student Handbook Graduate Students* has also been revised. This handbook contains important information including the most recent faculty publications as well as presentations. These two handbooks are delivered electronically to our graduate and undergraduate students along with potential candidates.

The recruitment has been intensified in the recent years by adopting the following action plan:

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

To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment, Niroshi Meegoda (Chemistry Lab Manager) and myself 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. The lab audit for the Physical Chemistry Lab BBH 121 was conducted. Minor issues were reported based on the suggestions that came up during the Audit. These issues were immediately corrected to make the lab space fully compliant with safety rules.
- b. No accidents occurred related to lab safety this year, therefore no incident reports.

- c. The Research Experiment SOP form was revised to capture all the safety hazards related to the research work that is conducted in the department. Each student that does research should fill the form for departmental safety approval prior to beginning work. This form will help to eliminate risk of chemical exposure or physical harm during conducting research. This form will capture the details of the research with a thorough safety review.
- d. New safety signs (Globally Harmonized System) were placed outside the labs to communicate the hazards within and made sure every lab is safety compliant.
- e. Properly disposed of Hazardous waste, and maintained hazardous waste sheets with details, listing the contents and composition.
- f. Maintained proper chemical storage by keeping the flammable solvents in flammables cabinets, corrosives in corrosives cabinets and oxidizers in separate storage cabinets.
- g. All the faculty and lab assistants were trained on the new GHS (Globally Harmonized System of Classification and Labeling of Chemicals) Training (Haz Chem 2018).
- h. All the new student aides and graduate assistants were provided Training on chemical hygiene plan and other relevant SOP's.

The Chemistry faculty is regularly trained for the Laboratory Safety SOPs and Chemical Hygiene Plan. Reviewing of essential SOPs with students by the faculty begins during the first laboratory session of each semester. The major news for the department faculty for this year has been the retirement of Dr. Ana Fraiman. It was my pleasure to nominate Dr. Ana Fraiman for the award of Professor Emeritus. Dr. Fraiman has served the university since September of 1991 and has retired in July 2018. During her twenty-seven-year period at Northeastern, she has contributed greatly at all levels of teaching, research and service. Dr. Fraiman has taught courses at the 200, 300 and 400 levels, and her students at all levels have consistently evaluated her very highly. Together with other faculty members in the chemistry department, Dr. Fraiman developed the Seminar Enrichment Courses, Chemistry 231C and Chemistry 232C for Organic Chemistry I and II courses, respectively. Dr. Fraiman has implemented a model for *Peer Led Team Learning (PLTL)*, which uses active recruiting of peer leaders and students to form study groups. Based on her achievements, Dr. Ana Fraiman was awarded two faculty excellent awards, in 1996 and 2009 and the 2015-2016 *Audrey L. Reynolds Distinguish Teaching Professor Award*, the highest award in teaching at the Northeastern Illinois University. Prior to her retirement, Dr. Ana Fraiman has initiated the transfer of *STEM into STEAM* through the development of a series of courses that connect Art and Design with STEM subjects. The Chemistry Department will sincerely miss Dr. Ana Fraiman. Dr. Stefan Tsonchev continues research 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 chemistry and biology, Dr. Tsonchev continues studying the transition between the light-adapted and dark-adapted states of such BphPs. He has also continued to collaborate with colleagues at Northwestern and elsewhere on the development of methods and computational algorithms for 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. Tsonchev has also been working with several current and former graduate students on the synthesis and properties of carbon nanodots. Their synthetic methods and nanodots are intended to be used in biological applications. Part of this project is also done in collaboration with colleagues from Northwestern and The University of Chicago. Dr. John Albazi was invited by the Loyola University of Chicago to deliver a presentation titled “*Practical Applications of HPLC*”, on March 15, 2018. During this visit, he had the opportunity to meet with the chair and faculty members of the chemistry department at Loyola University. These meetings have resulted in building a strong academic relationship between our department and that of *Loyola University*. Two students with M.S. and one with B.S. were accepted among seven students total to pursue their Ph.D. in chemistry for the fall 2018 semester.

The Chemistry faculty continues to be actively involved in serving the college and the university. Dr. Ken Nicholson continues to serve as the Academic Advisor for the Environmental Science Program. Dr. Jing Su represents the chemistry department to the Student Center for Science Engagement executive committee. Dr. Jing Su continues to serve on the College of Arts and Sciences Academic Affairs Committee. She also serves as the Chemistry Department Undergraduate and Graduate Advisers. Dr. Albazi has successfully organized the *NEIU 8th Annual Faculty Research and Creative Activities Symposium* held on November 17, 2017. Forty-nine faculty from the colleges of Arts and Sciences, Business and Management, Education and the College of Graduate Studies and Research participated by presenting their research projects or creative activities. Dr. Albazi has also successfully organized the *NEIU's 26th Annual Student Research and Creative Activities Symposium* on April 20, 2018. Over 340 students participated in presenting two hundred thirty research and creative activities projects. Over 100 faculty and instructors participated as Faculty Sponsors, Session Presidents, or Discussants. This year, 15 students were hosted from the University of San Francisco de Quito from Ecuador, 7 students from Truman College, 2 students from Wright College, 1 student from the College of Lake County, two students from Richard T. Crane Medical Prep High School and 32 students from Amundsen high school participated by presenting their research work or creative activities at the symposium.

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 12 presentations in the *NEIU 26th Annual Student Research and Creative Activities Symposium*. Three students also participated in the *SACNAS* conference. Working under supervision of Dr. Stefan Tsonchev and Dr. Ken Nicholson, Juliet Salivo won an award for the best oral presentation in chemistry at the 2018 Spring Symposium in STEM at the *Illinois Louis Stokes Alliance for Minority Participation (ILSAMP)* in Springfield, IL in the area of atomic force microscopy of bacterial red light photoreceptors. 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.

## Assessment

The Chemistry department annual assessments was conducted by Dr. Jing Su to assess the Department's goal on the *proficient in basic skills in Chemistry* for the 2017-2018 academic year. This was conducted on one section of CHEM 232 at the end of the Fall 2017 semester and one section of CHEM 330 at the end of the Spring 2018 semester, which included 22 participating students. Students were evaluated on their mastery of chemical knowledge and skills of critical thinking and complex-problem-solving learned through the lectures and class activities (e.g. workshops). The results are shown in the table below.

Course (Assignment/Test)	Exceeds Expectations (>80)	Meets Expectations (50~79)	Approaching Expectations (25~50)	Fails (<25)
Fall 17_CHEM 232 (final exam)	21.4%	35.7%	21.4%	21.4%
Spring 18_CHEM 330 (Research Project Report)	25.0%	50.0%	12.5%	12.5%

Table 1. Evaluation of student learning outcomes in CHEM 232 and CHEM 330

Based on the evaluation of CHEM 232 final exams, 57% of the students met or exceeded the expectations, 18% less than our goal of having 75% students meeting or exceeding the expectations. Among the 43% students that did not meet or exceed the expectations, half of the students showed the progression toward meeting the expectations. We believe this is the group of students that can benefit from additional help through the enrichment seminar (CHEM 232C) accompanying the course. We are currently considering the possibility of combining the enrichment seminar with CHEM 232 so that all students in CHEM232 are required to participate in the problem-solving exercise provided in the seminar. The learning outcome of each category of knowledge/skill defined in the assessment rubric demonstrates the weakness of students

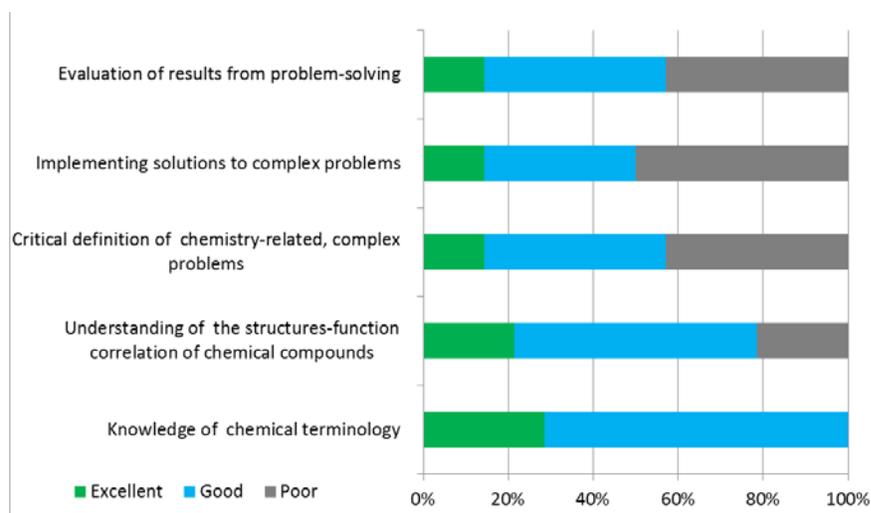


Figure 1. Assessment of knowledge and skills students gained in CHEM 232 in the Fall 2017 semester.

In analyzing and resolving complex problems (Figure 1). We need to implement more exercise in problem-solving to students through the mandatory enrichment seminar or workshops.

Based on the evaluation of CHEM 330 research project reports, 75% of the students met or exceeded the expectations, which met our desired outcome of 75%. We attribute the success to the large amount of problem-solving practice students received in and outside the class. These practice problems used are closely related to the daily life, which motivated students to make effort in understanding the principles learned in the lectures to solve problems. The learning outcome of each category of knowledge/skill defined in the assessment rubrics also shows we reached our goal of 75% or more students with good or excellent performance in the course (Figure 2).

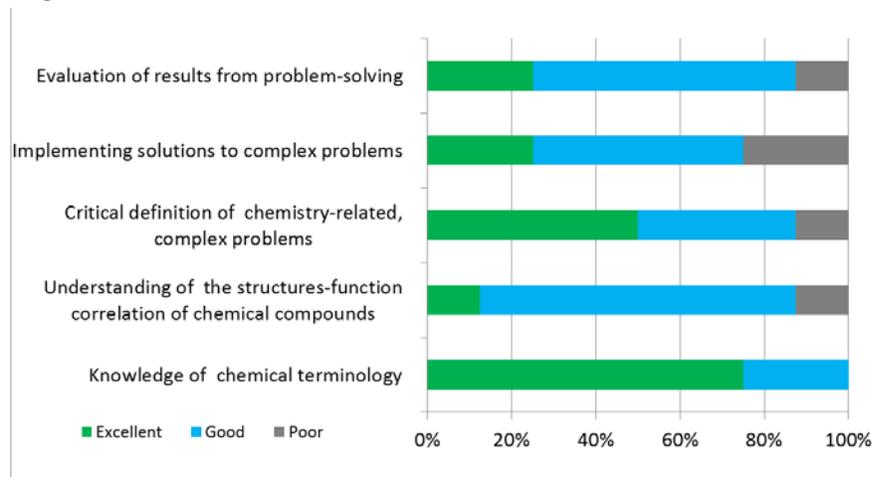


Figure 2. Assessment of knowledge and skills students gained in CHEM 330 in the Spring 2018 semester.

In the near future we would like to use courses with higher student enrollments, for example, Organic Chemistry I (CHEM 231) and Instrumental Analysis: Quantitation Methods (CHEM 331), for assessment of these goals again, which will provide more representative data.

## II. Program Plan

### A. Long Term Goals

The Chemistry Department will continue to build in the Graduate Program in Separation Science. In fall 2019, it is the goal of the Chemistry Department to implement a *Business Oriented Separation Science Concentration* 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 and greener. The chemistry department will continue motivating students to become involved in research early at their early stages in their

undergraduate work to improve student learning, student skills, student retention, and the effectiveness of the Chemistry program. 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**

As the department grows, we are in need of more space for faculty research. Faculty is still using some of teaching labs for research work.

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

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

## **III. Accomplishments**

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

#### **1. Book Publications**

Organic Chemistry 1 “Peer-Led Team Learning Workbook” Emily Fioramonti, Paras Mehta, Alexandra Gokee, Brenna Dooley and Ana Fraiman (Second Edition)  
ISBN: 978-1-944996-00-0

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

Rebiai, R., Tsonchev, S., Nicholson, K., and Stojkovic, E., "Light Induced Conformational Changes of *S. Aurantiaca* Bacteriophytochromes as Revealed by Atomic Force Microscopy", *Biophysical Journal*, **112** (3), 2017.

Ando, R. A., Brown-Xu, S. E., Nguyen, L. N., Gustafson, T. G., Probing the solvation structure and dynamics in ionic liquids by time-resolved infrared spectroscopy of 4-(dimethylamino) benzonitrile, *Phys. Chem. Chem. Phys.*, 2017, **19**, 25151-25257.

*Jing Su*, *In Situ* Hydrogel Formation from Macromonomers with Multiple Crosslinking Capabilities 2017, Published Conference Abstract, MRS Fall Meeting in Boston, Massachusetts, November, 2017

## 3. Conference Presentations, Group Shows

**S. Brown-Xu**, S. E., Chen, L. X., Exciting Properties of Organic Photovoltaics and Metallopolymers for Solar Fuel Generation, NEIU 8th Faculty Research and Creative Activities Symposium 2017, Chicago, IL

**Ken Nicholson** attended the national SENCER conference and presented his work, "Peer Enhanced Experiential Research in STEM"

**A. Fraiman**<sup>1</sup>, , AE Dreyfuss<sup>2</sup> .M. Nakamura<sup>3</sup>, A. Turchaninova<sup>3</sup>, Peer Leader Certification, Standards, Practice, and Training. PLTLIS (peer lead Team Learning International Society) Transforming Education: Research and Best Practices with Peer-Led Team, May 2018

**A. Fraiman**<sup>1</sup>, , AE Dreyfuss<sup>2</sup> .J.Becvar<sup>3</sup>. -Sustaining PLTL Program by Publishing Course Workbooks PLTLIS (peer lead Team Learning International Society) Transforming Education: Research and Best Practices with Peer-Led Team, May 2018

*1 Northeastern Illinois University*

*2 Educational Consultant, New York*

*3 University of Texas at El Paso*

T. Bosie<sup>1</sup>, **A. Fraiman**<sup>2</sup>, T.Simeon . –Culturally Relevant Peer-Led Team Learning in General Chemistry: Implementation and Evaluation. A Research Study at a Liberal Arts Historically Black College and University (HBCU). PLTLIS (peer lead Team Learning International Society) Transforming Education: Research and Best Practices with Peer-Led Team, May 2018.

*1 Dillard University, New Orleans,*

*2 Northeastern Illinois University*

**Ana Fraiman** (invited Speaker) PLTLIS (peer lead Team Learning International Society) Transforming Education: Research and Best Practices with Peer-Led Team. May 31st-June 2nd 2018, Dallas, Texas

**Ana Fraiman** (invited Speaker) 2017 PKAL STEM Leadership Institute July11-  
July16,2017, Maryland

**Jing Su**, “ Profiling protein phosphatase activity using peptide arrays and mass spectrometry” Women in Science Conference, September, 2017

**Jing Su**, “The INGAP peptide and analogs promote viability of pancreatic  $\beta$ -cells”,  
NEIU 8<sup>th</sup> NEIU Faculty Research & Creative Activity Symposium, November, 2017

**John Albazi**, “The Applications of HPLC”, invited speaker at Loyola University,  
March 15, 2018.

**Jing Su**, “In Situ Hydrogel Formation from Macromonomers with Multiple  
Crosslinking Capabilities” 2017 MRS Fall Meeting in Boston, Massachusetts,  
11.29.2017

#### **4. Funded grants and registered Patents**

**Jing Su** and Sue Mungre in Biology Department, NEIU Title III Grant for  
Undergraduate Student Research Training 2018, “Protective Effect of INGAP-Derived  
Peptides on Pancreatic Beta Cells”, \$9000.00

**Ken Nicholson**, Continues to serve as a Co-PI on a National Science Foundation grant  
entitled “Peer Enhanced Experiential Research in STEM (PEERS)” - The amount is  
approximately 450K.

**Denana U. Miodragovic** and Thomas O’Halloran, US Patent No. US9725475B2,  
August 8, 2017 – “Arsenoplatin Anti-Cancer Agents”.

#### **5. 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**, Reviewer of the American Association of Colleges and Universities (AACU)

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

**Ana Fraiman**, Facilitated and Coordinated the STEAM initiative at NEIU

**Jing Su**, Reviewer for journals *Sensors* and *Pharmaceutics*

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

**Stefan Tsonchev**, Serve as Discussant at the Eight Annual Faculty Research and  
Creative Activities Symposium, NEIU, November 2018

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

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

## **6. Workshops and Conferences Attended**

**Chandana Meegoda**, Completed ATLAS Professional Development Program at Triton College, Spring 2018.

**Dilusha Halishandra**, completed Online Design Course offered by Center for Teaching and Learning at NEIU, fall 2017.

**John Albazi**, attended the Chicago Section American Chemical Society ACS meeting on Friday, December 15, 2017

**John Albazi**, attended the inaugural Women in Science Conference and participated in the Laboratory Discoveries with Madam Sklodowska Curie session by presenting “Magi through Chemistry” activity for Children.

**Ken Nicholson**, Juliet Salivo, and Ninorta Dammo attended the Asylum AFM Workshop hosted by the University of Chicago Materials Research Science and Engineering Center.

**Jan Mataka**, Attended the Oncology Review: Coverage from the 2017 American Society for Clinical Oncology (ASCO), sponsored by Robert H. Lurie Comprehensive Cancer Center, Northwestern University, July 14, 2017.

**Jan Mataka**, Attended the Midwest Enzyme Chemistry Conference at Loyola University, Chicago, October 14, 2017.

**Jan Mataka**, Attended the 9<sup>th</sup> Annual Student Center for Science Engagement (SCSE) Symposium at Northeastern Illinois University, October 22, 2017.

**Jan Mataka**, Attended the Annual Basolo Inorganic Chemistry Award lecture and dinner at Northwestern University, October 27, 2017.

**Jan Mataka**, Attended the 15<sup>th</sup> Annual Chicago Biomedical Consortium (CBC) Symposium at the University of Illinois at Chicago, November 17, 2017.

**Jan Mataka**, Attended the 25<sup>th</sup> Annual Student Research and Creative Activities Symposium at Northeastern Illinois University, April 20, 2018.

**Jan Mataka**, Attended the Symposium on Regenerative Engineering, sponsored by the Center for Advanced Regenerative Engineering, Northwestern University. Prentice Women’s Hospital, Chicago, May 31, 2018.

**Jan Mataka**, 37<sup>th</sup> Annual Midwest Enzyme Chemistry Conference (MECC 2017). Flanner Hall, Loyola University, Chicago, IL September 14, 2017.

## **B. Student Achievements:**

Nine students were awarded B.Sc. degree in Chemistry and 14 awarded M.Sc. degree.

In FY 2017-2018, Chemistry Department awarded the following students for their outstanding achievement in the Chemistry:

**Elizabeth Heublein:** Outstanding Achievement in General Chemistry

**Kerald Gonzales:** Outstanding Achievement in Organic Chemistry

**Gabriela Matinez-Ramirez:** Outstanding Achievement in Analytical Chemistry

**Sara Abuhadba:** Outstanding Achievement in Physical Chemistry

**Juliet Salivo** received first place oral presentation at the 2018 Spring Symposium in STEM in Lisle, Ill., on Feb. 23 and 24. The symposium was sponsored by the Illinois Louis Stokes Alliance for Minority Participation (ILSAMP).

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

**Kerald Gonzales** (Chemistry, University Honors Program), Jing Su\* (Chemistry), Sue Mungre\* (Biology). NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018)

**Jazmine McDougald** (Biology), Jing Su\* (Chemistry), NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018)

**Rose Yaghi** (Chemistry), John Albazi\* (Chemistry), NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018)

**Lena Ghadimipour** (Chemistry), John Albazi\* (Chemistry), NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Ammar Albayati** (Chemistry), John Albazi\* (Chemistry), NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Sara Abuhadba** (Chemistry), Denana Miodragovic\* (Chemistry), Thomas O'Halloran (Chemistry, Northwestern University), NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Juliet Salivo** (Biology), Rima Rebiai (Chemistry), Emina Stojkovic\* (Biology), Ken Nicholson\* (Chemistry), Stefan Tsonchev\* (Chemistry), NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Rocio Avila** (Chemistry), Cindy Voisine\* (Biology), NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Maram Aldeeb** (Chemistry), John Albazi\* (Chemistry) NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Ripalben Patel** (Chemistry), John Albazi\* (Chemistry) NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Monika Rasic** (Chemistry), John Albazi, NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018)

**Shivangiben Patel** (Chemistry), John Albazi\* (Chemistry) NEIU 26<sup>th</sup> Annual Student Research and Creative Activities Symposium (April, 2018).

**Juliet Salivo**, Ken Nicholson\*, and Stefan Tsonchev\*. Juliet Salivo presented a poster at the SPMonSPM 2018 conference at Brussels Belgium. Her poster was a presentation of her research in the area of atomic force microscopy of bacterial red light photoreceptors.

**Juliet Salivo**, Stefan Tsonchev\*, and Ken Nicholson\*. Juliet Salivo gave an oral presentation at the 2018 Spring Symposium in STEM at the Illinois Louis Stokes Alliance for Minority Participation (ILSAMP) in Springfield, IL in the area of atomic force microscopy of bacterial red light photoreceptors

**Kerald Gonzales**, Lawannah Boyden, Shaima Patangia, Jing Su\*, and Shubhangee Mungre\*, poster presentation at Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Salt Lake City, Utah, 10.2017

**Kerald Gonzales**, Lawannah Boyden, Shaima Patangia, Jing Su\* and Shubhangee Mungre\*, 3<sup>rd</sup>-place poster presentation award at the 2018 Spring Symposium in STEM (ILSAMP) in Lisle, IL, Feb. 2018.

**Rashanda Elijio** attended the Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS) Conference on October 18-21, 2017.

**Yadira Alonzo** and Rashanda Elijio attended the Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS) Conference on October 18-21, 2017.

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

**Maram Aldeeb, Sara Abuhadba, and Monika Rasic** attended Ph.D. program in Chemistry at Loyola University in Chicago in Fall 2018

## **C. Alumni News**

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

**Sarah Vorpal** is continuing a fellowship as a Materials Research Advisor in Washington, DC. She works for the office of Senator Bernie Sanders.

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

**Ralph Tobias** is defending his Ph.D. dissertation in Chemistry at the University of Illinois – Chicago and will be beginning a Post-Doctoral Fellowship at The Ohio State University this upcoming spring.

**Blair Sorenson** is continuing her Ph.D. at Cornell University

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

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

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

**Aktham Metareehi** is pursuing his PHD in Chemistry at Harvard University

**Paras Menta** has been accepted to Medical School at Roslind Franklin

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

**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.

**Ripal Patel**, Hydrox laboratory Corporate, Elgin, IL

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

**Evangelos Bachas**, Manager at Ferrara Candy Company, Franklen Park, IL

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

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

**Francisco Romeo**, Federal Occupational Health, Chicago, IL

**Richard Hernandez**, Stepan Company, IL

**Richard Taylor**, Medline Industries, IL.

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

**Abdoulaye Dallo** works at BioStorage Technologies, Inc.

**Fernando Tobias** Works at Biological Mass spectrometric - UIC

**Rafal Turek** - Research Chemist R&D - AmeriCoats

**Umesh Chaudhary** - R&D Chemist - Sasol

**Amir Siddiqui** - R&D Chemist - PepsiCo

**Keith Arntson** - Analytical Chemist - Surmodics

**Jair Mayor** - Quality Prof. IV - Abbott Molecular

**Anita Alhasan** - Analytical Development Chemist - Blistex Inc.

**Timothy Lopez** - Field Service Engineer - Malvern PANalytical

**Edgar Neri** - QA Manager - Dhaliwal Laboratories

**Vibha Deshpande** - Research and Development Chemist - Bayer AG

**Ralph Tobias** is continuing his Ph.D.in Chemical Education at the University of Illinois at Chicago

**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

**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 Fransisco

**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.

**Rose Yahghi**, Recently employed at Fresenius Kabi Pharmaceutical Company

**Anamica Das**, Continues to work at Fresenius Kabi Pharmaceutical Company

**Bibiayesha Behlim**, Continues to work at Morten Grooves Pharmaceuticals.

**Lena Ghadimipour**, Recently employed at Baxter

# CHILD ADVOCACY STUDIES MINOR

**Annual Report 2017 – 2018**

**Submitted by Rachel Birmingham-Hoel**

## **I. Executive Summary**

This is the second annual report in which the Child Advocacy Studies (CAST) minor stands as an independent program. The program continues to be 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.

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, according to statistics gathered by the FW150 taskforce, CAST is now the largest academic minor program in the College of Arts and Sciences and the second largest at the University. Program enrollment is currently 130 students.

The Child Advocacy Studies (CAST) minor continues serve 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, success in fieldwork, and the ability of students to enter into the professions they desire to pursue. They are also to successfully complete a mandated reporter training and exam by the end of the final course of the sequence, their internship seminar. These benchmarks have continued to be met with great success. In addition to the 112 students previously graduated, 2017-2018 saw the largest class of interns and additional graduation of approximately 40 students. Evaluations from site supervisors overwhelmingly indicate that our students were serving sites well, and that they continue to successfully apply knowledge and skills acquired through the CAST

curriculum to the organizations they serve. Student feedback remains positive, with the majority reporting a sense of strong preparation for the field and optimism moving towards their goals.

CAST continues to see high numbers of students enrolling in graduate programs. In the 2017-2018 year, multiple students enrolled in master's level programs in both Social Work and Counselor Education. We are beginning to see a pipeline form from CAST to both graduate programs, helping to increase enrollment at NEIU beyond the undergraduate level.

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. This goal was recognized last year and I am in the process of designing such an instrument. I also intend to provide an anonymous satisfaction survey to exiting interns to help identify student feelings of strengths, limitations and level of perceived preparation for their desired plans following graduation. Information gathered from this survey will also enable the 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 continues to come primarily through interaction between faculty and students, provision of opportunities for faculty professional development, and the application of both new research and practical skills to the CAST curriculum. Student evaluations of coursework continues to be a source of information as well. Several examples of these activities in the 2017-2018 academic year are outlined below.

In 2017-2018 faculty engaged in scholarly activity and professional development in their given fields, including publications and conference presentations. For example, faculty research innovation included a project involving three CAST students. In the Spring of 2018, Dr. Birmingham was awarded a research communities grant in partnership with Dr. Adam Messinger in order to examine the effects of early childhood abuse and trauma on adult health and relationship outcomes. This project, entitled the Family Conflict and Health Project (FCHP), engaged CAST student Jessica Arce, who engaged in the area of examining experiences of sexual minorities who had been abused by parents and siblings. Additionally, CAST students Molly Probst and Tiffani Newton began to examine the role of sibling abuse, and cumulative ACES (adverse childhood experiences) to adult health and well-being. All three students were able to apply pieces of the broad CAST curriculum to this research, and were instrumental in writing the grant, designing the questionnaire and preparing recruitment materials for data collection to start the following semester.

In this academic year, a great deal of focus was given to acting on behalf of immigrant and refugee youth, especially with relation to human rights violations. In the Fall of 2017 and Spring of 2018 one student engaged the campus community and the Albany Park area in a human rights campaign dedicated to bringing attention to human rights violations in the Philippines. Work done during this time period has broadened opportunities for student involvement in outreach and education in local high schools. Students also continued to engage in work from the UN's Convention on the Rights of

the Child. This proved to be challenging under the current political climate. However, it also gave students a deeper understanding of the importance of these issues and the significance of the United States' decision to not ratify the convention. Finally, in the spring and summer of 2018, Dr. Birmingham wrote and received a grant to take a small group of students to Geneva, Switzerland on a study tour to the United Nations' Complex. While this trip had been done in previous years, this will be the first time that a child-specific focus will be given via use of the CAST curriculum, and that students will travel to Rome to study human rights and children's rights organizations in Italy (such as the World Food Program) as well.

Evaluations of courses remain positive and indicate that across the curriculum, CAST courses deepened student understanding of CAST issues and facilitated their ability to understand root causes of child maltreatment, as well as skills for resiliency-building for at-risk youth.

### **Urban Leadership**

The CAST program continues to work with youth and youth-serving organizations in the Chicagoland area, demonstrating urban leadership. In 2017-2018 students worked with SOS Children's Villages, The Cook County Juvenile Detention Center, The Cook County Juvenile Probation Center, Children's Home and Aid Society, YWCA, and Chicago Public Schools, and the list goes on. In one instance an intern facilitated a healing dialogue (requested by CPS faculty), following a school shooting in Spring, 2018. Another student worked with a special needs child to integrate him into a public classroom for the first time. As listed below accomplishments, a third CAST minor worked with a human rights organization to cease violence against indigenous peoples. Further, curriculum from the classroom continues to be 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.

### **Exemplary Faculty and Staff**

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

**Auman, S (2016- Present).**

***Chicago BodyMind (2016-Present)***

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

**Birmingham, R**

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

With guidance from Dr. Birmingham, CAST minors developed NEIU's Child Advocacy Club in 2016. In the fall of 2017 the club partnered with the college to facilitate a Thanksgiving food drive.

**Korda, C.**

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

## **II. Program Plan**

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

The CAST program continues to develop long term goals via developing curriculum that conceptualizes child rights as global children's rights. In fact, several CAST minors will be traveling to both Geneva and Rome to learn more about global efforts to advocate for children and families.

CAST aims to develop a post-baccalaureate summer institute, and has started the work of acquiring a CIP code in attempt to gain state recognition as a discipline. This program will both generate revenue for the university and provide professionals with Continuing Education Units (CEUs), for licensed working professionals. Our short-term goal is to develop trainings on children and domestic violence, sexual assault and advanced child advocacy. With the DOJ grant NEIU received to support sexual violence response initiatives, engaging both students and faculty in CAST to support the student body is also a goal.

As reported last year, and described in the FW150 program description, the initiatives above will serve as a platform for developing graduate level courses in advanced child advocacy that will serve graduate students in existing programs (e.g., SWK and Counselor Education), 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, and begin with acquiring a CIP code.

## **B. Projected needs**

### 1. Faculty

In the summer of 2018 we hired an adjunct faculty member to help with teaching CAST 303. This occurred because one of our core faculty was unable to teach. It demonstrates our need for an additional faculty member to support program need and ensure stability in the program. Further, CAST is undergoing the process of submitting the introductory course (CAST301), as an ELE-X course. Thus, we anticipate needing more faculty to support anticipated increase in student demand.

### 2. Equipment

The coordinator of the program is in need of a laptop, as the university provided computer is nearly six years old. Further, we need a functioning printer. Without a budget, we are still reliant on other departments and the dean's office any time we need pamphlets or marketing materials for the program.

### 3. Other Resources

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

## **III. Accomplishments**

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

### **A. Faculty Outreach**

#### **Korda, C.**

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

Presenter & Facilitator, August 9, September 6, & September 18, 2018, "Peterson Field Community Feedback Session," Peterson Elementary School, Chicago.  
(Received \$2 million to rehab our field and had community feedback sessions to share information and get input from the school and broader neighborhood.)

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

### **Birmingham, R.**

**Birmingham, R. (2017).** Examining Sibling Abuse from a Transformative Justice Approach. Roundtable discussion facilitated at the annual Peace and Justice Studies Conference. Birmingham, AL

Messinger, A. M., **Birmingham, R. S.**, & DeKeseredy, W. S. (2018). Perceptions of same-gender and different-gender intimate partner cyber-monitoring. *Journal of interpersonal violence*, 0886260518787814.

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

### **Merchant, C.**

- Olson, V., Burns, B., Cherenfant, R., Ramirez, K., Serna, R., & **Merchant, C.R.** (2018, April). *Correlational study on depressive symptoms*. Paper presented at the NEIU 26<sup>th</sup> Annual Student Research & Creative Activities Symposium. Chicago, IL
- Sosa, A., & **Merchant, C.R.** (2018, April). *Media and technology usage and interpersonal factors of suicide in millennials*. Paper presented at the NEIU 26<sup>th</sup> Annual Student Research & Creative Activities Symposium. Chicago, IL

## **C. Alumni News**

**Buni, L.** Working with International Coalition for Human Rights (ICHR) to address human rights violations in the Philippines. Lorena has been both stateside to educate the public and working internationally to lobby for protection and human rights.

**Goza, M.** Was accepted into the graduate program in Counselor Education at NEIU.

**Huziar, D.** Was accepted into the graduate program in Social Work at NEIU.

**McGinnis, J.** Was accepted into the graduate program in Social work at NEIU.

**Khan, A.** Was accepted into the graduate program in Counselor Education at NEIU.

**Kukula, M.** Completing Masters in Counselor Education and working as a Special Education paraprofessional.

**Vinson, C.** Currently completing Master's Degree in Counseling Psychology at the Chicago School. Working as a Rape Victim's advocate at YWCA.

# COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

## **Annual Report 2017-2018**

**Submitted by Jeremy Babcock**

### **I. Executive Summary**

The College of Arts and Sciences Education Program (CASEP) marked its seventeenth year of teaching, guiding, and inspiring first-year and sophomore students interested in becoming teachers. After 17 years, CASEP retains much of its original mission. Using a cohort model, careful selection of courses and teachers, as well as support services for students—CASEP continues working to increase student success. This success includes: retaining students at Northeastern, whether they ultimately select Education as their major or not, and decreasing time to degree by encouraging 15 hours of study a semester beginning no later than a first-year student's spring semester. CASEP's ultimate objective, however, is to establish, retain, and foster a diverse group of determined and mature students to enter Northeastern's Daniel L. Goodwin College of Education to pursue their goal of becoming teacher-leaders in an urban/suburban environment.

#### **CASEP's Three Main Goals:**

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

CASEP began the 2017-18 academic year with 24 first-year, full-time students. Of the 2016-17 class, 19 students returned for their sophomore year in fall 2017, and in keeping with CASEP's history, our retention rate of 79% was considerably higher than that of the mainstream freshman at Northeastern, which was 49%. A strong cohort model that continues to be refined over time is, no doubt, one of the key factors to such a strong retention rate among our program students.

In addition to employing an effective cohort model, the program focuses on connecting students to engaging and relevant experiences in the field. It is this thoughtful preparation that assists with the higher retention rates, and creates a vibrant community of learners. Case in point, a highlight of the 2017-2018 CASEP academic year was a field trip to Buffalo Grove High School that continues to be mentioned by students as an amazing stepping stone on their path to becoming teachers.

As featured in an edition of *Noteworthy at Northeastern*, first-year CASEPers had a unique observation experience. Thanks to a partnership between the Goodwin College of Education and Illinois High School district 214, Melanie Bujan, CASEP Coordinator, and Dr. Katy Smith, Goodwin College Professor, took the CASEPers on a one-day field trip to Buffalo Grove High School. BGHS welcomed first-year students from CASEP on Friday, April 13th. The CASEPers toured the campus, observed a variety of classes and teaching practices, and met with unit heads for a Q & A about teaching. Early field experiences are an integral part of CASEP and help give students insights into the teaching profession.

## **STUDENT VOICE**

"The Buffalo Grove High school observation trip was very enlightening. As a first year CASEP student it really helped me understand the role of teachers on a larger scale. Everything a teacher does affects the students and vice versa. The school visit really helped set a solid foundation and understanding of what a teaching job entails. Walking through in the day of life of the students and teachers was truly an eye opener."

***-Nada Bijapuri***

"I had a blast at Buffalo Grove High School! I liked going there and seeing what the grade I wanted to teach looked and felt like from a teacher's perspective for once. I spent a few minutes with each teacher I visited, and asked what they liked about being a teacher. I was happy to hear different responses reacting positively from varying ranges of experience. Visiting Buffalo Grove High School had strengthened and reinforced my passion to become a teacher and I would love to have another opportunity to experience that again."

***-Giovanni Nicpon***

## **CASEP Students are Quality Students**

CASEP is known for recruiting and retaining high quality students. Victoria Valentine, who is on track to earn a Bachelor of Arts in Special Education, is no exception and CASEP Coordinator Melanie Bujan recognized her potential early on as she encouraged her to apply for the program. Valentine plans on moving into a full-time teaching role in Spring 2019, working with students in middle or high school with emotional and behavior disorders, intellectual disabilities, or a combination of both. She notes that making the decision to come to Northeastern was "one of the best decisions I have made for my career because of all the ways it has supported me." She mentions CASEP as an important step in her development early on in her educational career.

"The variety of classes I took through this mindfully structured program helped me become a more thoughtful writer and a more engaging presenter, as well as provided me with meaningful electives to help me better understand the politics of teaching. **This cohort model connected me with fellow future teachers in the various content areas** and grade levels that led me to opportunities within my career path and on campus."

***-Victoria Valentine***

### **Intentional CASEP Course Design**

CASEP's first-year students enjoyed taking Introduction to Communication linked to ENGL 101 and for the first time and U.S. History linked to Introduction to Theatre. The link between theatre and history provided new opportunities to include reading plays that further highlighted important points in history. Seeing connections between theatre and history allows future teachers to see how elements of one discipline can inform another. In addition to play analysis, students in Introduction to Theatre engaged in teaching theatre games and activities as well as discussed each activities value in their future teaching practices.

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

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

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

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

### **How to Assess Student Learning in the Program?**

It behooves the program to conduct an annual survey to get a better understanding of how program students are responding to our program. A survey will be administered in the Spring of 2019 to get a better understanding of how the first year CASEP students are adjusting to college life, and also to gauge the readiness of our sophomores as they begin to transition out of the program and into the Daniel L. Goodwin College Education.

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

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

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

## II. Program Plan

### A. Long term goals

In July 2018, the CASEP welcomed a new coordinator to take the reigns of the program. Working in tandem with the existing coordinator, the transition has been smooth and the continuation of high-quality services to our program students has not been compromised. Through a number of focused conversations, it is clear that CASEP is a beloved program on campus and faculty and staff have been more than happy to continue the collaborative efforts that have been established.

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

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

- **Future Teachers Power Hour** is a monthly seminar where all CASEP students are invited to connect and learn from guest speakers. Recent guests have included Golden Apple Scholars and CASEP alumni/current CPS teachers
- **Collaboration with the Daniel L. Goodwin College of Education** continues to be strong and an important element of the CASEP program. There is an Innovation in Teacher Preparation Team (working title) that is involved in a number of exciting initiatives to bring more teaching candidates to NEIU. Through partnerships with area high schools, there is a concerted effort to showcase the high quality GCOE program offerings, and promoting NEIU as a place where *all* future teachers should commence their studies.

- **Observation opportunities** for our students will be a priority and in-line with the experiential nature of our program. Connecting students to teachers who are in the field and, more specifically, teaching subject matter that pertains to each of our individual students will be the direction for future outings. A recent example of this was connecting a CASEP Sophomore who was unsure about Special Education as a major, with a current SPED instructor at Little Village Learning Academy. This “pen pal” approach has led to a thoughtful discourse on the profession so that this student can make a more informed decision on his major.

### **Pillars of the Program**

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

#### **Retention:**

Though the cohort structure is affirming and supportive of students, for some, it is intimidating. Each CASEP first-year cohort is inherently different. 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 “Success Hour” specifically for incoming CASEP Freshmen must be a consideration, especially since going forward all CASEP students do not have Cooperative Learning in Adventure Education due to changes in how the Goodwin College accepts and acknowledges health and physical education courses. This 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. With that said, the current CASEP coordinator sits on the University Retention Initiative Team (URIT), and is highlighting the cohort model and the success of the CASEP program with regards to retention rates.

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

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

With the recent development of new legislation affecting initial teacher licensure programs, the basic skills test (either Test of Academic Proficiency; TAP, ACT or SAT) is no longer required as an entrance exam for admission to your program or to the GCOE. This is an important development for our CASEP students and continues to be a point of

conversation in advising. While the test scores are no longer a requirement to enter the GCOE, it still remains a requirement at the the start of the semester before student teaching. On that note, we are promoting that students not delay in taking the test and connect them with a number of resources.

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.

### **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/concerns**

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

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

2. Equipment: the CASEP office requests a color printer for in-program use.
3. We have had a number of students ask if they can “work” for CASEP. This is a good sign of the dedication and future hiring of interested/qualified CASEP students as they move on to their Junior year might be a good idea to keep alumni engaged and also promote the program. Perhaps internships? Student Aides?
4. We have a diverse student body, in some ways, but need to engage/recruit more African-American students to join the program. The coordinator has been in discussions with Christopher Goins, principal of Butler College Prep., who is focused on preparing young African-American males for careers in teaching. At the very least, these conversations have been eye-opening. At most, the hope is to have CASEP serve as a pathway for these students for eventual admission into the GCOE.
5. Our program would benefit greatly from an overhaul to our website and marketing materials. The teaching profession is a admirable and in need of passionate young people to keep pushing the boundaries of what it means to “teach.” Our branding needs to match that energy. Perhaps a superhero theme? Put on your cape, become a teacher? Perhaps a superhero theme? Put on your cape, become a teacher? Also, the naming of the program might be better suited as College of Arts & Sciences Pathways Program, as we do serve as a pathway to the GCOE or other majors at the conclusion of the program. The ideas and brainstorming will continue always with the success of the student in mind. And, in that spirit of a student-centered approach, A CASEP facebook page has been designed and is in use and we are exploring other social-media options, as well.

# COMMUNICATION, MEDIA and THEATRE

## **Annual Report 2017 – 2018**

### **Submitted by Shayne Pepper**

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

##### Overview

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

**CMT is again proud to be one of NEIU's top 10 majors (#7).** This is the eighth year we have maintained a top-10 distinction. This is due to the talent and dedication of our faculty and staff and to the interest and enthusiasm of our students.

##### **Undergraduate Program:**

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

##### **Graduate Program:**

- M.A. in Communication, Media and Theatre

##### Curriculum Information

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

In the **2017-2018** academic year, we had more than **250** undergraduate CMT majors, more than **70** minors, and more than **20** graduate students. Undergraduate degree conferrals have been strong, with **97** bachelor's degrees awarded in 2017-2018. CMT enrollment and student credit hour (SCH) production remain comparatively strong, with **4078** SCH for Fall 2017 and **3718** SCH for Spring 2018.

<b>2017-2018</b>	<b>Main Campus</b>	<b>El Centro</b>	<b>CASEP</b>
<b>Fall 2017</b>	56 sections	6 sections	2 sections
<b>Spring 2018</b>	56 sections	6 sections	1 section

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

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

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

### Faculty Information

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

The CMT department had several faculty members recognized with NEIU awards during the 2017-18 year. Shayne Pepper was awarded tenure and promoted to Associate Professor. Sarah Fabian received a Faculty Excellence Award for Research and Creative Activities. Robert Ritsema and Dan Wirth both received Instructor Excellence Awards. Kate Kane, Robert Ritsema, John Ross, and Dan Wirth were all awarded the status of Senior Instructor.

CMT faculty continued significant service to the College and University. They participated on General Education and Shared Governance Task Forces, and they continued to serve in key roles on critical NEIU constituencies such as the NEIU chapter of the University Professionals of Illinois, the Research and Creative Activities Group, and the College of Arts and Sciences Academic Affairs Committee. They participated in important University initiatives such as the University Without Walls, the annual NEIU Student Research and Creative Activities Symposium, and the NEIU Faculty Research and Creative Activities Symposium. Finally, CMT faculty serve their professional, local/community and state organizations as officers, members of professional editorial boards, facilitators of professional workshops, and in various key leadership roles. A specific enumeration of 2017-2018 CMT faculty research/creative activities and service is presented in the “Accomplishments” section of this report.

Due to state budget issues and retirements, we continued to lose faculty in recent years and ended the 2017-2018 academic year with only 5 tenured and tenure-track faculty and our department chair. This is a 50% reduction from the number we had only a few years before. Thankfully we were able to then hire Adam Goldstein (Assistant Professor of Theatre with a focus on Performance and Directing) to begin in the fall 2018 semester. In addition to our tenured and tenure track faculty, our department has 12 full-time and part-time instructors who teach the bulk of our classes each year. Due to considerable faculty shortages in recent years, we relied on fifteen adjunct instructors to fill necessary gaps in 2017-2018.

<b>2017-2018</b>	<b>6 TP Faculty</b>	<b>12 Instructors</b>	<b>15 Adjuncts</b>
<b>Sections Taught</b>	35 sections	71 sections	21 sections

It is made clear by these numbers that our very large department is in serious need of additional tenure-track faculty members (particularly in the area of Communication). In addition to teaching courses, our faculty members regularly advise over 250 majors and minors within our department.

Finally, we reiterate in our reporting each year the importance of advising in the retention of our students. CMT seeks to meet the ongoing advising needs of our majors and minors, by providing extensive program information, course planning, and

professional consultation. CMT faculty make advising accessible to our students, whose busy and demanding schedules sometimes make advising a challenge in relation to their work-school-life balance. To be sure, we remain focused on how intentional advising, together with strong curriculum, attractive course offerings and careful scheduling, are all best practices for encouraging the retention of students. Our advising load on each faculty member is quite high with each advisor serving between 60-90 students. Maintaining such high numbers can make it difficult to provide substantive one-on-one advising to students. Additional tenure-track faculty members are needed to be able to divide this advising load in a more manageable way.

### Program Activities and Accomplishments

Major department activities and accomplishments during the 2017-2018 academic year included:

- Maintaining our partnership with the **Chicago Film Society**
- Organizing **CMT Week** and series of events celebrating the department
- Continuing to produce engaging theatrical productions with the **Stage Center Theatre** and **Children's Theatre Workshop**
- Maintaining our **CMT Media Production Lab**
- Supporting the production of **Student Research and Creative Activities**
- Administering seven **Departmental Student Scholarships**

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

### Partnership with Chicago Film Society

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

In our third year (2017-2018) of the partnership we screened a total of 37 feature-length films and sold over 3,000 tickets. We continued to receive great press from *The Chicago Tribune* and other media outlets. We also continued to offer our 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 Week Celebration

In April of 2018, we had a “CMT Week” celebration that included a number of events that highlighted our department and brought back former faculty and alumni. We began with our CMT Day Awards ceremony and North by Northeastern Media and Performance Festival. This event recognizes our scholarship and award winners as well as provides a space for our media and theatre students to present work that they have created throughout the year.

In order to celebrate the legacy and future of our department, we sponsored a Communication Studies Legacy panel where we had former faculty and younger scholars who have been key figures in communication research. This panel included Dr. Bernard Brommel, Dr. Arthur Bochner, Dr. Michael Kramer, Dr. Tony Adams, and Dr. Jimmie Manning. We also welcomed back former faculty member, Dr. Tony Adams to give the 2018 Brommel Research Award Lecture. His talk was titled “Narrating Forgiveness.”

We were also fortunate to be the sponsoring department for the 2018 Brommel-Hahs Lecture where we featured Dr. Jarice Hanson of the University of Massachusetts-Amherst to give a talk titled “Telling Our Stories in the Age of Social Media.” As a proud alumni of our department, Dr. Hanson has published more than twenty journal articles and several books and held the Verizon Chair in Telecommunications at Temple University, as well as having been the founding Dean of the School of Communications at Quinnipiac University.

Finally, we had a CMT Alumni/Faculty/Student “Networking Event” to make sure that we were fully utilizing this opportunity of having so many alumni and former faculty here on campus at the same time. This was a great opportunity for our students to make contact with established people in these fields to discuss future opportunities and to share advice. Overall, this week of CMT events celebrated the many wonderful things that we do in the CMT department, and it was a tremendous success.

### 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 2017-2018, over 500 students were enrolled in Theatre courses and more than 140 students took practicum courses that involved work on our main stage, Summer Theatre and/or Children’s Theatre Workshop. Each year we also involve more than 150 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 2017-18, the Stage Center Theatre presented an astounding seven shows via the main stage and Children’s Theatre. Our season offers the audience a broad range of plays, and provides students an opportunity to read, produce, and watch both classical and contemporary productions. Fall 2017 featured Kenneth Lonergan’s *This Is Our Youth*,

directed by John Bliss, and Nilaja Sun's *No Child...*, directed by Mary Kroeck. Spring 2018 featured our inaugural *Nuevas Voces: 10-Minute Play Festival and Contest* founded by former CMT professor, Jim Blair in conjunction with Christie Miller from CAPE, and directed by Adam Goldstein, Howard Korder's *Episode 26*, directed by Dan Wirth and featured on the NEIU Auditorium stage, and Jose Rivera's *Marisol*, directed by Adam Goldstein. Ann Hartdegen and the Children's Theatre Workshop crew also performed *Faces of Freedom* by Cynthia Mercati (Fall 2017), and *The Sea of Stories* adapted from stories by Rumi, Saadi, and Attar (Spring 2018). In 2017-2018, the total attendance for our Main Stage shows was over 1,620 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, Goodman Theatre, the North Shore Center for the Performing Arts and the Lyric Opera; they have produced and/or performed at the Greenhouse Theatre and Circle Theatre; they have earned advanced degrees in Theatre and now teach at institutions around the country; and they learn from faculty who are accomplished, award-winning and highly-respected members of professional theatre.

### Children's Theatre Workshop

The Stage Center Theatre's *Children's Theatre Workshop* continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the theatre arts. Children's Theatre productions bring hundreds of children from over 20 Chicago-area public schools to NEIU each semester (reaching an average of 1,800 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 2017-2018 theme was "Immigration, Diversity, Inclusiveness" and the Children's Theatre Workshop produced *Faces of Freedom* by Cynthia Mercati (Fall 2017), and *The Sea of Stories* adapted from stories by Rumi, Saadi, and Attar (Spring 2018). The 2018-2019 year will see a show about immigration and a show about growing up and will be helmed by new tenure-track theatre hire, Adam Goldstein.

### Media Production Lab

CMT's Media Lab is in its tenth 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 2017-2018 we had three students present at the Northeastern Illinois University Student Research and Creative Activities Symposium. Elise Taylor, Liz Varnecky, and Laura Wagner all presented with Liz Varnecky winning the best-in-session award for her presentation on newspaper headlines.

### Scholarships

Thanks to the continued generosity of Professor Emeritus Bernard Brommel, the CMT Department now offers six annual scholarships. With these scholarships, Dr. Brommel has endowed more than \$200,000 to the Department, which provides important financial assistance to our students. We are also 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 a new "Communicating Sexualities" scholarship established by two CMT alumni: Carrie Reffitt (B.A., 2011; M.A., 2016) and Nikki Nigl (M.A., 2014). This scholarship is available to CMT, Sociology, and Women and Gender Studies students.

## **II. Program Plan**

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

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

- Address faculty losses by requesting new TP hires in Communication and Theatre
- Add course offerings at the Carruthers Center campus so that students can take CMT courses at three NEIU campus locations
- Reorganize undergraduate advising loads to account for fewer available TP faculty members and to have one advisor who exclusively advises students who began as First-Time First-Year Freshmen in order to improve retention
- Organize the 2018 6<sup>th</sup> CMT Day/8<sup>th</sup> North by Northeastern Media Festival
- Organize the 4<sup>th</sup> CMT Internship Fair
- Continue to publish the *ComMuniTy* newsletter
- Increase the number of online courses offered in the department
- Create an Undergraduate Student Handbook with the goal of recruitment, increasing retention, and to ensure quality and effective advising
- Work more closely with NEIU's Marketing, Public Relations and Alumni Relations offices to increase the visibility of the Stage Center Theatre
- Generally build up CMT alumni relations, fundraising, and outreach

- Strategize and prioritize improvements to the Stage Center Theatre infrastructure
- Upgrade the CMT Media Production Lab in E-112 with new computers, software, and projector

## **B. Projected needs**

Since 2014, CMT has experienced significant faculty. 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, Tony Adams (Communication) moved to a position at Bradley University, and Wilfredo Alvarez (Communication) moved to a position at Southern Connecticut State University. Due to these losses, we continue to operate with too few faculty for the amount of work required to maintain a multi-disciplinary department of our size.

At a 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. Although CMT has had strong enrollment numbers, the loss of tenure-line faculty members heavily impacts on the ongoing issue of program advising and faculty support of important Department, College and University initiatives.

### **1. Faculty Needs**

#### Communication Faculty

With these recent losses, the CMT department has zero tenure-track faculty in the area of Communication. We need Communication faculty to support our graduate and undergraduate curriculum, individualized instruction, development of internship and service-learning opportunities, and student advising. It is imperative that we hire three tenure-track Communication faculty members as soon as possible. The areas of specialty needed are as follows:

- Ph.D. Organizational, Leadership, and Business/Professional Communication
- Ph.D. Intercultural, Conflict, and Urban Communication
- Ph.D. Family and Interpersonal Communication

These three hires would have the theoretical background, applied skills, and professional experience to respond to the programmatic needs in our department.

#### Theatre Faculty

Beginning in Fall 2018, CMT will only have three tenure-track/tenured faculty members in Theatre (with one on leave and planning to retire by December 2019). The minimal number of faculty, and lack of a Ph.D.-holding faculty member in this area will adversely affect student advising and retention, especially students who want to make theatre a primary focus both at the undergraduate and graduate level. This means that only two faculty members will be tasked with overseeing all activities of the Stage Center Theatre,

supervising talent scholarships and theatre internships, advising theatre students, and monitoring the theatre curriculum. We hope to be granted a search again to address this critical need to support our B.A. and M.A. program with a search for the following area:

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

This hire would have the theoretical background, applied skills, and professional experience to respond to the programmatic needs in our department.

## **2. Office Support Staff Needs**

### Office Administrator Position

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

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

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

### Theatre Bookkeeper/Administrative Position

The CMT Department encounters the recurring issue of how to address our administrative needs in the Theatre area, and we have pointed this out every year in our annual report. 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.

### **3. Equipment and Other Needs**

#### 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 ventilation issues in F110, we need renovate F-109 to accommodate a costume shop as well as a black box theatre classroom environment, and our Theatre Wing lobby is in serious need of renovation as it is the first thing the general public sees when coming to a play at NEIU. Again, our shop space located in F110 in particular needs tremendous overhaul including a new ventilation system and other improvements. These areas impact the health and safety of our students, faculty and staff as well as the production of shows for the Stage Center Theatre, Children's Theatre Workshop and Studio Series.

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

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

#### Computers

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

### **III. Accomplishments**

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

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

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

Moran, Cyndi (Editor). (2018). *CURE 2018: Stubborn as Hell: Voices of CURE*. [Motion picture]. Chicago, IL: CURE (Citizens United for Research in Epilepsy).

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

Mun, S-H., Lee, J.M., Park, K.Y., & Choi, J.W. (Eds.) (2018). *Summary of Tax Cuts and Jobs Act (TCJA) in 2018*. Chicago, IL: Hansa Institute/Consulate General of the Republic of Korea in Chicago.

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

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

Moran, Cyndi and Eric Scholl (Producers/Directors). *Divine: The Lives of Nicole and Grace (episodes 1-4)* [Motion picture]. Chicago, IL: Amalgamated MediaWorks. *Episode 3: La Bruja* in juried screening, Collected Voices Film Festival, Chicago, 10/12/2017; included as one of two “standout” films in Chicago Tribune article “Two Standouts on the lineup of Collected Voices Film Festival.”

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

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

Watkins, S. (Scenic Designer). (2018, March 30). *Copenhagen*. Live Performance in Northwestern University: EtoPia, Evanston, IL.

Watkins, S. (Scenic Designer). (2018, April 20). *Copenhagen*. Live Performance in University of Chicago, Chicago, IL.

Watkins, S. (Scenic Designer). (2018, May 11). *Flies! The Musical*. Live Performance in Pride Films and Plays, Chicago, IL.

Watkins, S. (Scenic Designer). (2018, June 2). *L'Oronthea*. Live Performance in Studebaker Theatre, Chicago, IL.

Watkins, S. (Scenic Designer). (2018, September 29). *Serse*. Live Performance in Studebaker Theatre, Chicago, IL.

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

##### **Rubinowitz, Edie:**

Rubinowitz, Edie. "Media Curious: Radio (and Podcast) Talk With Rivet Radio's Charlie Meyerson, NEIU's Edie Rubinowitz-Foutz, WCGO's Sonar Greene and WBEZ's Marc Garber." 19 June 2018. Creative Coworking, Evanston, IL.

[https://www.facebook.com/KringCircle/videos/radio-\(and-podcast\)-talk-with/1388080024616073/](https://www.facebook.com/KringCircle/videos/radio-(and-podcast)-talk-with/1388080024616073/)

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

#### **6. Service**

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

- Goodman Theatre Education Panel, Goodman Theatre, Chicago, IL.
- Panel Member, Columbus Academy, Columbus, OH

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

- Workshop presenter, NEIU's "Research-Palooza" (February 2018) for CPS students participating in Chicago History Fair

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

- Board Member, *Hansa Institute* (2017 - Present)
- Editorial Board Member, *Integrative Studies* (2011 – Present)
- Advisory Board Member, Center for Integrative Studies, Dongduk Women's University, Seoul, Korea
- Reviewer, *Asian Journal of Communication* (2011- Present)

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

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

Taylor, Elise. "Isolated With Friends: Online Communities in the Gig Economy," Paper presented at the Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL. (April 2018)

Varmecky, Liz. "The Problem With Headlines," Paper presented at the Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL. (April 2018)

Wagner, Laura. "'The Kitchen Is My Territory;,' The Limiting and Creative Opportunities of the Kitchen in *Six Feet Under*" Paper presented at the Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL. (April 2018)

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

Taylor, Elise. Accepted to the Communication Studies Ph.D. program at the Purdue University

### **C. Alumni News**

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

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

Devin Pickell (B.A., 2017)

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

Alyssa Vincent (M.A., 2017)

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

Selena Alvarado (B.A., 2017)

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

Javier Aquino (B.A., 2015)

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

Benjamin Van Loon (M.A., 2015)

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

Taylor Seletos (B.A., 2015)

Taylor is an account manager for LaSalle Network.

Kimberly Shotick (M.A., 2014)

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

Melissa Brand (B.A., 2014)

Melissa was hired as the communications coordinator for the Glenview Park District.

Natalia Eicker (B.A., 2014)

Natalia was hired as the development assistant at the Chicago Botanic Garden where she assists with fundraising, event planning, and donor stewardship.

Aleksandra Wyrzik (B.A., 2014)

Aleksandra was accepted into the Master of Arts in Counseling Psychology program at the Chicago School of Professional Psychology.

James McNeil (B.A. 2012)

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

Rico Self (M.A. 2012)

Rico is now a Ph.D. student in Communication Studies (with a focus in Rhetorical Studies) at Louisiana State University.

Daniella Bajtner (B.A., 2012)

Daniella was accepted into the Master of Arts in Organizational and Multicultural Communication program at DePaul University.

Julie Wight (M.A. 2012)

Julie was accepted into the Ph.D. program in Communication Studies at the University of Minnesota. In February 2013, Julie was selected by the White House to participate on a social media panel for President Obama's 2013 State of the Union address in Washington, D.C. She presented her research at the 2013 Gender Matters conference and the 2013 Central States Communication Association conference.

Jasmin Bleu Pellegrino (B.A., 2012)

Jasmin was accepted into the graduate program in Photojournalism at Boston University (BU). In 2012, she received First Place for her photo essay about the current state of Gary, Ind., from the Illinois College Press Association. She has worked for BU News Service, and has traveled throughout New Hampshire to cover the Obama/Romney Campaign. For more information about her work, visit [www.JBPellegrino.com](http://www.JBPellegrino.com)

Abby Lenz (B.A. 2010)

Abby was hired by the Neal & McDevitt Law Firm in Chicago, Illinois.

Kimberly Podgorski (B.A., 2010)

Kimberly is employed as web editor for NBC Chicago, and was recently hired as a WGN assignment editor.

PJ Randhawa (B.A., 2008)

After graduating with a B.A. from NEIU, PJ earned an M.A. in Journalism from DePaul University. She is now an investigative news reporter for NBC5 in St. Louis, Missouri, and she just won a Mid-American Regional Emmy award in the "Health and Science" Category for her story on pharmacy medication errors.

# COMPUTER SCIENCE

## **Annual Report 2017 – 2018**

### **Submitted by Francisco Iacobelli**

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

In 2018 the department grew strongly in registration, with an increase from Fall 2016 to Fall of 2017 of 5.3% with 1523 seats. From Spring 2017 to Spring 2018, the growth was similar: 3.4% totaling 1506 seats. We had a strong summer registration with an increase of 24% from 2017 to 2018 totaling 509 seats.

The department had the largest Fall 2017 enrollment of any graduate program in the University and the largest in the college of arts and sciences with 73 students. The undergraduate program enrollment for the Fall of 2017 grew 4% to 416 students, making it the largest program in the university. Although these numbers are a great accomplishment, the department has work to do in terms of retention. From Fall 2016 to Fall 2017 the retention rate was 78%, which is below the average for the college and it reflects a decreasing retention rate trend in our students.

This academic year we conducted a search and screen process that successfully resulted in the hiring of Dr. Ahmed Khaled. Ph.D. University of Florida. His expertise is Internet of Things, a trendy topic that can help our students get an edge over computer science graduates from other universities. We believe the practical nature of his research will appeal many of our students.

Research is growing strong in our department with professor Rachel Adler continuing her second year of her NSF STEM+C grant, studying the effects of adding computational thinking and coding into science and math classes for preservice elementary and middle school teachers. This is a grant that involves the department of Biology, Mathematics, Physics and the college of Education. Professor Adler obtained a Research Excellence Award for this work. This research has already secured a book chapter. Dr. Adler also obtained a summer research grant from the SCSE to involve more students in this project. In addition, professor Adler supported research on human computer interaction and health care interventions to help breast cancer survivors. Together with Dr. Francisco Iacobelli and a team from Northwestern University and UIC they have published three articles, one of which has an undergrad student as co-author. In terms of research, professor Adler organized a Job Fair and Alumni Panel where Alumni came to talk to our current students and share their stories. At the same time, she put together a Job Fair for students. Professor Adler continues to be the advisor for our Computer Science Club.

Dr Francisco Iacobelli also co-lead a project to improve the pipeline of professionals in healthcare disparities research. This project supported several NEIU students. There are two publications in the works from this project. Professor Iacobelli also applied to an NIH Diversity Supplement in the Spring 2018 and he received a grant from the SCSE over the summer of 2018 to work with professor Xiwei Wang on exploring technologies to simplify medical text for low literacy patients. In addition, as mentioned earlier, he and professor Rachel Adler published three articles related to their research in breast cancer education. In terms of service, professor Iacobelli organized NETT Day 8 with a lineup of guests ranging from book authors, partners at established businesses and CEOs of successful startups, Researchers from Northwestern University, McGraw Hill, and CPS personnel. All of them with a common topic: the role of technology in our lives.

Professor Xiwei Wang has continued to collaborate with other colleagues and his research produced one paper. He has also worked on his online teaching skills, developing a new course on data mining that can be taught online.

Professor Rachel Trana continued to research on peer lead team learning for introductory courses in computer science. She also applied and modified our programming courses to include practical labs together with classes. We hope this will result in better retention rates next year. She also carried out research with Earth Sciences simulating phenomena related to under-water volcanoes during the academic 2017-2018 year. During this academic year, she obtained a summer research grant from the SCSE.

In terms of professional development, professor Graciela Perera applied and was to the Google faculty in residence program. She spent the month of June at Google's headquarters in Mountain View, CA involved in workshops to improve student learning. This will translate in a tighter partnership between our department and Google. She and one of our instructors went to this workshop. Our instructor Akkady Tchaba is already developing a problem solving course based on this experience.

The Department also hosts a special program called CS4All together with Illinois State University and admits cohorts of school teachers that are trained to take the Illinois Board of Education test to be certified Computer Science Teachers.

## **II. Program Plan**

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

The main long-term goal of the computer science department is to continue providing the best possible and most enriching education for our students. Within this goal, improving retention of our students is key.

While our enrollment has continued to grow, our retention rates are going down. We believe that part of this retention problem is due to a large proportion of students that fail the introductory programming courses and do not register again. See Table 1.

	<b>Fall 2017</b>	<b>Spring 2018</b>
<b>Pass</b>	0.56%	0.46%
<b>Fail</b>	0.44%	0.54%

Table 1: Pass and fail rate in the 2017-2018 academic year.

We are thinking of creative ways to increase retention while maintaining the integrity and rigor of our program.

To this end we have increased our peer lead team learning PLTL and tutoring sessions for the introductory programming courses. We have also implemented two pre-programming courses that are not required for the major, but are recommended to some students. These are CS101 and CS108. In 2018 we aim to have tutoring in other courses as well as to increase the number of hours students practice their programming skills.

We continued to discuss additional ideas such as raising the math prerequisite for CS-200 or take a progression of math courses with the programming requirements. The actual material in these courses may not really be needed for the programming sequence, but rather the level of problem solving these courses provide, is key to passing the introductory programming courses.

We believe that maintaining our rigor, yet exploring new strategies to facilitate the transition into programming is key to maintain our good reputation and achieve successful recruitment, retention and most importantly, student success.

In terms of recruitment, although our graduate student body has decreased over the last five years, our undergraduate recruitment has increased. See Figure 1.

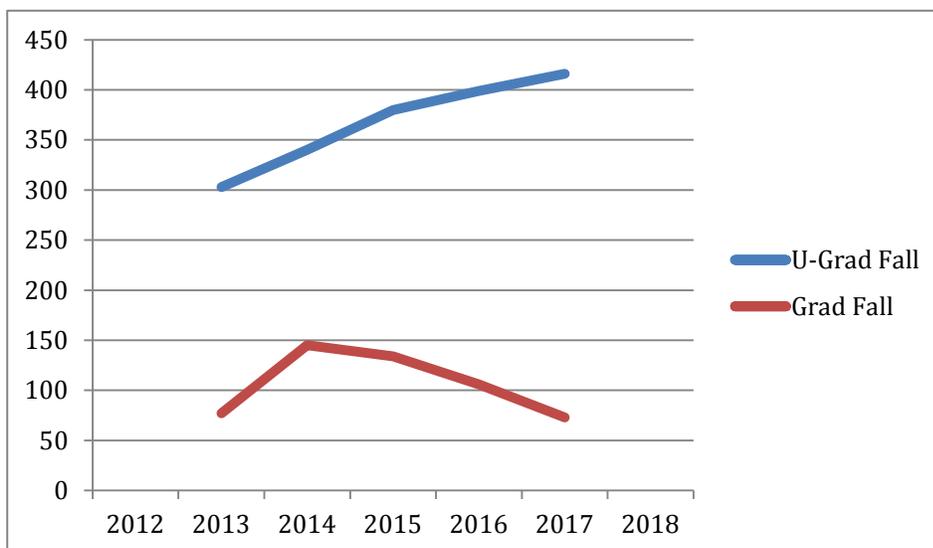


Figure 1. Undergraduate and graduate students in the past 5 years (Fall)

However, our retention rates have dropped on bot undergraduate and graduate students. See Figure 2. Despite retention dropping, our graduation numbers have increased in the undergrad programs. They have decreased in the graduate program (See Figure 3).

Therefore, it becomes clear that another activity where we need to put special care is retention and recruitment of graduate students. To this end, we have spreaded the work of the graduate advisor, distributing this load among all of us. This way we can dedicate more time and better quality time to our graduate students.

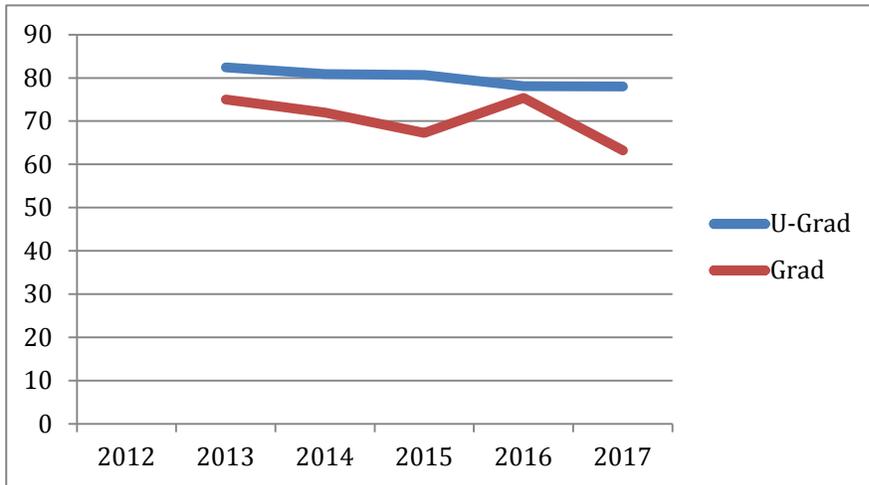


Figure 2. Retention rates from Fall to Fall last 5 years.

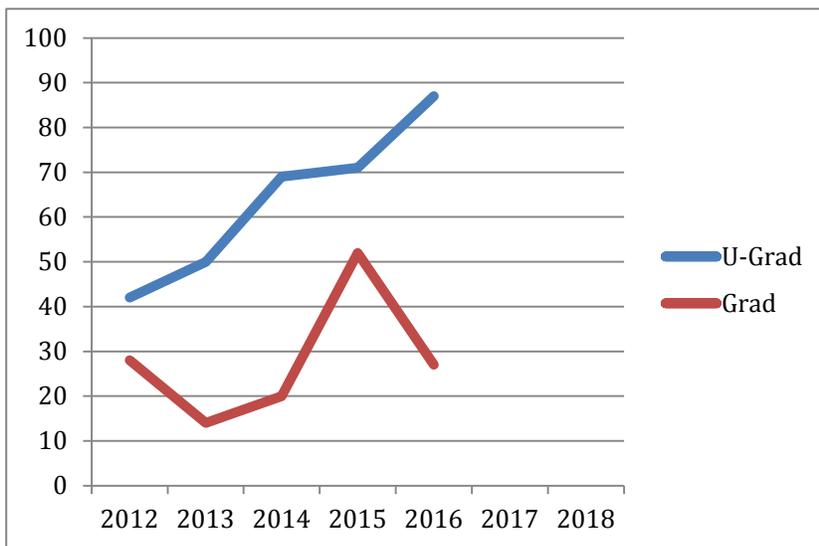


Figure 3. Number of students graduating in the last 5 years.

Our program is growing. Although we have some problems with recruitment and retention, we are taking measures to mitigate them and come out a stronger department with successful students.

## **B. Projected needs**

We project needing at least two more tenure track faculty members to boost research areas and have personnel that are committed to the institution, can guide students and ensure their success.

We also believe that we will need more room in LWH as new faculty are arriving and faculty in sabbaticals are returning, and our adjunct faculty continues to grow. We do have a room inside a classroom in LWH 3046. We need that classroom re-arranged so that we can access our space without disrupting the class. We also need to rehab the room as it has old furniture, floors and paint.

We also need that our computer labs be accessible from any campus. Professor Perera's lab is operational in El Centro, but it is not reachable via internet from the main campus.

We also would like marketing materials to recruit more students to NEIU and to our major.

Lastly, we need a bigger travel and conference registration budget. Conferences, in computer science, have often times more impact than journal articles and therefore it is desirable to publish in peer reviewed conference proceedings as much as in journals. Unfortunately, our department cannot cover all the expenses of the faculty due to lack of funds to this end.

## **III. Accomplishments**

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

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

**Iacobelli, F., Adler, R. F.,** Buitrago, D., Buscemi, J., Corden, M. E., Perez-Tamayo, A., Penedo, F. J., **Rodriguez, M.,** and Yanez, B. R. 2018. Designing an mHealth application to bridge health disparities in Latina breast cancer survivors: a community-supported design approach. *Design for Health*, 2(1), 58-76, doi:10.1080/24735132.2018.1452871.

**Adler, R. F.** and Kim, H. 2018. Enhancing Future K-8 Teachers' Computational Thinking Skills through Modeling and Simulations. *Education and Information Technologies*, 23(4):1501-151.

Yanez, B. R., Buitrago, D., Buscemi, J., **Iacobelli, F., Adler, R. F.,** Corden, M. E., Perez-Tamayo, A., Guitelman, J., and Penedo, F. J. 2018. Study Design and Protocol for My Guide: an e-Health Intervention to Improve Patient-Centered Outcomes Among Hispanic Breast Cancer Survivors. *Contemporary Clinical Trials*, 65, 61-68.

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

Ain, U., Santos, J., Figueroa, E., Slate, J., **Adler, R.** Understanding the Spread of Disease Outbreaks using Computer Simulation, Northeastern Illinois University 26th Annual Student Research and Creative Activities Symposium, April 2018, Chicago, IL.

**Adler, R. F.**, Hibdon, J., Kim, H., Pines, B., Slate, J., Srinivas, S., and Wheeler, D. Incorporating Computational Thinking into Biology, Physics, and Mathematics Classrooms for Educators: A Collaborative Research and Curricular Experience. Northeastern Illinois University's Eighth Annual Faculty Research and Creative Activities Symposium, November 2017, Chicago, IL.

Buitrago, D., Maciel, C., Shivaprakash, N., Buscemi, J., Perez-Tamayo, A., Castro, Y., **Adler, R. F.**, **Iacobelli, F.**, Rodriguez, M., Penedo, F., and Yanez, B. "Development of a Patient-Centered Smartphone Application for Hispanic Breast Cancer Survivors Presentation at the 14th International Conference of the Society for Integrative Oncology, November 2017, Chicago, IL.

Shrivastava, Pragati and Valis, Athanasia and Adabuk, Oguzcan and **Wang, Xiwei** and **Iacobelli, Francisco.** (2017). A Dialogue System to Educate About Breast Cancer. Poster presented at MOLA 2017

Fatemah Alghamedy, **Xiwei Wang**, and Jun Zhang. Imputing Trust Network Information in NMF-based Collaborative Filtering. In Proceedings of Proceedings of the ACMSE 2018 Conference, 2: 1-8. Richmond, KY, USA. March 29-31, 2018.

Kiho Lim, Kastuv M. Tuladhar, **Xiwei Wang**, and Weihua Liu. A Scalable and Secure Key Distribution Scheme for Group Signature based Authentication in VANET. In Proceedings of the 2017 IEEE Annual Ubiquitous Computing, Electronics & Mobile Communication Conference, 478-483. New York City, NY, USA. October 19-21, 2017.

Incorporating Student Research into the Introductory STEM Curriculum. Elisabet Head, Joseph Hibdon Jr., **Rachel Trana**, Ken Nicholson, Paulo H. Acioli, Scott Mayle, and Sudha Srinivas. Chicago Symposium 2018, NEIU and North Park University, April 13 2018.

Experiential Research in Introductory STEM Courses: The PEERS project at Northeastern Illinois University. Elisabet Head, Joseph Hibdon Jr., Ken Nicholson, Sudha Srinivas, **Rachel Trana**. Gordon Research Conference, Physics Research and Education, Rhode Island. June 10-15, 2018.

POPULATION DYNAMICS AND VIABILITY ANALYSES OF THE RARE AND ENDANGERED PLANT LEEDY'S ROSEROOT (RHODIOLA INTEGRIFOLIA SSP. LEEDYI), **Rachel Trana**, Computer Science; Joel Olfelt, Biology. NEIU 8th Annual Faculty Research & Creative Activities Symposium, Chicago, IL. November 17, 2017.

PEER ENHANCED EXPERIENTIAL RESEARCH, Ken Nicholson, Chemistry; Paulo Acioli, Physics; Sudha Srinivas, Physics; Elisabet Heah, Earth Science; Joseph Hibdon, Mathematics; Lidia Filus, Mathematics, Marcelo Sztainberg, Computer Science, **Rachel Trana**, Computer Science. NEIU 8th Annual Faculty Research & Creative Activities Symposium, Chicago, IL. November 17, 2017.

Introducing Experiential Research in the STEM Classroom: A Tiered Community of Learners and Peer-Leaders. Paulo H. Acioli, Elisabet Head, Joseph Hibdon Jr., **Rachel Trana**, Ken Nicholson, Sudha Srinivas. AACU Transforming STEM Education, San Francisco, Nov. 2-4 2017

A DEMOGRAPHIC STUDY OF MINNESOTA'S LEEDY'S ROSEROOT (RHODIOLA INTEGRIFOLIA SSP. LEEDYI) POPULATIONS USING LOGISTIC REGRESSION ANALYSIS AND PROJECTION MATRICES, Haiyang Zhu<sup>1</sup>, Sergio Batres<sup>1</sup>, Stefany Roman<sup>1</sup>, Joel Olfelt Ph.D.<sup>1</sup>, **Rachel Trana** Ph.D. Northeastern Illinois University, Chicago, Illinois 9th Annual Student Center for Science Engagement Research Symposium, September 22, 2017.

Implementing peer-led research activities in Computer Science: The Peer Enhanced Experiential Research in STEM (PEERS) project at Northeastern Illinois University. **Rachel Trana**, Sudha Srinivas, Paulo Acioli, Elisabet Head, Joseph Head, Joseph Hibdon, Ken Nicholson. 2017 Summer SENCER Institute, Stony Brook, NY. August 3-7, 2017.

### 3. Service

#### **Rachel Adler**

- Organized the Alumni Panel and Job Fair
- Advises the Computer Science Club
- Manages Microsoft Licensing for the department
- Served as an external member at a dissertation in UIC
- Co-chair search and screen committee
- Reviewed papers for Reviewer of book chapter in Reardon, M., and Leonard, J. (Eds.) Integrating Digital Technology in Education: School-University-Community Collaboration, Human Performance, SIGCHI and SIGCSE.

#### **Francisco Iacobelli**

- Served as board member of the Student Center for Science Engagement
- Organized NETT Day 2017
- Reviewer for the British Journal of Education Technology and IEEE Transactions in affective computing.
- Gave seminars to Chicago-CHEC summer fellows at Northwestern University

#### **Peter Kimmel**

- Chaired the department
- Managed Programming I curriculum and resources
- Managed CS4All
- Managed programming placement tests

#### **Graciela Perera**

- Advised the NEIU Sec club (computer security)
- Represented NEIU's CS Department before CAHSI (Computer Alliance for HSIs)

#### **Pericles Prezas**

- Chair the DPC committee.

### **Rachel Trana**

- Coordinated PLTL for programming I and II
- Centralized Graduate Advisor
- Represents the department at the graduate Hooding Ceremonies and Open Houses
- She was the external member for the SCSE.

### **Xiwei Wang**

- Representative before CASAAC
- Chaired the Search and Screen that resulted in the hiring of Ahmed Khaled Ph.D.

## **B. Student Achievements**

### **1. Research**

Iacobelli, F., Adler, R. F., Buitrago, D., Buscemi, J., Corden, M. E., Perez-Tamayo, A., Penedo, F. J., **Rodriguez, M.**, and Yanez, B. R. 2018. Designing an mHealth application to bridge health disparities in Latina breast cancer survivors: a community-supported design approach. *Design for Health*, 2(1), 58-76, doi:10.1080/24735132.2018.1452871.

**Shrivastava, Pragati** and **Valis, Athanasia** and **Adabuk, Oguzcan** and Wang, Xiwei and Iacobelli, Francisco. (2017). A Dialogue System to Educate About Breast Cancer. Poster presented at MOLA 2017

### **Alumni News**

**Amna Irfan:** Accepted to a Masters in Computer Science at UIC.

**Issa Issa:** Accepted a job as support Engineer at project44

# EARTH SCIENCE

## **Annual Report 2017 – 2018**

### **Submitted by Elisabet Head**

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

In 2017 – 2018, the Earth Science Department graduated students who went onto graduate schools and jobs around the country, continued to work on major curriculum revisions, was active in the preparation, submission, and funding of external grants, worked on the implementation of external grants, was involved in college and university-wide initiatives, built on partnerships with other universities and government agencies, and aided students in numerous research and internship opportunities.

#### *Student Success*

The Earth Science Department began the year with 23 majors in Fall 2017 and at the close of the academic year had 28 majors, while graduating 6 students. Many of these students obtained jobs (e.g., Oregon Parks and Recreation Department and Engineering Consulting Services (ECS)) or went on to higher education (e.g., graduate GIS certificate at NEIU). The culture of research and student success at the undergraduate level in the Earth Science Department is still strong. Data from the NEIU Office of Institutional Research and Assessment shows that the Earth Science Department had the sixth highest retention rate in the College of Arts and Sciences at 85.2%. Our students are graduating and going onto some of the leading graduate programs and top jobs in STEM (Science, Technology, Engineering, and Mathematics).

Most Earth Science students are involved in research and participate in internships. During the 2017 – 2018 academic year, Earth Science students were involved in research internships at institutions such as the National Park Service (Mosaics in Science – Jewel Cave, SD), the United States Department of Agriculture (USDA) National Soil Erosion Research Laboratory (NSERL), and an NSF REU in Mexico. This research resulted in 6 presentations at national conferences and numerous other presentations at local and regional events. Out of 39 NEIU students presenting research at the National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) conference this Fall (2018), Chris Comber (Chemistry Major) won best Geoscience/Earth Science undergraduate poster presentation for research he conducted with Earth Science Department faculty. His research was funded through the SCSE's summer research program.

### Partnerships & Fiscal Strength

Our faculty have continued to work to secure external funding to support and increase opportunities for students both in the Department and at the University. Two major grants were funded during the 2017 – 2018 Academic Year:

Catalyzing Progress in the Undergraduate STEM Education with Insights from Midwestern HSIs. 2018. National Science Foundation, HSI Conference grant. \$100,000. <http://hsi-midwest.org>. PIs: **Laura Sanders** (ESCI), Sudha Srinivas (College of Arts and Sciences), Pam Geddes (BIO), Joe Hibdon (MATH), Graciela Perera (CS).

Building Capacity: Addressing Critical Transitions of First-Year STEM Students. 2018-2023. National Science Foundation. NSF 18-524, Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program). \$1,500,000. PIs: **Laura Sanders** (ESCI), Maureen Erber (PSYC), Pam Geddes (BIO), **Ken Voglesonger** (ESCI), Shannon Saszik (PSYC).

Five proposals are still being implemented:

Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya. 2016-2019. National Science Foundation. NSF 13-542. Research Experiences for Undergraduates. \$79,432. PIs: **Ken Voglesonger** and **Laura Sanders** (ESCI).

Agriculture and Undergraduate Achievement. US Department of Agriculture-NIFA. 2015-2019. \$275,000. PIs: **Laura Sanders**, **Ken Voglesonger**, **Jean Hemzacek** (ESCI).

The Multicultural Scholars Project at Northeastern Illinois University. US Department of Agriculture-NIFA. 2016-2021. \$200,000. PIs: **Laura Sanders**, **Ken Voglesonger** (ESCI).

Peer Enhanced Experiential Research in STEM (PEERS), National Science Foundation, 2014-2019, \$426,738.00; PIs: Paulo Acioli (PHYS), Lidia Filus (MATH), Marcelo Sztainberg (CS), Kenneth Nicholson (CHEM), Joseph Hibdon (MATH), **Elisabet Head** (ESCI), Rachel Trana (CS).

Collaborative Research: Rocky Mountain Ecohydrology during the Eemian Interglacial, National Science Foundation-P2C2, \$86,589, PI: **Nadja Insel** (ESCI).

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

### Investment in Faculty

Dr. Elisabet Head and Dr. Nadja Insel established new research spaces in the department, one focusing on volcanology and volatile emissions (Head) and the other on computational modeling of climate processes (Insel). These spaces have been used for undergraduate research, which have resulted in some of the below presentations and publications by faculty and these undergraduate researchers.

### Implementation and support of curricular and pedagogical best practices

Our work on curriculum development continues as we aim to streamline the curriculum, remove potential roadblocks to timely graduation, increase training in critical thinking and analysis, and to include real-world research practices in the classroom. We have already incorporated some changes from our discussions, such as creating a new course called Climate Change (ESCI 307), which is an Engaged Learning Experience (ELE) course, and adding an ELE designation to our Field Camp course (ESCI 390).

## **II. Program Plan**

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

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

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

### **B. Projected needs**

1. Faculty: As of the 2017 – 2018 academic year, we have four tenured/tenure-track faculty. We have good coverage of a variety of areas of specialty within the geosciences, although a faculty member conducting applied research would benefit our students by giving them transferable skills for graduate school research and jobs. Outside of the retirement of our most senior faculty member at some point in the future, we also anticipate faculty needs to support the increasing student interest in the Environmental Science program.

2. Equipment: The Earth Science Department needs to update equipment relevant to the study of geosciences in an urban setting, as well as in support of the more traditional geologic courses. Specifically, the X-ray diffractometer currently housed in the department is over 30 years old. Imaging tools that can give us textural and chemical information on geologic samples is used in many fields of the geosciences, and

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

3. Other Resources: The Earth Science Department has one laboratory classroom, BBH 116, which is in need of renovation to engage modern pedagogies and to improve functionality. Another need of the Earth Science Department is space for faculty offices within Bernard Brommel Hall that is in proximity to our laboratories and classrooms. Difficulties continually arise in regards to student access to research spaces, concerns about the safety of our students working in laboratories, and general access of the faculty to our students, equipment, and supplies. We realize that space is a difficult and sensitive issue for all departments, and that we all need to work together in order to find solutions that are best for all involved. We do want to let it be known that this is a projected need of the department as our program continues to grow.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

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

**Head, E.**, Lanzirrotti, A., Newville, M., & Sutton, S. (2018). Vanadium, sulfur, and iron valences in melt inclusions as a window into magmatic processes: A case study at Nyamuragira volcano, Africa. *Geochimica et Cosmochimica Acta*, 226, 149-173.

Lanzirrotti, A., Dyar, M. D., Sutton, S., Newville, M., **Head, E.**, Carey, C. J., Mccanta, M., Lee, L., King, P., & Jones, J. (2018). Accurate predictions of microscale oxygen barometry in basaltic glasses using VK-edge X-ray absorption spectroscopy: A multivariate approach. *American Mineralogist: Journal of Earth and Planetary Materials*, 103(8), 1282-1297.

Williams, Mark; Jessica Lartey; and **Laura L. Sanders**. 2018. Isotopic ( $\delta^{18}\text{O}$  and  $\delta^2\text{H}$ ) Integrity of Water Samples Collected and Stored by Automatic Samplers: Agricultural & Environmental Letters. doi: 10.2134/aer2018.02.0009.

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

**Elisabet Head**, Antonio Lanzirrotti, Matthew Newville, and Steve Sutton, Magnetite Crisis in Miniature: Vanadium, Sulfur, and Iron Valence State Measurements in Nyamuragira Volcano (Africa) Melt Inclusions, oral presentation, NEIU Eight Annual Faculty Research & Creative Activities Symposium, November 17, 2017, NEIU, Chicago, IL.

**Elisabet Head**, Antonio Lanzirotti, Matthew Newville, and Steve Sutton, Investigations into the Degassing of Nyamuragira Volcano (D.R. Congo, Africa) through Synchrotron Micro-XANES Analysis, oral presentation, Geological Society of America national meeting, December 11-5, 2017 in New Orleans, LA.

**Joseph Hibdon, Rachel Trana, Elisabet Head**, Paulo Acioli, Ken Nicholson, Sudha Srinivas, Using Peer Leaders to Support Research Modules in Introductory STEM Courses, oral presentation, ixth Annual Conference of the Peer-Lead Team Learning International Society, Northeastern Illinois University, June 1-3, 2017, Chicago, IL.

**Paulo H. Acioli**, Sudha Srinivas, **Elisabet Head**, Ken Nicholson, **Rachel Trana**, and Joseph Hibdon Jr., Introducing Experiential Research in the STEM Classroom: Tiered Community of Learners and Peer-Leaders, oral presentation, AAC&U Transforming STEM Education meeting, Nov. 2-4, 2017, San Francisco, CA.

**Elisabet Head, Joseph Hibdon Jr., Rachel Trana**, Ken Nicholson, Paulo H. Acioli, **Scott Mayle**, and Sudha Srinivas, Incorporating Student Research into the Introductory STEM Curriculum, oral presentation, Chicago Symposium Series: Excellence in Teaching Mathematics and Science: Research and Practice, Northeastern Illinois University and North Park University, April 13, 2018, Chicago, IL.

Loren Whitman, Melissa Lenczewski, **Ken Voglesonger**, Breanna Olson, Rosa Maria Leal-Bautista (2017). Cenotes Of The Yucatan Peninsula: An Aqueous Geochemical Study. Geological Society of America Annual Meeting, October 22 – 25, Seattle, WA.

## 5. Funded grants

Catalyzing Progress in the Undergraduate STEM Education with Insights from Midwestern HSIs. 2018. National Science Foundation, HSI Conference grant. \$100,000. <http://hsi-midwest.org>. PIs: **Laura Sanders** (ESCI), Sudha Srinivas (College of Arts and Sciences), Pam Geddes (BIO), Joe Hibdon (MATH), Graciela Perera (CS).

Building Capacity: Addressing Critical Transitions of First-Year STEM Students. 2018-2023. National Science Foundation. NSF 18-524, Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program). \$1,500,000. PIs: **Laura Sanders** (ESCI), Maureen Erber (PSYC), Pam Geddes (BIO), **Ken Voglesonger** (ESCI), Shannon Saszik (PSYC).

Agriculture and Undergraduate Achievement. US Department of Agriculture-NIFA. 2015-2019. \$275,000. PIs: **Laura Sanders, Ken Voglesonger, Jean Hemzacek** (ESCI).

The Multicultural Scholars Project at Northeastern Illinois University. US Department of Agriculture-NIFA. 2016-2021. \$200,000. PIs: **Laura Sanders, Ken Voglesonger** (ESCI).

Collaborative Research: REU Site: Water Resources and Quality in the Riviera Maya. 2016-2019. National Science Foundation. NSF 13-542. Research Experiences for Undergraduates. \$79,432. PIs: **Ken Voglesonger, Laura Sanders** (ESCI).

Peer Enhanced Experiential Research in STEM (PEERS), National Science Foundation, 2014-2019, \$426,738.00; PIs: Paulo Acioli (PHYS), Lidia Filus (MATH), Marcelo Sztainberg (CS), Kenneth Nicholson (CHEM), Joseph Hibdon (MATH), **Elisabet Head** (ESCI), Rachel Trana (CS).

Collaborative Research: Rocky Mountain Ecohydrology during the Eemian Interglacial, National Science Foundation-P2C2, \$86,589, PI: **Nadja Insel** (ESCI).

## **6. Service**

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

Laura Sanders, Review Panel Manager, U.S. Department of Agriculture, 1890 Institutions Capacity-Building Grants, 2017.

## **B. Student Achievements**

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

**Nathalie Martinez** (Earth Science Student), Elisabet Head, John Papiewski, Pneumatic Shake Table Using Arduino Microcontroller, poster presented at the SCSE Student Symposium, September 22, 2017, NEIU, Chicago, IL.

**Nathalie Martinez, Abdulkader Abbas, and Gisel Lopez** (Earth Science Students), Elisabet Head, John Papiewski, Developing Earthquake-Related Learning Modules Using a Pneumatic Shake Table, poster presented at the SCSE Student Symposium, September 21, 2018. NEIU, Chicago, IL.

**Andrea Valenzuela** (Biology), **Tamanna Sultana** (Computer Science), and **Daniela Arriga** (Psychology), Elisabet Head, Rachel Trana, Visualizing and analyzing volcanic sulfur dioxide emissions, poster presented at the SCSE Student Symposium, September 21, 2018. NEIU, Chicago, IL.

## **National Diversity in STEM Conference (SACNAS), 2017, Salt Lake City, Utah:**

- Oscar Coronel. Hydrologic variables & native freshwater mussels in an urban river.
- Rashanda Elijio and Chad Penn (USDA-ARS). Improving nutrient use deficiency by determining critical phosphorus concentrations for corn and soybean.
- Alexia Landl. Stream bed substrate characteristics and occurrence of endangered native freshwater mussels in an urban river.
- Jessica Lartey and Mark Williams (USDA-ARS). Effect of field sampling strategies on stable water isotope signatures: Implication for isotope hydrograph separation.
- Jeremias Alex Martinez. Relationship between native freshwater mussels and pollution point sources in an urban river.
- Andrea Saavedra. Stream physiography and occurrence of native freshwater mussels in an urban river.
- Ambrasia Warner. Water quality and native freshwater mussels in an urban river.

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

Elizabeth Gammel (Earth Science 2012) – PhD – University of Missouri

Yesenia Herrera (Earth Science 2014) – MS – University of Puerto Rico, Mayaguez

**C. Alumni News**

James Beer (Earth Science 2016) – Metropolitan Water Reclamation District

Sonny Divita (Earth Science 2015) – Environmental Protection Agency

# ECONOMICS

## **Annual Report 2017 – 2018**

**Submitted by Scott W. Hegerty**

### **I. Executive Summary**

The Economics department has enjoyed continued success this year, with our five exemplary full-time faculty actively teaching, performing research, and connecting these activities with the local community. We have published six peer-reviewed papers in print, and have made a further 10 presentations both in Chicago, around the country, and abroad. Professor Christina Ciecierski continues as principal investigator of the multimillion-dollar CHEC grant, which serves as a catalyst for a wide range of activities across departments, within NEIU, and among universities in Chicago and worldwide.

The department has continued our efforts to expand the reach of our course offerings, across disciplines and in the community. Professor Michael Wenz created ECON 300: Economic Perspectives, and ELE-X course that introduces alternative viewpoints to economic issues in a way that is accessible to majors and non-majors alike. Professor Ciecierski helped her students become active in the local community through her ECON 320: Nonprofit Management course, where the class worked with the national “Up to Us” campaign to bring attention to the U.S. national debt, organizing campus activities and establishing a strong social media presence. Students in this class also worked with 120 high school juniors and seniors from Instituto del Progreso Latino, Chicago Quest Charter School, and Chicago Tech Academy to conduct a series of financial literacy workshops. Professor Hardik Marfatia’s ECON 345: The Federal Reserve course took part in the local “Fed Challenge,” competing against teams from other colleges and universities to display mastery of monetary policy. Professor Scott Hegerty taught ECON 322: International Economics as an ELE-DS course that focuses on policy and incorporates insights from other disciplines; this course also included a presentation to the wider community about relevant issues regarding changes in U.S. trade and immigration policy.

The department has also actively promoted involvement in the local community and *urban leadership* through research and service. Professor Ciecierski has promoted local events through the CHEC grant, and organized the first annual “Women in Science” conference at NEIU. Professor Hegerty is in the first year of a 2-year project funded through CHEC and including researchers from UIC and other partner universities, performing geographic analysis related to cancer outcomes; he is also the NEIU representative of the multi-institution Chicago Public Health GIS network. Professor Wenz took a group of students to participate at Loyola University’s DataFest, where they worked alongside students from other nearby universities and won an award for their

insight into data analysis techniques. The department has also increased its involvement with Junior Achievement, helping to increase financial literacy among local high-school students.

The Economics department has also continued to increase outreach among alumni, as well as incorporate professional development both in and out of class. Seven new students became members of the Omicron Delta Epsilon honor society in the ninth cohort since it was re-formed in 2009. We hosted a resume workshop, run by alumni, and an alumni career panel, where past graduates were able to share their experiences in the workforce. Some members of the department also raised funds for students to study abroad. Overall, we hope to continue these successes in the coming years.

## **II. Program Plan**

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

The economics department has continued to incorporate technology into its course offerings. Professor Kelly Gollan has completed the Online Teaching II course, and offers multiple principles of micro- and macroeconomics sections per year. Professor Hegerty continues to build a video library of macroeconomics lessons as well as write textbook and other material for his data analysis courses. All our faculty have made use of online data sources or multimedia experiences in some areas of our courses.

We also are progressing in our goal of building upon our strengths in Data Science, statistics, and econometrics. Professor Wenz hopes to take more groups to Loyola's DataFest in coming years; Professor Hegerty continued to introduce training in statistical software through ECON 318: Introduction to Econometrics and Forecasting, and plans to expand this through existing and new courses in the coming years. We completed assessment of Goal 3: "Develop specialized skills including the ability to collect, manipulate and analyze data, interpret empirical tests and provide oral, written and graphical presentations of data findings." This is a core component of our program—which we hope to strengthen even further—and we were able both to highlight our existing capabilities, as well as identify areas for improvement.

We also wish to leverage our strengths as a resource to the community, not only in our areas of specialization, but also in consumer education and financial literacy. Professor Ciecierski has been training students to deliver talks to groups of local students, and Professor Hegerty has also given financial literacy presentations to various groups around NEIU. He is also teaching ECON 100: Financial Literacy as a 3-credit course during Fall 2018 in order to expand the department's capabilities.

### **B. Projected needs**

1. Faculty: Dr. Marfatia was in his final year before applying for tenure and promotion; we will therefore have no non-tenured faculty above the rank of Instructor. Because a number of experienced instructors or adjuncts have retired or left in recent years, we need to expand our pool of single-course adjuncts to handle unexpected course releases or scheduling conflicts.

2. **Equipment:** None at this time. Economic and other software is important in Economics; Professor Hegerty is exploring the transition to free, open-source software such as R and QGIS. We also hope to continue improving our grant-writing skills to help fund outside expenses.

3. **Other Resources:** We believe that continued growth will require additional funding. Currently, we are developing new courses in data science, with the eventual aim of introducing new programs in this area, in collaboration with other departments. We believe that this will allow us to tap into a new pool of students, across Chicagoland, who appreciate our cost advantages in providing these courses.

### **III. Accomplishments**

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

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

**Gallagher, R.**, J. Persky, and H. Kurban. The Growth of Local Education Transfers: Explaining How Older Households Have Supported Schools. (2018) *Public Finance Review*, 46(6), 1002 - 1023.

**Hegerty, S.W.** Exchange Market Pressure, Stock Prices, and Commodity Prices East of the Euro. (2018) *Journal of Economics and Management* 31/18.

**Hegerty, S.W.** Crime, Housing Tenure, and Economic Deprivation: Evidence from Milwaukee, Wisconsin. (2018) *Journal of Urban Affairs*, 39(8), 1103-1121.

**Hegerty, S.W.** Common Cycles and Baltic-Nordic Economic Integration (2017) *Economics and Business* 31, 70-81.

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

Kishor, N. K., and **H. A. Marfatia**. Forecasting House Prices in OECD Economies. (2018) *Journal of Forecasting* 37(2), 170-190.

##### **Conference Presentations, Group Shows**

**Ciecierski, C.C.** Panelist, 2018 Polish American Women's Conference, sponsored by OMNIS Communications, The Consulate General of the Republic of Poland in Chicago, and Polish Women in Business Organization, June 2, 2018, Chicago, IL.

**Gallagher, R.** "Restrictive Zoning's Deleterious Impact on the Local Education Property Tax Base: Evidence from Zoning District Boundaries and Municipal Finances" *Illinois Economic Association, Chicago, IL*.

**Gallagher, R.** “Restrictive Zoning’s Deleterious Impact on the Local Education Property Tax Base: Evidence from Zoning District Boundaries and Municipal Finances” *Urban Economics Association, Vancouver, BC, Canada.*

**Gallagher, R.** “Restrictive Zoning’s Deleterious Impact on the Local Education Property Tax Base: Evidence from Zoning District Boundaries and Municipal Finances” *National Tax Association, Philadelphia, PA .*

**Hegerty, S.W.** “Structural Breaks and Regional Inflation Convergence for Five New Euro Members” *Illinois Economic Association, October 13, 2017, Chicago.*

**Hegerty, S.W.** “Acquisitive Crimes, Time of Day, and Multiunit Housing in the City of Milwaukee,” *Chicago Public Health GIS Network, November 17, 2017, Chicago.*

**Hegerty, S.W.** “The Rust Belt, the Sunbelt, and the Concentration of Poverty Within Large U.S. Cities” *Midwest Economics Association, March 25, 2018, Evanston IL.*

**Marfatia, H.** “House Price Synchronization across the U.S. States and their Time-Varying Macroeconomic Linkages”, *Midwest Economic Association, March 2018, Evanston, IL.*

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

**Wenz, M.** The Socioeconomic Impact of Polish Casino Expansion, 2010-2014. *8<sup>th</sup> Annual International Conference on Management, June 2018, Czestochowa, Poland. Keynote Address.*

**Wenz, M.** Increasing Marginal Revenue Product and Equilibrium in the Major League Baseball Labor Market. *Illinois Economic Association, October 2017, Chicago.*

## **5. Funded grants**

**Ciecierski, C.C.** Contact Principal Investigator on a NIH/NCI U54 Center Grant entitled “Chicago Collaborative to Promote and Advance Cancer Health Equity, 09/24/15-08/31/20

**Ciecierski, C.C.** Principal Investigator on a NIH/NCI U54 Administrative Supplement entitled “A Health Policy Initiative: Development of a two-course core series in Health Policy Studies”, 09/1/16-08/31/17

Frasor, J., **Hegerty, S.W.**, K. Hoskins, W. Gradishar, C. Perez, Z. Madak-Erdogan, J. Kim, G. Rauscher, and R. Emmadi Chicago CHEC Pilot Projects Catalyst Grant, 2017, “Integrated Molecular Approach to Identify Biological Factors Contributing to Breast Cancer Disparities in Chicago,” 2017-2019

## **6. Service**

**C.C. Ciecierski** Conference Organizer, Inaugural Women in Science Conference, September 18-19, 2017 at NEIU's Main Campus in Chicago, Illinois; announced in the *Journal of Health Inequalities* (2017) 3(1): 115.

**C.C. Ciecierski** Special Award, received from the Council of Educators (CEP), presented at the 20th Polish-American Heritage Celebration.

**C.C. Ciecierski** Developed two sessions through Econ 320 Spring 2018 curriculum at the NEIU International Business Conference (IBC): "U.S. Monetary Policy and the Functions of the Fed," delivered by invited speaker Cindy Ivanac-Lillig, Economist, Chicago Federal Reserve; and "Up to Us" NEIU Trivia Challenge.

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

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

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

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

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

**S.W. Hegerty** Scientific board member, Le Studium Conference, Orleans (France)

**M. Wenz**, Treasurer, Illinois Economic Association

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

**M. Wenz**, Organizing and Scientific Committee, 8<sup>th</sup> Annual International Conference on Management, Czestochowa, Poland.

**M. Wenz**, Organizing Committee and Judge, DataFest, Loyola University-Chicago, June 2018

## **C. Alumni News**

Javier Robles (Econ '16), Operations Specialist at Tesla Motors.

Christopher Sousa-Nieves (NEIU Econ '17), Research Analyst (Data Visualization) at NORC at the University of Chicago.

# ENGLISH

## Annual Report 2017-2018

### Submitted by **Tim Scherman**

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

The English Department continues to serve students at Northeastern and the larger community in a wide variety of programs. Working with virtually every true freshman at NEIU in either the First Year Writing Program (101 and 102) and/or courses we offer to First Year Experience (109), we offer a variety of 200-level GenEd courses to students seeking distribution requirements (with two professors teaching these on-line) in addition to 200, 300, and 400-level courses serving two majors (Liberal Arts English and Secondary Ed English), two minors (English and Creative Writing) and two graduate tracks (MA in Literature and MA in Composition). Despite the university's challenging fiscal environment and the loss of one key office staff person, those of us remaining stand willing and able to maintain robust programs, offering students challenging new courses and modes of learning even as we offer time and expertise to a variety of other programs on campus. Our faculty continue to provide service in key faculty governance roles, College and University level search committees and other programs at NEIU, even as they share academic work within and across their disciplines nationally and internationally. More locally, we continue to envision new ways to broaden our reach to a community of alumni and institutional partners, specifically those working in area high schools, where we work to produce and strengthen articulations between secondary and higher education. These latter efforts are now a regular part of the department's self-support, producing funds given directly or indirectly to our students through awards, travel support, or programming embedded in courses and student activities. Apart from these efforts, but in a related vein, we have successfully launched a MA contract cohort with Districts 211, 214, and 220. For a variety of reasons—not only monetary but social, ethical, and political--we believe that especially in the current fiscal environment, any partnerships we develop with community stakeholders are vital for the department's—and the university's—future.

#### **Departmental/Faculty Achievements**

Instructor of Creative Writing **Amanda Goldblatt** received the prestigious National Endowment for the Arts Fellowship in Fiction for 2018. In June 2018, **Chielzona Eze** was appointed “Extraordinary Professor” at Stellenbosch University, South Africa—an Honorary position earned from his substantial body of creative and critical work in African Diaspora and Postcolonial Studies. **Tim Libretti** won five first place awards, one second place award, one third place award, and two honorable mentions from the Illinois Woman's Press Association in the annual Mate E. Palmer Communications Contest for various writings and podcasts. He also won the Silver Feather Award for

the second year in a row, an overall award for all writing submitted. At the National level, he also won third place awards for various writings. In January of 2018, **Julie Kim** became a peer reviewer for *CLIO: A Journal of Literature, History and the Philosophy of History*, while **Ryan Poll** was named a staff writer and editor for *PopMatters.com*. **Brad Greenburg's** feature-length screenplay, "Our Hearts Go Out," was a semi-finalist in the 2017 Screenplay Festival Competition: <https://screenplayfestival.com/?p=2010>

"Our Hearts Go Out" was also a top 20% finalist in the Academy Nicholl Fellowships Competition. This is the most prestigious screenplay competition in the world, run by The Academy (AKA, the Oscars), for which there were 7000 feature-length entries. In all, these awards demonstrate the excellence and vitality of the work of these scholars in their fields and the way they among others have emerged as leaders shaping the direction of those fields.

## **Important Developments in Curricular Reform, Working with Students Beyond the Classroom, Recruitment and Outreach**

**1. Curricular Developments.** English faculty have responded to NEIU student needs (giving students a convenient opportunity for their 5<sup>th</sup> course every term, or 10<sup>th</sup> course of a calendar year) by expanding our on-line offerings. Two professors in the department received training to teach on-line (**Ryan Poll** and **Tim Libretti**). **Julie Kim** redesigned her course, ENGL 322: The American Short Story, for on-line delivery, and across the spring and summer, **Emily Garcia** offered and enrolled three sections of courses on-line (ENGL 203, 362 and 369) while **Chi Eze** offered one (ENGL 201).

We continue, as well, to development new courses for majors and minors in English, with **Brad Greenburg** completing the approval process for ENGL 394: Screenwriting and ENGL 414: Reading Film, while **Ryan Poll** developed and passed through governance a course on Jewish-American literature that will count as an English elective and a core course in the Jewish Studies Minor. Poll also created a course on Star-Wars and Multi-Media Studies, which will be the subject of both a Professional Development Seminar and a course offered to undergraduates in 2018-19. Our Creative Writing faculty continue to develop our creative writing curriculum with an eye toward creating a BFA degree. In Spring 2018, **Amanda Goldblatt** developed ENGL 392A: Writing/Life, an advanced writing studio course designed to teach students literary citizenship outside the institution, and redesigned ENGL 340A: Elements of Style for Creative Writers, (formerly ENGL 240A), a course designed to present the creative possibilities and sociocultural ramifications of line-level language decisions, including punctuation and grammar. Goldblatt also worked with **Tim Libretti**, **Ryan Poll**, and **Travis Truitt** (Student Media Advisor) to formalize future courses for ENGL 304A Literary Editing and ENGL 205A: Literary Publishing, designed to further develop our student writers' literary citizenship and skills, in complement to and support of *Seeds*, the student literary and visual arts journal. **Olivia Cronk's** ENGL 346A: Critical Writing for Creative Writings and **Christine Simokaitis's** ENGL 398A and B: Creative Non-Fiction I and II offer new and exciting forms for Creative Writing minors and our English majors to explore, building as they do toward a full complement of courses in the projected BFA degree.

**2. Working With Students Beyond the Classroom.** English Department faculty have further served their students beyond the classroom in student organizations, clubs, and activities. **Ryan Poll** served as the faculty advisor for *Seeds*, NEIU's creative arts journal, which resulted in a beautiful publication that features the short stories, poems, photographs, visual arts, and hybrid forms of over 35 students. Poll also travelled with the *Seeds* executive board to Tampa, Florida to participate in the Association of Writers & Writing Program to both help professionalize the editors and to publicize the terrific creative work being accomplished at NEIU (March 7-10). Creative Writing Faculty organized the 82 Literary Reading series, featuring local writers reading as well as student readings, and a new student club—Rebel Poetry—was inaugurated, with **Olivia Cronk** as advisor. This core community of creative writers served as the draw to our Fall 2017 Alumni Weekend event, "Poetry and Pancakes," which brought together more than 50 students and alumni to share work and enjoy plain or blueberry in the Student Union garden area.

In addition to our vital Creative Writing community, our student researchers were brought together in multiple events in the spring of 2018, joining the creative writers in NEIU's annual Student Research and Creative Activities Symposium, and leading the way at "Out of the Archives III" **Tim Scherman's** bi-annual symposium featuring graduate and undergraduate archival research papers in Golden Eagles. Involving an even broader community of learners, **Tim Libretti** created the Community Conversation series under the auspices of the College of Arts and Sciences, with English Department faculty offering three conversations on Race, Hate, and "Fact" in the Age of Trump.

**3. Outreach and Recruitment.** The English Department is especially proud of three broad efforts to make our expertise available (and known!) to the broader community and to involve our alumni in our work. First, in its fourth year, our Interdisciplinary Professional Development Seminar Series (see Appendix I) served 56 participants (some of them our alumni) from seventeen different local secondary and community college institutions with three-hour focused discussion on topics central to current debates and issues in the field of literary and cultural studies. Net income from the program (more than \$5000 this year) is used to support faculty/student travel and student activities across the department's many organizations and clubs. Second, our alumni giving campaign netted more than \$6000 in 2017-18, funding more than \$2600 in

student awards for the best writing in our courses (from ENGL 101 to MA level), and honoraria for 9 creative writers to come to campus or to local venues for student activities and course-related reading performances, amounting to another \$1000 in student support. Third, and apart from these efforts, but in a related vein, we have successfully launched an MA contract cohort with Districts 211, 214, and 220. We developed this relationship, the curriculum, and worked with the districts and Harper College to develop a program that meets their needs and satisfies our standards. Not only does this work, like the others, to generate important relationships and publicity (not to mention some income for all)—it will give us insights into how to revamp our MA program to better serve the secondary education teaching communities in the area.

Of course not all our outreach is so ambitious. In our service locally, the English department continues to support other programs with course offerings (in Global Studies, First Year Experience, LLAS, Af/Am, UWW and others) and regularly contributes its leadership and experience to a variety of committees, councils and other organizations on campus (CASSAC, Faculty Senate, Forward-150, The Budget Task Force, various department search committees).

## **Assessment**

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

### *Areas and Measures*

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

Literary Analysis

"Non-Literary" Analysis

Critical Research

Understanding of Diverse Cultures

Mastery of Literary Historical Concepts

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

## **Review of 2017-18 and Plans for 2018-19**

We were pleased to see a positive review of our Assessment work last year from the University Assessment team:

*We are very impressed with the English departments focus, thoroughness and obvious care about learning assessment. English has been one of a handful of departments that has always had assessment as a normal part of everyday business. The report was written with all the relevant and important components. It's great to see a department cohere around the value of education and in particular, the value of an English degree.*

While we are proud to be "one of a handful" who are making assessment part of our "everyday business," the fact remains that intra-departmental discussions on the *results* of our assessments have not always found adequate place and time. We are not alone in living in a kind of crisis mode. Our general goal for 2017-18 has been to carve out more time to address teaching practices in light of our findings through regular assessment.

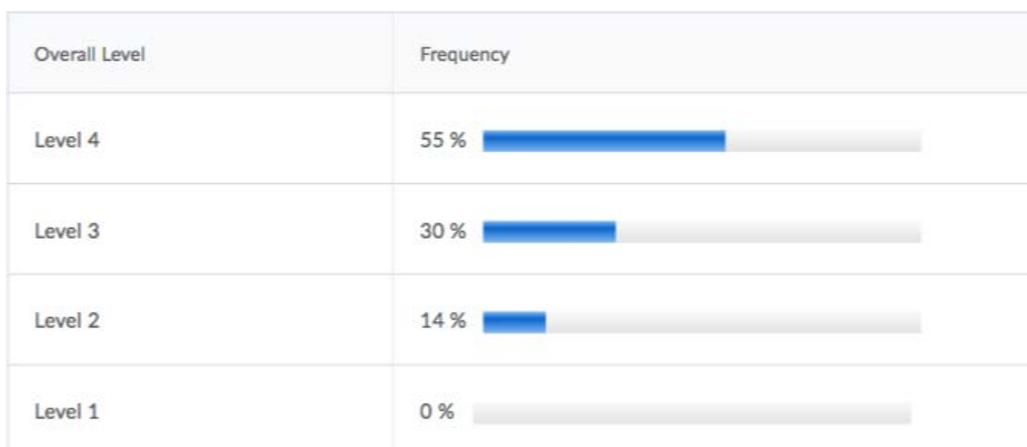
For the coming year, the department chose to focus on measuring those skills detailed on the rubric for *Understanding of Diverse Perspectives*. Again, not all courses we teach cover all elements or skills we ask students to master, but this particular outcome is expected in almost all our courses. In all, 90 documents were submitted under this rubric since our last assessment, 76 of which were judged applicable to the category—again, a number that is statistically significant. While there were one or two exceptions, nearly every faculty member in the department participated in the assessment process.

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

The results of our work were as follows:

Again, the average of all levels for the students assessed this year for the skills listed under “Understanding of Diverse Perspectives” landed at Level 3—Acceptable, which meets our target for all graduating students. Adding percentages of students scoring (again averaging all skills measured) either Acceptable (3) or Target (4), 85% of those assessed met or exceeded the standard set by the department. A handful of students either fell short of the mark or handed in work that was not applicable to the assignment. We were pleased, overall, with the writing—sentence to sentence, and paragraph to paragraph—of most entries.

The following graph depicts the percentages of students and their rated levels on our rubric this year:



One concern expressed in faculty discussion over this assessment was whether or not students are reading the assessment rubric before submitting an assignment. In nearly all cases, documents scoring 2 or 1 were not poorly written, but rather seemed to be uploaded to the wrong category.

## *Additional Assessment Work, Fall 2018*

Fortunately, the difficulties we had last year compiling statistics did not repeat themselves, but this is only because we decided to continue to use our original rubric. The decision last year to revise *all our rubrics* for these assignments to better clarify what we expect from each has proven difficult to carry out, since this will involve a simultaneous export of all rubrics to TK20. With our assessment coordinator moving to the position of Chair (taking on new work and a learning curve), the move to TK20 was delayed again this year. Our new goal is to complete the overhaul in time for our next assessment.

## **II. Program Plan**

### **A. Immediate challenges**

Our immediate challenge—common to CAS and to the University as a whole—is enrollment stability and growth. **Timothy Scherman**, assessment coordinator and statistician for the English Department for many years, has made a continual attempt to track our majors and alumni and to communicate with them through our shared D2L space called The Turtle Shell. Every term, he has squared our data with data provided by Institutional Research. According to this data, English had roughly equal number of majors enrolled in Fall 17 and Spring 18—numbers which at first seemed to indicate real stability in a difficult fiscal environment. When the names of those majors were analyzed, however, it was discovered that over half of them were *different students*: Fall to Spring we had experienced a more than 50% turnover. Attempts to contact those students who did not re-enroll in the Spring term were inconclusive. Of course a good number had graduated in December (those of course were glad to respond to our email survey) but those who left for other reasons were more reticent. Tracking our students, keeping them in contact with faculty and thus with advising, and communicating to them in ways that inspire them—even letting them know about support we may offer in the form of merit tuition waivers—is a serious challenge for our department and for others as public support for NEIU remains questionable.

Advising, more specifically, has become a more important challenge since our former Professional Advisor to all majors, **Ryan Poll**, was hired as a tenure-track professor with other duties. Dr. Poll remains our Graduate Coordinator, but we need to formalize a more rigorous system that brings every major in regular contact with faculty who can help them negotiate the registration process, track their progress, and give them support and direction as they approach graduation.

The status of our First Year Writing Program remains a challenge—not just for the English Department but for the University as a whole, as we work to improve retention rates. While Vicki Byard, the Coordinator of First Year Writing, along with our Instructors who teach ENGL 101 and 102 have done more than any of us to assess student needs and to design courses with unified and effective goals and outcomes, somehow the group that has emerged on campus to study freshman success and to

improve retention—URIT—did not include First-Year Writing. Given the vital importance of the basic skills taught in ENGL 101 and 102 to student success (reflected in NEIU’s requirement that all graduates have 101, and all graduates of the College of Education and the College of Business have 101 and 102), it would seem imperative that First Year Writing be included in any initiative to address freshman success and retention. In the Spring of 2018, discussions were held with the Dean regarding the importance of a wholesale coordination—even consolidation—of all our writing programs on campus into a single unit with its own budget and coordinator. We believe this sort of improved coordination, reorganization, and investment in this area is both necessary and overdue.

At the other end of the curricular spectrum, enrollment in our Graduate Programs in Literature and Composition remain a challenge for us. While our Contract MA Cohort in District 211 spearheaded by **Tim Libretti and Ryan Poll** has done much to maintain our overall graduate numbers, offering a new model for the English Department’s work with secondary institutions in the area (we go to them), a contract model that essentially relies on faculty taking on a fourth course per term is difficult to sustain. Our Graduate Committee and the Department as a whole will be discussing ways of incorporating this model on campus and/or extending it to other school districts.

Last, it seems clear the greatest area of growth in the English Department, both in student engagement (measured not only in courses enrolled, but in the growth of related student organizations) is in Creative Writing. Our challenge is to maintain our momentum in this area, providing the Instructors currently doing coordinating work, advising, and curricular development (duties not traditionally part of their contracts) with the support they need and deserve to build on what students are now enthusiastically demanding in courses and activities. Our market analysis, shared with higher administration, has demonstrated the viability of a relatively inexpensive BFA or MFA program geared for both creative and marketable skills in the Chicago area, but if we are to move forward, our continued reliance on the enthusiasm of individual Instructors to serve student interest and demand will have to yield, at some point, to a real commitment on behalf of the University to a tenure-track hire in Creative Writing who might take on the work of building and coordinating the BFA or MFA.

## **B. Long Term Goals**

- Formalization of Coordinating Role for Creative Writing Program and tenure-track hire in this area
  - Continued development, support, expansion of Creative Writing Curriculum, including Summer Creative Writing Institute
- Revision of English Graduate Program structure and requirements to accommodate student needs (time constraints, cost) and ensure competitive place in the area market
- Revision and Modification of all current courses to better reflect state of the discipline; Proposal of new upper level courses to address current state of fields and marketplace demand

- Formalization of inter-related and comprehensive Advising, Assessment and Alumni relations protocols for English majors and minors
- Participation/leadership in the development of an American Studies Minor and/or Graduate Certificate
- Participation/leadership in the development of a Business Communications (or more engagingly named) Minor
- Continual development of ELE-designated courses and on-line courses to allow working students the fifth course they need to graduate in four years.
- Expansion of our Professional Development Seminar Series to include all departments and programs in the College of Arts and Sciences, and if needed, administrative transition of series to College of Arts and Sciences.
- Adaptation—to the extent possible and legal—of all publicity and office communication for English/Linguistics to electronic media
- Updating of English Department Alumni database to include independent email addresses and job status for as many as office staff have time to track
  - Regular Production of a Department Newsletter as vehicle for alumni giving campaign

### III. Accomplishments

#### A. Faculty Research/Creative Activities

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

**Julie Kim** received a contract from McFarland & Company to collect, edit, and publish a volume of critical scholarly essays on detective fiction. Current working title of the collection is *National Identity and International Crime Fiction in the Age of Populism and Globalization*.

##### 2. Published Articles, Creative publications, and Abstracts, Local Exhibitions, or Performances:

**Cronk, Olivia.**

"Lemur by Andra Rotaru." *The Collagist*, <http://thecollagist.com/the-collagist/2018/7/25/lemur-by-andra-rotaru-translated-by-florin.html>.

"Untitled." *La Vague Journal*, <http://lavaguejournal.com/lavague09/cronk.php>.

"Vision as palimpsest: on Johannes Göransson's translations of Ann Jäderlund." *The Critical Flame*, <http://criticalflame.org/vision-as-palimpsest-on-johannes-goranssons-translations-of-ann-jaderlund/>.

"WHO'S CHIRPING YER HAND?" *Burning House Press*, <https://burninghousepress.com/2018/06/11/whos-chirping-yer-hand-by-olivia-cronk/>.

With Philip Sorenson: "'All of the Meanwhiles:' Signal Intrusion, Time Travel, Abrasion, Rupture." *A Glimpse Of*, <https://aglimpseof.net/2017/10/14/the-uncontrollable-issue-olivia-cronk-philip-sorenson/>.

**Dean, Larry.**

"The Elements of Style," "Members Make News." *Nude Bruce Review* #8, July 2018.  
"Cyberia." *KAIROS*, v.2 #3, June 2018.

"America Is Running Out of Bomb-Sniffing Dogs," "Crazy Sex Pills," "Mr. Pointy," "Still Life with Marco Rubio." *Angry Old Man* #2, January 2018.

"Chopped: Algebra Edition," "Fun Facts!" "Ohhh...Alright...," "Soft + Strong." *Beautiful Losers* #3, January 2018.

"Woman with Dog (Frau mit Hund)." *Nixes Mate Review* #5, October 2017.  
"Cyberia." *KAIROS*, v.2#1, August 2017.

"Spoiler Alert(s)." *Razor Literary Magazine* #3, May 2017.

"Death Penalty Questionnaire." *Trailer Park Quarterly* #6, May 2017

**Eze, Chielozona.**

"Empathetic Cosmopolitanism: South Africa and the Quest for Global Citizenship"  
*Strategic Review for Southern Africa*, Vol 39 no. 1 (May 2017): 236-255.

**Goldblatt, Amanda.**

"Night Fun." *Fence*, Winter/Spring 2018, pp. 14–19. (Fiction, Print)

"The Final Defeat of My Colonialist Body." *Diagram*, 17.5. (Fiction, Web)

**Libretti, Tim.**

"Colin Kaepernick's protest for....workplace democracy?" *People's World*, December 13, 2017.

"Chief Justice Roberts Stands against Sexual Harassment and Trump's Anti-Woman, Anti-Worker Values," *PoliticusUsa.com*, January 3, 2018.

"Imagining the Wonderful Life Hillary Clinton Would Have Been Creating for America," *PoliticusUsa.com*, January 1, 2018.

"Roman J. Israel, Esquire, a Film that Connects Us to Our Radical Past to Challenge Trump's Malevolence," *PoliticusUsa.com*, December 31, 2017.

“Three Billboards Provides Guidance for Addressing Hate in Trump’s America,” *PoliticusUsa.com*, December 28, 2017.

“Trump and Cronies Lie About How Capitalism Works in Claiming Tax Cut Will Lift Wages,” *PoliticusUsa.com*, December 24, 2017.

“Feed the Beast, Starve the People: What’s Really Been Going on with GOP Tax Policy and Strategy,” *PoliticusUsa.com*, December 24, 2017.

“Seriously? Gary Cohn Blames Congress for Trump Breaking Campaign Promise to Repeal Carried Interest Loophole,” *PoliticusUsa.com*, December 22, 2017.

“Even Stranger Things: Trump Brags About Lying to the American People in Upside Down Political World,” *PoliticusUsa.com*, December 21, 2017.

“From Populism to Donorism: The GOP’s Authoritarian Rule Disregards American Majority,” *PoliticusUsa.com*, December 17, 2017.

“Kaepernick’s Protest for....Workplace Democracy?” *PoliticusUsa.com*, December 10, 2017.

“From Rauner to Trump, GOP Practices Politics of Erasure,” July 1, 2017.

### **Poll, Ryan.**

“Neoliberal Heroes: Clint Eastwood’s *Sully* and the Haunting of History” *The Journal of Popular Culture* (April 2018)

“The Working Class Awakens: ‘Star Wars: The Last Jedi’ and the Birth of the Multitude,” *PopMatters* (January 2018)

“Recognizing Structures of Genocide: Toni Morrison’s ‘The Origin of Others’,” *PopMatters* (November 2017) “Is a Feminist Revolution Unfolding on ‘Game of Thrones’ and ‘Twin Peaks?’” *PopMatters* (August 2017)

### **3. Presentations/Readings**

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

*Readings (as feature/host/facilitator/advisor):*

8/5/17 - Underground Lit Fest reading, Michigan City, IN

8/7/17 - Scapi Magazine podcast/interview

8/13/17 - Excited Utterance Reading

9/25/17 - 82 Express Reading

11/10/17 - Music in Motion Collaboration

11/12/17 - Excited Utterance Reading

11/13/17 - 82 Student Edition  
12/1/17 - Lagoons Editions Reading  
2/11/18 - Excited Utterance Reading  
4/16/18 - 82 Student Edition  
4/20/18 - Student Research and Creative Activities Symposium  
4/25/18 - Student Reading for English 384  
5/4/18 - Student Awards Ceremony  
5/6/18 - Excited Utterance Reading  
5/30/18 - Hands on Stanzas Reading  
7/9/18 - Traveling Mollys Reading, Oak Park, IL

11/15/17: NEIU Faculty Symposium “Work *Work*: Confluent Tides of Swarm,” featuring readings by Olivia Cronk, Amanda Goldblatt, Larry Dean.

11/12/17: Excited Utterance, curated by Larry Dean, Uncharted Books (Chicago)  
5/25/17: Reading with Meghan Lamb and Annah Browning, City Lit (Chicago)

**Eze, Chielozona.**

“Environmentalism as a Moral Concern in African Literature,” Annual Conference of African Literature Association, Washington, DC May 23-26.

**Garcia, Emily.**

“Tropics of Resistance in Leonora Sansay’s *Secret History; or, The Horrors of St. Domingo* (1808)” at C19: The Society of Nineteenth-Century Americanists Biennial Conference. Albuquerque, NM. March 25, 2018.

Roundtable Participant, “Crossing Coalition and Vulnerability as Pedagogical Practice” at the American Studies Association Annual Meeting. Chicago, IL. November 10, 2017.

**Libretti, Timothy.**

“America’s Confederate Heart: Critiquing the Most Damaging Ingrained Class Ideologies through an Analysis of Mainstream Supremacist Thought in America,” presented at the Working Class Studies Association Conference, June 6-9, Stonybrook, NY.

“Verticality is such a risky enterprise: Detecting Race in Colson’s Whitehead *The Intuitionist*,” NEIU Faculty Research Symposium, November 17, 2017.

**Over, Kris.**

NEIU Conversations About Race: “White Fictions: Medievalism in the Era of Trump”

## **Ryan Poll:**

“The Magical Aesthetics of Neoliberalism: Capitalist Worlds and Working-Class Ecologies in *The Florida Project*, Working-Class Studies Association,” Stony Brook University, Stony Brook, NY, June 2018.

“The Progressive Hope of Star Wars: How a Billion-Dollar Franchise Speaks to Contemporary America Crises,” Council for American Studies Education (CASE), Chicago, IL, February 2018.

“Can One *Get Out?* Staying Woke in Contemporary Black Horror Movies,” Northeastern Illinois University Seventh Annual Faculty Research & Creative Activities Symposium,” Northeastern Illinois University, Chicago, IL, November 2016.

“Can One *Get Out?* Staying Woke in Contemporary Black Horror Movies and Developing a Woke Aesthetics,” Midwestern Modern Language Association, “Artists and Activists,” Cincinnati, OH, November 2017.

“Can One *Get Out?* Developing a Woke Aesthetics in the Epoch of Black Lives Matter,” Community Conversation Series, Northeastern Illinois University, October 2017.

“Can One *Get Out?* Black Horror Movies and Developing a Woke Aesthetics,” 2017 Midwest Popular Culture Association / American Culture Association, St. Louis, MI, October 18-22, 2017.

## **Scherman, Timothy.**

Panel Organizer: “Repeat, Revise, Resist: The Work of Elizabeth Oakes Smith’s Late Indian Novels” at the American Literature Association conference, San Francisco CA, May 2018

“Contesting the Uncontested: Revisions and Race in Oakes Smith’s *The Bald Eagle*.” American Literature Association Conference, San Francisco CA, May 2018.

“Fact in the Age of Trump,” NEIU Community Conversations, March 13, 2018.

## **4. Media**

### **Greenburg, Brad.**

Writer and Presenter, *Course Hero Literature Videos: Jane Austen, Pride and Prejudice; Harper Lee, To Kill A Mockingbird* (<https://ai-tube.com/videoai/4pMpRGoafpf>)

## **Over, Kris.**

Writer and Presenter, *Course Hero Literature Videos: John Milton, Paradise Lost; Toni Morrison, Beloved; Joseph Conrad, Heart of Darkness; Aldous Huxley, Brave New World*

## **Scherman, Timothy.**

Subject of 70-minute podcast: [Zeitgeist: Monkeys With Money 'N Guns Devouring Breakfast Cereal, With Confetti in Our Hair—Celebrating the Artistry and Music of Tom Waits](#), October 15, 2017

Podcast appearance: [Tim Scherman: Pounding Post Modernism Into a Thinking Man's Floor](#), With Confetti in Our Hair—Celebrating the Artistry and Music of Tom Waits, December 25, 2017.

## **5. Service International Service**

**Kris Over** served as thesis chair for Lars Ask, University of Bergen, Bergen Norway, “Native American and Canadian First Nation Literature and Transgenerational Trauma” and was a participant at the Helen C. Peirce International Baccalaureate School Career Day.

## **National Service**

**Chris Schroeder** served as an editorial board member for oldest independent periodical in comp studies ([Composition Studies](#)), and reviewed a book proposal for Palgrave Macmillan.

## **Local Service**

**Chris Schroeder** judged about 200 theater performances as a member of the Joseph Jefferson Awards Committee, a more demanding version of the Tony Awards for Chicago theater. Schroeder also assumed the role of Equity statistician, analyzing individual ballots for all Equity productions, and assisting the Equity Chair with the preparation and evaluation of the final Equity ballot.

With Erica Meiners, and with the support of the Non-Traditional Degree Programs office, the administration, and the Prison + Neighborhood Arts Project **Tim Barnett** began the first public BA program at Stateville Prison in about 25 years. Eight students enrolled are now scheduled to graduate from NEIU in May of 2019.

**Tim Libretti** spear-headed a new relationship with the Chicago Sky for a NEIU fundraising event, and also made contacts with Black Ensemble Theater in Chicago for a potential NEIU partnership.

## **B. Student Research/Creative Activities**

### **1. NEIU Student Research and Creative Activities Symposium, April 2018**

“THE HATE U GIVE”: A MEGAPHONE FOR THE MARGINALIZED,” Nicole Sharp (Teacher Education, University Honors Program), Ryan Poll\* (English).

“SHATTERED: VIEWING THE HUNGER GAMES THROUGH KRISTEVA AND LACAN,” Jenn Lee (English), Ryan Poll\* (English).

“A SPRAWLING, RESTRICTIVE LANDSCAPE: SOUTHERN CALIFORNIA OIL SPECULATION AND ITS EFFECT ON CONCEPTIONS OF LAND, WORK, SOCIETY, AND DEMOCRACY IN UPTON SINCLAIR’S ‘OIL!’” Elias Cepeda (English), Ryan Poll\* (English)

“TURTLE ISLAND VERSUS THE AMERICAN WEST: HOW PRIVILEGE CAN OBSCURE IMPORTANT NARRATIVES IN NATURE WRITING,” Clifton Frei (English), Ryan Poll\* (English).

“THE DECOLONIZATION OF THE WESTERN MIND: THE RADICAL CONSERVATISM OF ALICE WALKER AND WILLIAM O. DOUGLAS,” Karen Fraid (Nontraditional Degree Programs), Ryan Poll\* (English).

“TRACTOR DAUGHTER,” Katelyn Juerjens (English), Ryan Poll\* (English).

“ONLY WHITE PEOPLE ARE ALLOWED ON THE 606,” Madeline Sipiora (English), Timothy Scherman\* (English).

“SHARE THE APPLES: TRUST ME,” Carly Gielarowski (English), Timothy Scherman\* (English).

“THE ANTI-SEMITISM IN FOCUS AS SEEN IN POLITICAL DISCOURSE TODAY,” Lenore Pettinger (Nontraditional Degree Programs), Timothy Libretti\* (English).

“THE EMPOWERMENT OF LABOR: ZORA NEALE HURSTON’S ‘THEIR EYES WERE WATCHING GOD’ AND ‘SWEAT’,” Michael Smoody (English), Timothy Libretti\* (English).

“‘HER SECRET IS PATIENCE’: A YOUNG ADULT NOVEL: MUSLIM- AMERICAN LITERATURE DEPICTING A MUSLIM-AMERICAN- PROTAGONIST LIVING IN A POST-TRUMP AMERICA,” Shamsa Islam (English, University Honors Program), Ryan Poll\* (English).

“A BODY PERMEABLE: RE-IMAGINING THE MANAGED BODY,” Kathryn Hudson (English), Mark Gunter (English), Olivia Cronk\* (English).

“RE: BAR,” Allegra Harper (English, University Honors Program), Olivia Cronk\* (English).

“THE TELLING OF IT,” Jenn Lee (English), Olivia Cronk\* (English), Christine Simokaitis\* (English).

“WHAT ARE YOU?” Airam Velasquez (English), Lawrence Dean\* (English).

“ENGLISH LITERATURE: A POETRY READING,” Marilyn A. Eguchi (Harry S. Truman College), Christine Aguila\* (English, Harry S. Truman College).

## **2. “Out of the Archives” Symposium, April 3, 2018**

William Coughlin, “Chopped: Reassembling the Publishing History and Context of Henry David Thoreau’s Journal”

Madeline Sipiora, “Only White People are Allowed on the Bloomingdale Trail”

Carl Hauck, “How to Rap With A Hammer: Milo, Rapitalism, and Feeding Hunger with Thingness” (later published in an adapted form on PopMatters.com)

## **3. E-Zines in ENGL 340A**

Led by Amanda Goldblatt, in ENGL 240A: Elements of Style for Creative Writers, students collaboratively published two zines, including *SEXT* (F17) and *Identity Certificate* (SP18).

# **Appendix I. Professional Development Seminar Series**

## **Interdisciplinary University Seminars for Illinois Teachers 2017-2018**

The world is constantly changing, and we live in a rather explosive world that constantly presents new challenges not only in terms of the developing knowledge and controversial issues we need to address in our teaching but also in terms of navigating the dynamics of our classrooms, institutions, and larger communities. We can all use a little help in this regard and benefit from putting our heads together with others. Northeastern Illinois University is once again offering a series of exciting interdisciplinary seminars to feed the intellectual hunger of community college and high school teachers of all disciplines who seek professional development and a nourishing space to explore the challenges our evolving and volatile world present for us as teachers.

Taught by NEIU faculty, these seminars are designed for teachers who want to explore new avenues in literary and cultural studies as well as social and historical studies and who want to imagine new approaches to traditional literatures, social, historical, and cultural issues, and the language issues students and teachers face in the writing classroom. The seminars are designed to spur intellectual growth by offering ways to re-invigorate classrooms in ways relevant to our contemporary world by creating content that engages students in the meaningfulness of literary, historical, and cultural studies.

**And, these three-hour, non-credit seminars earn teachers three CPDU credits.** Our seminars are conveniently held on Friday mornings at the University's main campus seminar space in the Center for Teaching and Learning.

We hope to help teachers find new ways to teach students in specific disciplines, to navigate the demands of the new Common Core, and to help teach the basics of writing and communication, which is always a struggle. Additionally, we offer seminars to help teachers think about effective assessment and other nitty-gritty dimensions of our jobs.

Seminars are held on Friday mornings on Northeastern Illinois University's main campus on Chicago's northwest side. Seminars earn teachers (3) CPDU credits.

**Online Registration** is available at [https://epay.neiu.edu/C21153\\_ustores/web/store\\_main.jsp?STOREID=30&SINGLESTORE=true](https://epay.neiu.edu/C21153_ustores/web/store_main.jsp?STOREID=30&SINGLESTORE=true) or on the English Department website under Interdisciplinary University Seminars for Teachers.

**For more information, please contact Toni Scott, Coordinator, directly at [t-scott1@neiu.edu](mailto:t-scott1@neiu.edu).**

Tim Libretti  
English Department Chair

**Friday, October 20, 2017**

**Social Class in the Classroom: Teaching Class in U.S. politics, literature, and culture**

In his book *Working-Class Majority: America's Best Kept Secret*, Michael Zweig argues that, despite the language we use to talk about class and identity and despite our avoidance as a culture of class issues, most Americans are in fact part of the working class. This seminar will explore the social narratives at work in our political discourse and in our literary history which might blind us to the dynamics of class or else make them visible to us. In either case, the presence of class in our literary, political, and social discourses will be unearthed as we explore ways to help students grapple with often unacknowledged dimensions of their own experience and the larger American experience and also to reflect on new ways of writing and valuing the stories they themselves and others tell.

Taught by Professor Tim Libretti

**Friday, October 27, 2017**

**Contemporary Politics and Contemporary Poetry: Teaching the Scandal**

In a kind of conjunction with recent emerging and fully emerged “woke”-ness in mainstream culture, the literary world has been the scene of several scandals, some plainly understood in terms of injustice and wrongdoing, and some more ambiguous, nuanced. This seminar offers a gossipy survey of some scandals of note (the case of fictional poet Araki Yasusada, Kenneth Goldstein’s use of Michael Brown’s autopsy report, allegations against Rupi Kaur of plagiarism/re-appropriation, rape allegations against alt-lit figure Tao Lin) and considers how teaching the literary event of the scandal (the texts, the contextual texts around it, the internet conversations and eruptions, personal response) can allow teachers to sharpen their emphasis on literature as a living thing, very much conjoined to the larger social and political conversation of our lives.

Taught by Olivia Cronk, Poet and Writing Instructor

**Friday, November 3, 2017**

**Promoting Engaged Reading in Spanish: Making the Text More Accessible**

Teaching literature to second language learners can be an unpleasant experience for both the instructor and the student when one or both is not a willing participant. Many find literature to be a difficult, if not scary, assignment, and give up before they begin. Literary text does present its challenges for the language learner due to its linguistic complexity, a lack of background knowledge, and, a lack of enthusiasm for the text itself. In this workshop we will transform 5 different literary works written in Spanish into accessible texts that are interesting, engaging and productive activities for the varying proficiency levels of the student. The techniques demonstrated with these sample texts are applicable to any (non)literary text.

Taught by Professor Denise Cloonan Cortez de Andersen

**Friday, November 10, 2017**

**Gender Identity in the Classroom**

Gender identity has gone from being a taboo subject to being a focus of national headlines. Much of the attention to gender identity is an embattled attempt to regulate personal identity: how can tension be resolved when an individual’s identity clashes with societal norms; who is endangered by an atypical gender identity and in what ways; what guidance, recommendations, and laws are appropriate for persons whose identity “shifts”; how do transgender identities relate to truth-telling, deception, and mental health; and why are transgender people at a far higher risk for suicide and death by murder than people whose gender identity meets expectations? This seminar will use readings, personal stories, film clips, group activities, and case scenarios to better understand how gender identity oppression operates personally, culturally, and institutionally, and to explore how this oppression impacts public education in general and our own classrooms.

Taught by Professors Vicki Byard and Kris Over

**Friday, November 17, 2017**

**Immigrant Voices, Immigration Policies: The Racial Politics, Economics, and Literature of Immigration in America**

Saying that immigration has become a boiling controversy in contemporary American politics and society is perhaps an understatement. As a response to contemporary controversies, this seminar will explore immigrant voices throughout U.S. literary history as well as key moments in the history of political and social attitudes towards immigrants. With an eye toward teaching these issues in the social studies and English classrooms, we will explore how these literary voices engage or provide insights and challenges to the political, economic, as well as ethical issues involved in the national debate.

Taught by Professor Tim Libretti

**Friday, December 1, 2017**

**Teaching Graphic Novels, Teaching Social Issues**

This seminar will introduce high school teachers to a range of graphic novels that will help open the English classroom to important and pressing social issues. In particular, we will focus on how graphic novels can be used in a classroom setting to catalyze new discussions on the intersectionality of class, gender, sexuality, race, and health. Moreover, this seminar will introduce teachers to the keywords and critical vocabulary necessary to the study of graphic novels.

Taught by Professor Ryan Poll

**Friday, January 26, 2018**

**Teaching LGBTQ Literature**

If the job of English teachers is to help students understand the "human condition" through narrative, poetry, and non-fiction and to help students write about their own worlds in light of the stories of others, then we have never lived in as exciting a time as the present--but that excitement comes with complications. This workshop will explore the possibilities and challenges of teaching LGBTQ literature in the secondary education classroom and will consider the history of this work as well as some of the cultural, artistic, and political debates that accompany it. No topic is out of bounds, and we will discuss specific texts, the problem of teaching "sexuality," thoughts on dealing with administrators, parents, and other concerned parties, and more.

Taught by Professor Tim Barnett

**Friday, Feb. 9, 2018**

**Global Ecologies: U.S. Politics and Literature in the Age of Environmentalism**

This interdisciplinary seminar explores why studying the environment is one of the most urgent intellectual tasks and responsibilities of all disciplines, including English and Composition. This seminar helps teachers develop strategies to bring the environment into the classroom by exploring how U.S. literature and culture is central to developing a critical environmental imagination. As we will discuss through select literary, cultural, and compositional examples, environmentalism is central to a range of concerns, including ecological racism, environmental justice, and the uneven geographies of globalization.

Taught by Professor Ryan Poll

**Friday, March 2, 2018**

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

All writing is creative, right? This seminar is geared toward helping teachers develop creative approaches to the instruction of writing of all kinds through the study of poetry in ways that promise to inspire students to bring their creative energies and investments to all the writing you are asking them to do. Examine works of contemporary poets to understand their techniques and employ those isolated techniques as constraints for generating texts (poetry, prose, or hybrid). This process suggests the links between reading and writing, and between finished pieces of literature and works-in-progress. Participants will get fuel for their own lesson planning *and* actively work with the catalog of constraints we generate on-the-spot (just as students can do).

Taught by Olivia Cronk, MFA, Poet and Writing Instructor

**Friday, March 9, 2018**

**Unsettling Race and Culture in Teaching the Harlem Renaissance**

The Harlem Renaissance can hardly be understood as a unified cultural movement; rather it is best characterized as a moment contested in both aesthetic and political terms, with various factions defining race and culture quite differently and imagining the road to racial (and class) liberation in radically divergent ways. In this seminar, relevant to teachers of social studies and literature, we will explore the Harlem Renaissance's divided politics of race, class, gender, and sexuality by considering shorter works and poetry by such writers as Langston Hughes, Sterling Brown, Zora Neale Hurston, George Schuyler, Alain Locke, and others.

Taught by Professor Tim Libretti

**Friday, April 13, 2018**

**Globalizing American Studies**

American Studies developed originally within the context of American exceptionalism. In this seminar we will talk about ways of “globalizing” American Studies by re-visiting canonical texts such as *The Great Gatsby*, and thinking about what it means to read that work as registering a global context and also by considering ways of introducing new texts that force the issue in terms of demanding a complex theorizing of the national and international dimensions of American Studies. We will think together about teaching key moments and texts in U.S. history and culture—slavery and the slave narrative, the Great Depression and its literature, the Harlem Renaissance, and more—from a global perspective.

Taught by Professors Ryan Poll and Tim Libretti

**Friday, April 20, 2018**

**Harnessing Students’ Language Expertise to Win at Academic English:  
Part I**

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.

Taught by Jill Hallett, Ph.D., **Linguistics**

# ENGLISH LANGUAGE PROGRAM

## **Annual Report 2017-2018**

**Submitted by Tina M. Villa**

### **I. Executive Summary**

The role of the English Language Program (ELP) is to provide incoming freshman and international students with the opportunity to develop capabilities in the four main language skill areas of reading, writing, listening, and speaking. The goal for our students is to attain sufficient levels of proficiency in these areas to enable success in their current academic and future professional pursuits. In addition to our role in supplying developmental coursework, the Minor in Interdisciplinary English Studies is included as a part of the ELP.

Our students come from a variety of language backgrounds: native speakers of English, those who have immigrated to the US recently or are international students and have a fairly shallow exposure to the English language, and “generation 1.5” students who may have been born in the US or immigrated early enough to have spent most of their school years here, but have varying degrees of proficiency in English and may regularly speak a language other than English in their life away from the classroom. With these demographics in mind, the Program’s developmental courses are structured to provide courses for both native-and non-native speakers of English in the areas of reading and writing as well as classes with a clear focus toward English Language Learner (ELL) students in the area of listening and speaking. In most of our courses, there is a substantial overlap between these two populations. Ultimately, our focus is on bringing our students to a point where they can compete effectively in college-level general education and major coursework regardless of their language heritage. As such, the Program makes a substantial contribution to the University’s mission to “prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.”

Administration of the ELP has changed with Tina M. Villa in the role of coordinator. We had no faculty retirements or resignations this year and our headcount remained at eight full-time instructors. We had a full-time program support specialist whose time was divided among the TESL, ELP, and SAELL programs. 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 decrease in initial course enrollments, we hired three adjunct faculty members to cover four developmental courses in the fall semester. The increase did not carry into the spring semester, so no adjuncts were required then.

The summer of 2017, ELP and Math offered the Summer Bridge program. It was formerly called the English & Math: Enrichment, Readiness & Growth Experience (EMERGE) program. The Summer Bridge 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 offered all three levels. While the first and second years of EMERGE saw a respectable 65% success rate (the proportion of students advancing at least one course level) and a very high 96% respectively, the Summer Bridge success rate remained high at 88% for the 56 students who participated in the English part of the program.

## **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 & ENVIRONMENTAL STUDIES

## **Annual Report 2017 – 2018**

**Submitted by Melinda Storie and Erick Howenstine**

### **I. Executive Summary**

#### **Student Success:**

The Geography & Environmental Studies department continued to make student success our highest priority. According to the Fall 2019 Data Digest, G&ES claimed 12 Geography majors, 37 Environmental Studies majors, 20 graduate students seeking an M.A. in G&ES and 9, 8, and 5 received their degrees respectively. The digest also shows that we have 5 students in our Graduate GIS certificate program. It is to be noted that almost all of our M.A. students simultaneously pursue the M.A. and the graduate GIS certificate, which brings our total for the graduate GIS certificate program to roughly 20. We have email contact about half of our 1,400 alumni and we update our website “brag” sheet regularly as we hear regular reports from our current and past students.

Our department’s students and faculty planned and hosted the One Earth Film Festival in March 2018, the annual Green Initiative Conference in April 2018, and Earth Week / Arbor Day celebrations in late April 2018. Several faculty members also hosted a CAS sponsored Community Conversations event in January 2018 focused on the human dimensions of climate change. We teamed up with the Biology department to provide two campus prairie burns; one in the Fall 2017 semester and the other in the Spring 2018 semester. We worked with faculty members from Biology and Environmental Sciences to renew our Arbor Day Foundation Tree Campus USA designation. In addition, we held our 10<sup>th</sup> Annual Potluck Picnic for alumni and students in September 2017 and our 8<sup>th</sup> Annual Awards Ceremony for graduating students in April 2018.

Our Facebook group, where we informally share news and opportunities, has 156 members and our official department Facebook page, where we share department news and University announcements, has been “liked” and followed by 227 people.

#### **Academic Excellence and Innovation:**

Twenty-one students undertook supervised internships Summer 2017- Summer 2018. Drs. Liu and Flakne led a field class to Belize in Spring 2018, the 25<sup>th</sup> consecutive year our department has offered this unique field experience (except for 2005).

We continued to experience strong enrollment in our GIS and technical courses, bringing on a temporary instructor to fill the vacancy of our GIS I courses. We continued to be innovative and varied in the way we offered courses (online, hybrid, and flipped formats) as well as the pedagogy informing our curriculum (e.g. peer video assignments, use of Kahoot to check understanding). We examined and strengthened our program assessment methods at the undergraduate and graduate levels.

### **Urban Leadership:**

We now have an official way to recognize our interdisciplinary courses that provide a community or campus service component through the Engaged Learning Experience designation. Our ELE-X courses include GES 301: Great Lakes Environmental Management, GES 308: Conservation Psychology, GES 311: Social Dimensions of Water Management, GES 338: Sustainable Development, GES 344: Chicago River Issues, GES 346: Geography of Metropolitan Chicago, GES 347: Gentrification & Urban Redevelopment, GES 348: Latino Metropolis, GES 351: Spatial Statistics, GES 372: GIS Across Disciplines, GES 377: Computer Cartography, GES 387: Interactive Cartography, GES 388: Field Camp, and GES 391: Geographic Information Systems I. In addition, we offer the following ELE-DS courses: GES 374: Research Methods, GES 383: Internship in Geography & Environmental Studies, GES 392: GIS II, and GES 395: GIS Internship. These courses continue involve students from all over campus in our department community. Most also offer some type of outreach, partnership, or support of campus and community organizations. We also continue to highlight field experiences in our regular curriculum, bringing our students consistently out into the surrounding community, visibly and productively interacting with the public.

### **Exemplary Faculty and Staff:**

Erick Howenstine was an American Council on Education Fellow for the 2017-18 academic year. His host institution was Lehigh University; mentors were President John Simon and Provost Patrick Farrell. At Lehigh he assisted in development of predictive data analytics, served on the emergency management team, followed the president's fundraising, the budget planning process, design of a new Health College and preparation for 20% increase in enrollments. He contributed demographic analyses for enrollment growth, advised on the formation of a first Faculty Senate, and assistance with efforts to increase diversity. During the year he met with dozens of leaders across campus and met with presidents and top staff at 24 other universities across the country, as well as national organizations for higher education. He and a team of Fellows assisted UM-Flint streamlining their new program development workflow.

In Erick's absence, our department was led by Michael Wenz, who took over as chair of G&ES and Economics, and Melinda Storie, who coordinated G&ES. Department leadership and faculty members participated regularly in the Forward 150 discussions, with some taking leadership roles. We sadly lost our long time administrative assistant during the staff shifts in the Summer of 2017 and were without support staff for several weeks. Consequently, our support staff situation changed significantly, as our new assistant was shared with Economics, Anthropology, and Global Studies.

These changes provided an opportunity for faculty to take on new roles and learn new skills. Faculty stepped up and took on extra work and training to update our website, administer our social media pages, authorize students to add courses, input course schedules, staff the departmental office, respond to departmental emails and voicemails, and generally work to support our students in any way they were able. Although this was (and continues to be) a challenging time, especially in the context of the Forward 150 conversations, our faculty demonstrated their strength, ingenuity, flexibility, and most importantly, their dedication to our students and the department.

Through Dr. Grammenos' leadership in the Department Personnel Committee, we continued to give all our instructors, adjuncts, and tenure-track faculty members formative feedback based on multiple peer observations. Dr. Storie was tenured and promoted, and Drs. Liu and Peimer successfully completed pre-tenure portfolios. Curriculum revisions continued, with the revision of multiple Master Course Templates and several course changes that we sent through governance, with the help of our CASAAC representative, Dr. Liu.

In addition to publishing and presenting as outlined in a subsequent section, faculty continued to show excellence in instruction, providing an incredible diversity of courses for such a small number of tenured / tenure-track faculty members. From Summer 2017 – Spring 2018, faculty offered *different* courses as follows: Grammenos (7), Liu (8), Peimer (8), and Storie (5).

Dr. Liu coordinated the GIS certificate programs and minor. Dr. Peimer advised the Green Fee Committee and the Green Conservation Group. Dr. Storie coordinated the department and the M.A. program. All tenured / tenure-track faculty member also spend an exceptional amount of time advising thesis and research paper graduate students. In addition, the above-mentioned faculty members advised Geography (Grammenos / Liu) and Environmental Studies (Peimer / Storie) undergraduate majors and minors.

### **Enhanced University Operations:**

As faculty advisor of the Green Fee Committee, Dr. Peimer oversaw the funding of projects such as the planting of native vegetation on campus, LED lighting in the parking garage, and additional water bottle filling stations. These projects continue to provide sustainability services to the entire NEIU community, reducing our water use, energy consumption, and plastic waste on campus.

Our department faculty also continued to be involved in providing assistance, advice, and support to facilities management and grounds staff involving campus sustainability. Luckily, with the help of our excellent and resourceful faculty members and University staff members, we have established a very productive and reciprocal working relationship surrounding sustainability issues with multiple University units.

**Fiscal Strength:**

The full time Administrative Assistant for G&ES and half time office staff for Economics were replaced by a single 70% position, representing more than a 50% loss of office support. Faculty have taken on much of the work normally assigned to office support staff. Rather than replace a failed 15-year old large format printer, faculty have attempted to repair it, and continue in that effort. Travel funds and equipment funds have been greatly reduced. In this way, the department has helped carry the fiscal burden of the past few years.

## II. Program Plan

### A. Long term goals

We will continue to build measures of program assessment for the undergraduate and graduate programs. Also, we will improve the hiring and evaluation process for part-time faculty to ensure high quality and provide strong support. We expect to launch a comprehensive campaign with our 1,400 alumni, in concert with Advancement, and will continue to strive for adequate office support through training, formative feedback, prioritization, and realignment of tasks. Work is underway to propose a Sustainability Manager who would coordinate NEIU's environmental efforts across many units, would introduce more programs, and would elevate NEIU's regional and national profile. The department is also in early stages of planning with Earth Science an interdisciplinary certificate program surrounding the issue of climate change.

We are also planning an informational campaign to clarify the differences between these well-designed programs on campus: Environmental Studies, Environmental Science, and Earth Science. The confusion has only worsened in recent years, most troubling from University Advisement and other areas that deal directly with students.

### B. Projected needs

#### 1. Faculty

The fastest growing area in our department is in GIS and geospatial techniques, which is limited now by available faculty to teach the courses. We have assigned senior faculty members to occasional General Education classes according to Best Practices and to improve students' early experience in the discipline. This shifts some higher level courses to Instructors and Adjuncts. To capitalize on NEIU's location and strengthen various areas of growth and promise, we intend to work with the Department of Economics to jointly propose a new faculty line with skills in urban geography, urban economics, and vector GIS.

#### 2. Equipment

Our 42-inch large format printer has broken down after continued attempts to repair it. We are working with University Technology Service and the Dean of the Library toward the installation of a large format printer in the library for use by all departments. The department will direct its comprehensive campaign toward the purchase of two professional quality drones.

### 3. Other Resources

The ongoing problem securing adequate office support is likely to continue. With Economics, the office manager will support three undergraduate programs with 141 majors, a graduate program (n= 30), four minors, two non-degreed certificates with 39 students, 19 faculty members, a chair, a coordinator, three labs, and 39 courses per term with 726 students. A 70% position is inadequate.

## III. Accomplishments

### A. Faculty Research/Creative Activities

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

LaBrosse, J. (2018). North America; Chicago Portage [Map]. In J. A. T. Salzmann, *Liquid capital: Making the Chicago waterfront*. Philadelphia: University of Pennsylvania Press. (p. 11-12).

#### 4. Conference Presentations, Group Shows

Grammenos, D. (2018, April). *Gentrification and affordable housing*. Panel session presented as part of the Community Conversations series, Northeastern Illinois University, Chicago IL.

Howenstine, E. (2018 February) *Workshop in GIS*, for LearnX symposium, Lehigh University, Bethlehem PA.

Howenstine, E. (2018, April) *Flipping a Classroom: Lessons Learned*, for LearnX symposium, Lehigh University, Bethlehem PA.

Howenstine, E. (2018, April) *The Inverted Curriculum: Classes Off Campus*, for LearnX symposium, Lehigh University, Bethlehem PA.

Liu, T. and Thomas, N. (2017, July). *Mapping urban settlement patterns through satellite remote sensing and geospatial analysis*. Paper presented at the 28th International Cartographic Conference (ICC 2017), Washington, D.C.

Peimer, A.W. (2018, April). *Impact mapping: maps, problem framing, and environmental impact analysis*. Paper presented at the American Association of Geographers Annual Meeting, New Orleans, LA.

Storie, M., Liu, T., Peimer, A. W., & Grammenos, D. (2018, January) *Changing places, spaces, and people: The human dimension of climate change*. Panel session presented as part of the Community Conversations series, Northeastern Illinois University, Chicago IL.

Storie, M. (2018, April). *The multiple actors and truths of urban ecological restoration: Perceptions, values, and emotions of Chicago-area residents, managers, and volunteers*. Paper presented at the American Association of Geographers Annual Meeting, New Orleans, LA.

## **5. Funded grants**

Storie, M. (2017, July). RESTORE project. USDA Forest Service: Contract for data analysis and dissemination awarded for portion of summer salary as negotiated by NEIU Sponsored Programs. 9,315.00.

## **6. Service**

Boyle, M. Trustee, Village of Lisle Board of Trustees

Peimer, A. W. NEIU alternative representative, North Park Village Advisory Council.

## **B. Student Achievements**

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

Roberts, Nina. (2018, April). Finishing G&ES MA student Accepted to the department of Geography PhD program, University of Illinois at Urbana-Champaign

Vander Kelen, Amanda. (2018, April). Finishing G&ES MA student accepted to the department of Geography PhD Program, University of Illinois at Urbana-Champaign.

## **C. Alumni News**

[July 2017](#)

**Jeremy Firestein (B.A. '16 Environmental Studies; Minor in Geography and GIS)**

Firestein is employed as a GIS Technician at engineering firm Construction Cad Solutions.

**Joel Flax-Hatch (B.A. '16 Environmental Studies; Minor in Geography and GIS)**

Flax-Hatch currently works in administration for the Forest Preserves of Cook County's resource management department. He also works as a GIS technician for the non-profit "protect RP," an immigrants rights group in Rogers Park

**Gerry Bakker (M.A. '04 Geography and Environmental Studies)**

Bakker is a financial analyst in the Water Division of the U.S. Environmental Protection Agency Region 5 office, focused on enhancing approaches for financing water and wastewater infrastructure projects.

**Kevin Sullivan (B.A. '09 Geography)**

Sullivan is a Geographer for Naval Facilities Engineering Command, serving as the in-house Geographer and Geospatial Analyst for Naval Air Station Meridian.

**Dave Bateman (B.A. '13 Geography; Undergraduate GIS Certificate)**

Bateman is working at Urban GIS as a GIS Field Technician.

**Richard Shefferson (B.A. '98 Environmental Studies)**

Shefferson is working as associate professor at the University of Tokyo in Tokyo, Japan, in the Organization for Programs on Environmental Sciences. He specializes in evolution, evolutionary ecology, quantitative biology, and conservation.

**Hasan Alnesary (B.A. '14 Geography)**

Alnesary is working on a Master of Advanced Studies in Humanitarian Operation and Supply Chain Management in Switzerland. His intended thesis will apply GIS to the siting of refugee camps, using Kenya and southern Sudan as case examples.

**Derick Anderson (B.A. '11 Geography)**

Anderson is Director of the Northside Housing Collaborative in Chicago.

**Ann Aler (Graduate Certificate '13 GIS)**

Aler became Cartography & GIS Resources Specialist, Northwestern University Library.

**Matt Anderson, PhD (M.A. '08 Geography and Environmental Studies)**

Anderson has 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.

**Andrew Donakowski (M.A. '15 Geography and Environmental Studies; Graduate Certificate '15 GIS)**

Donakowski became Policy and Planning Specialist at Friends of the Chicago River.

**Paisly Kauth, GISP (M.A. '13 Geography and Environmental Studies; Graduate Certificate '13 GIS)**

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.

**Kat Kocisky (M.A. '16 Geography and Environmental Studies)**

Kocisky entered a doctoral program at the University of Wisconsin Milwaukee, Urban Studies Fall 2016.

**Jason LaBrosse (M.A. '17 Geography and Environmental Studies)**

LaBrosse will be an adjunct faculty at Northeastern Illinois University for the upcoming academic year, teaching classes on computer cartography, introduction to environmental studies, and GIS in the University's Department of Geography & Environmental Studies.

**Nick Magrisso (B.A. '10 Environmental Studies)**

Magrisso 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.

**Angela Spinasanta (M.A. '13 Geography and Environmental Studies)**

Spinasanta is GIS Validation Analyst at CN Transportation Trucking and Railroad.

**September 2017**

**Casey Sebetto (B.A. '15 Environmental Studies)**

After graduating from NEIU, Sebetto worked for the Garfield Park Conservatory Alliance. She is now working on her master's degree in Urban Planning and Policy at UIC with a concentration in Environmental Planning and Policy.

December 2017

**Kevin Sullivan (B.A. '09 Geography)**

Sullivan was recently appointed as a GIS Analyst for Naval Facilities Engineering Command Marianas in Santa Rita, Guam. Sullivan was appointed on a two-year special assignment mapping out Munitions and Explosives of Concern for future data analysis and predictability modeling in order to help reduce the construction costs for the United States Marine Corps' relocation from Okinawa, Japan.

January 2018

**Jason LaBrosse (M.A. '17 Geography and Environmental Studies)**

LaBrosse authored maps for fellow NEIU faculty Joshua Salzmans recently published book "Liquid Capital: Making the Chicago Waterfront."

**Justin Nicholson (B.A. '17 Geography; Minor in Environmental Studies)**

Nicholson accepted an offer working for Arbormetric Solutions as a Consulting Utility Forester/Work Planner. He will be in charge of mapping areas, using GIS equipment, where ash trees have been infected with emerald ash borers. He will also be tasked with creating vegetation management plans.

February 2018

**Patrick Sullivan (B.A. '16 Geography; Minor in GIS)**

Sullivan works as a GIS specialist at Colliers International in Phoenix, Ariz.. It is a global real estate firm with over 500 offices in 68 countries. Currently he is responsible for the busiest California market.

March 2018

**Hannah O'Sullivan (B.A. '17 Environmental Studies)**

Hannah O'Sullivan is working at Friends of the Forest Preserves, serving on a conservation crew that operates in both Cook and Lake county forest preserves doing year round restoration work.

May 2018

**Nina Roberts (M.A. '16 Geography and Environmental Studies; Graduate GIS Certificate; B.A. Geography)**

Nina Roberts will enter the Ph.D. in Geography program at the University of Illinois, Urbana-Champaign, in August 2018. She has accepted a teaching assistantship under the direction of David Wilson, Ph.D., in the Department of Geography and Geographic Information Science. Roberts' area of specialization will be in Cities and Metropolitan Areas, with emphases on historical and contemporary urban transformation, conflict and development.

**Amanda Vander Kelen (M.A. '18 Geography and Environmental Studies; B.A. '15 Geography & Minor in GIS)**

Vander Kelen was accepted into the Ph.D. program in Geography at University of Illinois at Urbana-Champaign. She will start in Fall 2018. She also accepted an offer for a Teaching Assistant position. She will be teaching two sections of Public Speaking 101 in Communication.

# GLOBAL STUDIES

## **Annual Report 2017 – 2018**

### **Submitted by Tracy Luedke**

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

The Global Studies program remains committed to providing opportunities for interdisciplinary study from a global perspective for NEIU students. The framework of the program allows students to engage with key issues and debates around the subject of globalization through a set of core courses grounded in a Global Studies perspective as well as through disciplinary and interdisciplinary electives that encourage multi-perspective critical thinking on key issues facing the global community. 2017-18 has been a year of growth for the Global Studies program as our number of majors grew to 22; we added 14 new majors between Fall 2017 and Summer 2018. The increase in majors is important and we are now focused on ensuring that those students graduate in a timely way. Toward that end, we have continued a program of high-contact advising that was begun last year. This approach allows the program to continue our commitment to strategic plan Goal 1: Student Success.

We also continue to meet strategic plan Goal 2: Academic Excellence and in particular Goal 2.3, which 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. At the intersection between academic excellence and interdisciplinarity lies our capstone seminar (GS 399) and the student projects it generates. In 2017-18, three students completed the seminar, in which students identify a topic within the field of Global Studies and complete over the course of a semester a major research paper that addresses it. The students who completed the seminar this year worked on inequities in early childhood education globally and in Chicago in particular; the situation of Rohingya refugees as a stateless people whose home country, Myanmar, does not recognize their citizenship; and the situation of long-term Salvadoran residents of the U.S. who came to the country through the TPS program and whose fate is uncertain as the program is slated for elimination. In all of these projects, students demonstrated their deep engagement with important global issues and their ability to employ a global perspective in analyzing them.

The subjects of these student projects also reflect a key development in the Global Studies curriculum and approach that has emerged over the past two years. The significantly increased prominence globally of nationalist and anti-globalization movements, parties, and leaders has led to a reimagining of some aspects of the global studies curriculum. In particular, in both GS 201 and GS 399, previous years' focus on the increased interconnectedness of the world have given way to attending to both the connections and the disjunctures, both the dissolution of certain sorts of boundaries, and the often violent (re)assertions of borders, divisions, and antipathies that define the current era. In GS 399, for example, assigned readings, and the research subjects students chose, focused on the hardening of international borders and ever increasing limitations on the movements of the poor, including refugees and asylum seekers. While Global Studies has always prided itself on addressing timely issues, this has especially been the case in the last year, as we respond in real time to political, economic, and socio-cultural developments in the U.S. and elsewhere.

The Global Studies program also fosters Strategic Goals 2.5 (Support and create academic and professional development opportunities for students through internships, international study, research, service learning, and career services), 3.4 (Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners), and 3.5 (Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment), through the internship and study abroad possibilities attached to the program. Luedke runs an internship program for Anthropology and Global Studies students with the Pan-African Association, an organization that serves African refugees in Chicago. In Fall 2017, GS major Emily Casaletto acted as an intern. GS also encourages students to participate in study abroad programs and awards them credit toward the major for doing so. In Spring 2018, GS major Laura Landa spent a semester abroad at Kyung Hee University in Seoul, South Korea.

## **II. Program Plan**

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

- To continue to grow our number of majors and minors and enrollments in our courses
- To expand and diversify the faculty involved in teaching and mentoring students in the program
- 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 enhance our presence on campus and outreach to existing NEIU students with an increased number and range of campus events.

### **B. Projected needs**

#### **1. Faculty**

As an interdisciplinary program with no dedicated faculty, GS relies on faculty who serve more than one program. This contributes a broad diversity of expertise and training, but also at times leads to overcommitted faculty. Especially as the number of

majors in the program grows, it will become crucial that more faculty are available to teach in the program. It is also in the program's interest to diversify its leadership—a new coordinator will need to be identified to take over from Luedke at some point in the near future.

## 2. Other Resources

Starting in Fall 2017, GS shares an office manager with three other programs in the BBH building. As the smallest of the programs, GS is allotted 10% of the time of the staff person. Having staff and office space is a relatively new development for the program and has been an important support as the program grows. If the program continues to grow, we may need more support than is currently available (with the understanding that staff resources are a challenge everywhere on campus).

# III. Accomplishments

## A. Faculty Research/Creative Activities

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

Eze, Chielozona. 2018. *Race, Decolonization, and Global Citizenship*. Rochester, NY: University of Rochester Press.

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

Eze, Chielozona. 2017. "Empathetic Cosmopolitanism: South Africa and the Quest for Global Citizenship" *Strategic Review for Southern Africa* 39(1): 236-255.

### 3. Conference Presentations, Group Shows

Udoh, I.A. 2017. The Influence of Religion and Culture on HIV Transmission in the Niger Delta of Nigeria. Northeastern Illinois University 8<sup>th</sup> Annual Faculty Research & Creative Activities Symposium November 17, 2017.

Udoh, I.A. 2017. Oil Production and Other Ecological Determinants of HIV/AIDS Risk in Nigeria. International Conference on Clinical & Pharmaceutical Microbiology October 18-20, 2017, Rome, Italy.

### 4. Funded grants

Isidore Udoh: Global Learning Experience grant support, DePaul University, January 2018, \$5000

Tracy Luedke: contributor to NCI U54 Partnership to Advance Cancer Health Equity, 2015-2020: ChicagoCHEC (partnership includes NEIU, Northwestern, UIC)

### 5. Service

Isidore Udoh: editorial board member *Journal of Global Education and Research*

Tracy Luedke: editorial board member *Journal of Religion in Africa*

Chris Schroeder: editorial board member *Composition Studies*

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

## **B. Student Achievements**

### **Acceptance to graduate or professional school**

Anna Augustyn (BA Global Studies, 2017) was accepted into the MA program in Political Science at NEIU (beginning Fall 2018).

## **C. Alumni News**

Mia Blixt-Shehan (BA Global Studies, 2017) is in her second year of the MS program in Library and Information Sciences at UIUC.

James McDermott (BA Global Studies, 2017) works as an Insurance Broker in downtown Chicago.

# HISTORY

## **Annual Report 2017 – 2018**

### **Submitted by Charles Steinwedel**

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

##### **Staffing, Research, and Teaching**

###### **a. Staffing**

The department currently consists of nine tenured/tenure-track faculty (including the chair) and four budgeted instructors whose course loads have dropped substantially over the last few years. In May 2017, Josh Salzman received tenure and was promoted to Associate Professor. Now eight of nine tenure-line faculty in the department are tenured.

The department was fortunate to be able to repeat its search for a colleague in the popular field of Early Modern History after an offer was rescinded in May 2017. A committee chaired by Francesca Morgan reviewed over 75 applications. The department was delighted that its first choice, Dr. Ashley Elrod, accepted the position. Dr. Elrod's ability to teach courses in Early Modern European history and in the innovative field in the history of disability in Europe and the United States will be a great asset to the department.

###### **b. Research**

For the fourth year in a row, our report features the publication of a high quality academic monograph from a university press. Associate Professor Joshua Salzman's book, entitled *Liquid Capital: Making the Chicago Waterfront* was published by the University of Pennsylvania Press in December 2017. The book received an award for "Superior Scholarly Achievement" from the Illinois State Historical Society in Spring 2018 and has received very positive reviews.

Professor Christina Bueno's book *The Pursuit of Ruins: Archaeology, History, and the Making of Modern Mexico* was published late in 2016 and appeared in last year's annual report. I include it again because it has continued to receive scholarly recognition. In addition to receiving recognition last year, in 2017-18, it received the Michael C. Meyer Prize for Best Book on Mexican History in a Five-Year Period from the Rocky Mountain Council for Latin American Studies and an Honorable Mention for 2017 Book prize of the Society for Latin American and Caribbean Anthropology, American Anthropological Association. In the current publishing environment, publishing a book from a non-profit university press is an achievement. The recognition these books have received is truly outstanding. Such publications raise the profile of NEIU in the scholarly community, and our students know they are learning from people at the top of their profession.

In order that the research by department members reach a broad audience on campus, the department partnered with the Pedroso Center to present a series of public lectures under the theme “The Past in the Present.” Five members of the department, Profs. Bueno, Farzaneh, Miller, Morgan, and Steinwedel gave talks on the contemporary implications of their work in history.

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-directed 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, opportunities to our faculty to be active in their fields, and opportunities for our M.A. students to engage the latest work in the field.

### c. Teaching

In Fall 2017, the Department of History had seventeen students enrolled in its M.A. program and M.A./Secondary Ed programs, and 124 undergraduate majors in History and History and Secondary Education programs. Compared to enrollments in Fall 2016, this represents an increase of one student in the M.A. programs, but a decrease of seven undergraduate History and History/Secondary Ed. majors. As a whole, in Fall 2017, the department taught 30 course sections and 1,918 student credit hours (SCH), which is a decline from 32 sections and 2,091 student credit hours in Fall 2016. The enrollment per class decreased slightly, from 65.3 SCH per section in Fall 2016 to 63.9 SCH per section in Fall 2017

The department continued to support a range of university programs, including the First Year Experience, Latino and Latin American Studies, Honors, Women and Gender Studies, and Jewish Studies programs. In order to build enrollments and serve a wide range of students, the department developed and guided through governance three additional courses for the University Core Curriculum on topics including the history of food and drink, the history of crime and violence in America, and Islamic Spain, 711-1492. All our ELE-X courses enroll well. The department also received governance approval to modify its M.A. program to bring its requirements in line with other M.A. programs and draw more students.

At our Spring 2018 annual reception, Phi Alpha Theta, the History Honor Society inducted six new members. Prof. Josh Salzmänn gave a keynote at the reception. The department supports students with three scholarships. The Susan E. Rosa Memorial Scholarship 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 2017-18, Donald Ebsen, who entered the M.A. program at NEIU, received the award. The Brommel-Lindberg Scholarship in History was awarded to Jeffrey Krause, to cover expenses at NEIU. The third scholarship, named for J. Frederick MacDonald, a former faculty member, was new in Spring 2017. David Salgado received this scholarship for use at NEIU. These scholarships provide crucial support and recognition for our students.

## **II. Program Plan**

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

#### Community Engagement and Internships

In order to foster greater engagement with the wealth of resources in the Greater Chicago area, the department would like to develop more partnerships with local historical institutions, such as the Chicago History Museum, the Pritzker Military Library, and the Newberry Library, among other, smaller institutions. This would allow us to develop our offerings in the field of public history. We already have some graduates working in these institutions, but more systematic development of internships and coursework collaborations would improve our students' opportunities and NEIU's standing in the community.

#### Empowerment through Learning

The department's students would benefit greatly from more opportunities for the use of digital technology in historical work. Digital learning would not replace our traditional ways of research, writing, and discussing history, but enable students to innovate in how they organize and present their work. Doing so would give students critical skills and knowledge that expand the types of work for which they would be qualified.

Internships and digital learning could be part of a broader effort to develop professional skills and career planning among humanities and social science students in general. Whereas students in STEM fields have access to the resources of the Center for Scientific Engagement, students in the humanities and social sciences have minimal resources with which to make the transition from campus to professional careers. Offerings in digital humanities and social sciences would make our students more competitive in the job market and open new possibilities for them.

### **B. Projected needs**

#### 1. Faculty

Our department's projected needs can best be explained in the following quote from the external review produced three 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 North America, Latin America, China, Europe, the Middle East, and Africa. All require a commitment from the university to ensure they can stay up to date in their fields, and that requires travel.

The elimination of our department travel budget has meant that TP faculty can attend at best one conference a year. In some cases, faculty who have achieved scholarly excellence have not been able to attend any conferences to present their research. We are fortunate to have instructors with Ph.Ds. who also conduct research, but with no funds for travel they cannot do it. The lack of resources directly and negatively impacts our ability to fulfill the teaching and research missions of the university.

# III. Accomplishments

## A. Faculty Research/Creative Activities

### 1. 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), in 2017 received the Michael C. Meyer Prize for Best Book on Mexican History in a Five-Year Period from the Rocky Mountain Council for Latin American Studies and an Honorable Mention for the 2017 Book Prize from the Society for Latin American and Caribbean Anthropology, American Anthropological Association.

Joshua Salzmann, *Liquid Capital: Making the Chicago Waterfront*, (Philadelphia: University of Pennsylvania Press, 2017). Received a "Superior Scholarly Achievement" award from the Illinois State Historical Society, Spring 2018

## 2. Book Chapters, Regional Exhibitions or Performances

Christina Bueno, "La Biblioteca Nacional de Antropología e Historia de México: Un legado del nacionalismo Porfiriano," in Carlos Aguirre and Ricardo Salvatore, eds., *Bibliotecas y cultura letrada en América Latina. Siglos XIX y XX* (Lima, Peru: Fondo Editorial de la Pontificia Universidad Católica del Peru), 2018.

## 3. Conference Presentations, Group Shows

Christina Bueno, "Urban Publics and Archaeological Practice in 1900 Mexico," Latin American Studies Association International Congress, Barcelona, Spain, May 2018.

\_\_\_\_\_, "The Buried Past: Recent Archaeological Findings in Mexico," Angelina Pedroso Center, Northeastern Illinois University, April 2018.

\_\_\_\_\_, "The Decline in History Majors: Strategies for Recruiting Students in Latin American History." Rocky Mountain Council for Latin American Studies, Reno, Nevada, April 2018.

\_\_\_\_\_, "Local Communities, the State, and the Appropriation of the Ancient Past in Revolutionary Mexico." Southeastern Council on Latin American Studies, Nashville, Tennessee, March 2018.

Mateo Farzaneh, "Is the US-Iran's Past Creating the Present Impasse?" Pedroso Center, Northeastern Illinois University, September 26, 2017.

Nikolas Hoel, Facilitator, "Comparative Hagiography Workshop: Cross-Cultural Approaches to Religious Life Writings," American Academy of Religion Annual Meeting, November 2017.

Patrick Miller, "Memory Projects: How the Past Haunts the Present in the Time of Trump," Westfälische Wilhelms-Universität, Münster, Germany, June 20, 2018.

\_\_\_\_\_, "From Charleston to Charlottesville: *Race* and the Politics of Popular Memory," biennial Maple Leaf and Eagle Conference on North American Studies, Helsinki, Finland, May 16, 2018.

\_\_\_\_\_, Lecture/Discussion: "Histories of Resistance" Colloquium Series, John F. Kennedy Institute for North American Studies, Freie Universität zu Berlin, Germany, November 13, 2017.

\_\_\_\_\_, Panel Participant "Publishers Roundtable," Postgraduate Forum (PGF) of the German Association for American Studies (GAAS/DGfA), Humboldt-Universität zu Berlin, Germany, November 9-11, 2017.

\_\_\_\_\_, "Symbols Matter: Race and the Politics of Popular Memory in the US," Pedroso Center, Northeastern Illinois University, October 24, 2017.

Francesca Morgan, "The Origins of Immigration Restrictions," Pedroso Center, Northeastern Illinois University, February 20, 2018.

Charles Steinwedel, "Russian Journeys from Gorbachev to Putin," Pedroso Center, Northeastern Illinois University, November 28, 2018.

\_\_\_\_\_, "Sugar, Money, and Power in Late Imperial Russia," Association for Slavic, East European, and Eurasian Studies Annual Convention, Chicago, IL, November 11, 2017.

Michael Tuck, "African Resistance to the Atlantic Slave Trade: A View from the Gambia River," Eighth Annual Faculty Research and Creative Activities Symposium, November 17, 2017.

#### **4. Service**

Andrew Eisenberg, Board member and Treasurer, Tang Research Foundation

Nikolas Hoel, Nominations Chair, Hagiography Society

Patrick Miller, Organizing Committee, 17th Maple Leaf and Eagle Conference in North American Studies, University of Helsinki, May 2018

\_\_\_\_\_, Session Organizer: "'The Fierce Urgency of Now': The Long Civil Rights Movement in Popular Memory and Public History for the Maple Leaf and Eagle Conference, Helsinki (May 2018)

\_\_\_\_\_, Advisory Committee, Graduate School: Practices of Literature: Westfälische Wilhelms-Universität, Münster (2018-- )

\_\_\_\_\_, Peer Review Committee member, Fulbright U.S. Scholars Program, administered by the Institute for International Education (2018-- )

\_\_\_\_\_. Series Co-editor, *The African American Intellectual Heritage*, published by the University of Notre Dame Press.

Francesca Morgan, co-chair (with Elizabeth W. Son, Northwestern University) and co-founder, Newberry Seminar for Gender and Sexuality Studies, Scholl Center on American Culture, Newberry Library.

\_\_\_\_\_. Presentation "Issues in Primary Research, for Historians," for the Chicago History Fair, Ronald Williams Library, Northeastern Illinois University, Chicago. February 19, 2018.

Joshua Salzmann, Co-chair of History of Capitalism Seminar, Newberry Library

\_\_\_\_\_. Commentator on “Curious City,” WBEZ 91.5 Chicago, aired May 3, 2018.

\_\_\_\_\_. Conducted a workshop on “Analyzing Primary Sources,” Chicago Metropolitan History Fair, Chicago, IL, February 2018.

\_\_\_\_\_. Member, Local Arrangements Committee, American Society for Environmental History.

## **B. Student Achievements**

### **1. Acceptance to graduate or professional school**

Nathan Besser (B.A. 2017) was accepted by University of Edinburgh master’s program in Medieval history.

Jonathan Extract (B.A. 2016) was accepted with a fellowship to the Ph.D. program in Anthropology at the University of California—Riverside Ph.D.

Victor Garcia, (B.A. 2017) was accepted by the Northern Illinois University History graduate program, where he received a teaching assistantship and the Lunsford Fellowship.

Molly Kettler (B.A. 2011) was admitted to the graduate program in History at Loyola University.

## **C. Alumni News**

Chrissie Cogswell (B.A. 2015) took a position as Information Services Librarian at Northeastern Illinois University.

Rene Delgado (B.A. 2008, M.A. 2017) took teaching positions in U.S. History at St. Augustine College and Latin American History at Daley College

Anthony Di Lorenzo (M.A. in History, 2009) has joined Savannah State University (GA) as Assistant Professor of History, specializing in American History, African-American Studies, and Transatlantic History.

Crispien Van Aelst, (B.A. 2011, M. A. 2015) received an M.A. in Library Science from the University of Illinois at Urbana-Champaign, May 2018.

# JUSTICE STUDIES

## **Annual Report 2017-2018**

### **Submitted by T.Y. Okosun**

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

Once again, this academic year, 2017/2018, the Justice Studies Annual Report links with some categories of the university's strategic plan to express overall effort and achievement. Despite just coming out of very difficult conditions; furlough and cuts in department finances, office staff support, and the loss of several faculty members, Justice Studies still accomplished so much. It is useful to point out that these cuts, furlough, and the loss of faculty and office staff affected not only faculty morale, but student enrollment, which continues to be an ongoing issue.

During the 2017/2018 academic year, Justice Studies lost three office support workers, a fulltime office manager position, a half-time office support position, and work study option. For temporary remedy, Professor Okosun developed a department Field Work Internship, bringing in a JUST 350 (Field Work Seminar) student interested in graduate school to complete an internship in the department. This move helped to supplement the lost office staff positions. As well, the two permanent fulltime instructors who left by the summer of 2017, remarked on the state of the university (budget), declining student enrollment, and faculty and overall student low morale as rationale for early exit. When I took over as Chair of the department in January of 2018, the department had a faculty with low morale, lack of funds, a declining student enrollment, and a shared office staff with History Department. Despite all of these challenges, I was able to guide the department to sustain some measure of stability and coherence, keep our students excited and interested in Justice Studies offerings, stabilize enrollment, and sustain TP faculty and instructors with promises of better days ahead.

I am pleased to report that during this difficult period the Justice Studies Department continued to attract many students to its program, now approximately 247 active majors.

In terms of curricular activities, we have maintained the teaching of our core courses and popular electives, re-activated and added the Social Justice and Mental Health course offering to be taught henceforth, and Okosun developed a new course, Transformative Justice, to be proposed in the Fall of 2018.

The department had a successful search in the Spring of 2018, hired a new faculty member, Dr. Jorge Adrian Castrejon, who will begin teaching in the Fall Semester of 2018.

## **Student Experience**

The Justice Studies Department has always been and continues to be strongly student centered. This year we remain one of the top popular majors on campus. The current number of students in the major, though down from approximately 350 plus in 2015/2016, remains at about 247 students. Many of our declared majors also opt for the Criminology minor. We continue to remain the managing department for the interdisciplinary Minor in Child Advocacy Studies (CAST) which has also grown in the last year.

One of our majors, Diana Llamas received an academic excellence award and Andrew Moreno received the Renny Golden Activism Award. Fifty (50) students in the major made the dean's list in the Spring Semester of 2018. Because of the level of preparation we offer students throughout their experience in the program, several of our students received employment offers during their field work internship service, notably Sarah Wutke, who got hired into the Heartland Alliance, a social justice based community organization in Chicago.

Several of our students presented at the 2018 Annual Student Symposium focusing on several critical justice issues.

## **Academic Excellence and Innovation**

Our program continues to exhibit excellence and innovation in teaching and creative activities. In addition to the 3 ELE courses which we offer (which by definition use high impact pedagogies), our faculty frequently use a variety of other teaching, media, courts visitations, and so on to stimulate and interest students in the subject matter of our different courses. Our faculty expose student to issues of homelessness, racial inequalities, as well as issues of LGBTQ+. This year faculty also sponsored students to present their research in the NEIU's 26<sup>th</sup> Annual Student Research & Creative Activities Symposium.

Before Cris Toffolo moved to be the Interim Director of the International program, she facilitated the distance learning experience with her Human Rights class linking her student with students at the American University in Cairo Egypt.

Also, understanding that study abroad enhances student experiential learning, Cris Toffolo and Jackie Campbell led a study tour to Geneva, Switzerland, to expose students to how the United Nations helps to promote human rights.

## **Leadership**

Justice Studies faculty has contributed to the broader community in many different ways. Faculty participate in community activities, meeting speaking and other engagements. CAST Instructor Catherine Korda continues to help as Chair of the Peterson Elementary School Parent Advisory Council as well as President of the Friends of Peterson Association. It is useful to remark that she created and launched a poster project called "Hate has No Home Here," a poster that is now national. This poster has been seen in New York, Idaho, and other states, and is visible in Chicago. The display of the poster around a home's front lawn, or someone's home front window, or as sticker

on a vehicle is evidence of effort either individually or as community groups fighting against the rabid bigotry and racism that has unfortunately re-gripped the United States.

Dr. Maria De La Torre continues to work as volunteer with Chicago Immigrant Rights Alliance, the United Front for Immigrants, and Casa Aztlán. Dr. Nancy Matthews continues to serve on the Chicago Abortion Fund, and the national Take Back the Night Foundation, while Dr. Adam Messinger continues to support initiatives on intimate partner violence. Dr. Okosun uses his skill as an accomplished private pilot to support the individuals (a STEM effort), aspiring to be pilots and who seek to eventually 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, the Justice Studies department continues to serve as the fiscal agent for the *Stateville Speaks* prison newsletter.

### **Faculty**

Several faculty members had their research published in 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 toward the end of this report.

### **Grant Strength**

This year Dr. Rolanda West (Instructor) continues her effort with the \$25,000 grant she received a year ago from the Chicago Teachers Union, working with Chicago's Juvenile Temporary Detention Center, and focused on youth who return to their communities. Moreover, Dr. Messinger continues to be in a research group that works on LGBTQ+ intimate partner violence.

## **II. Program Plan**

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

We continue to think of ways to make available our full major at the CCICS and El Centro Campuses. Even as partial State budget was restored in 2017, the university is still not clear as to where it is headed. This has impact on the Justice Studies department, Whatever initiatives the department has is dependent on the university's future plans which is still unclear at this time.

### **B. Projected Needs**

- 1. Faculty:** In the last couple of years the department lost several TP lines. It also lost two of our three long-term, full-time instructors. The department had a successful TP hiring process which resulted in one hire for 2018. The department is at the point where it does not have enough faculty to teach core courses, do advising, and other necessary departmental and community services. The department also anticipate that one or two of its faculty will retire in the next couple of years so it very much needs, in the minimum, three new TP as soon as possible. One of the new TP faculty must reflect a fair distribution of human diversity (specifically African American representation) in the department. Except the FYE course (JUST 109) and two ELE courses (JUST 339 and JUST

395), the Justice Studies department is the only large academic unit that does not offer general education classes. This means that its high student numbers come exclusively from majors. These students deserve to be taught by full-time, tenure-line faculty.

**Staff:** The Justice Studies department has gone from having two fulltime office staff down to sharing one staff person with another department. This occurred during Governor Rauner's State Budget cuts and starvation. Implications: requests were not filled on time, the office was left unattended when the shared office staff was in the other department, and student, staff and faculty morale declined. The budget crisis is over, but Justice Studies continues to share one office staff with another department. The 2016/2017 report remarked on this deficiency, and now 2017/2018 the same condition persists, signaling clear disinterest in the problems depleting morale and services. In this scenario, students are not receiving the quality of services previously offered. It is useful to add that during my tenure as chair, I covered most of the times when the office staff was in the other department, thus serving as office staff, chair, and everything else. Justice Studies having an office staff to itself will help improve services and keep our 247 students in the major, which in turn helps with retention and time to degree completion. In 2016 we had upwards of 350 majors, but now, we are down to 247. Continuing this trend with the lack of a fulltime office staff, and instead using student workers to patch this lacuna, may eventually lead to more decline in student numbers.

2. **Equipment:** The Justice Studies department has need for, specifically, new up-to-date office administrative computing equipment and printers.
3. **Other Resources:** For years, Justice Studies department has indicated the need for a designated classroom for Justice Studies activities. This year, this request is being made once again. The room will have images and information relevant to Justice Studies. This request incurs no cost to the university. The room will also serve as a designated room for teaching several classes. The department also needs a meeting/work room designated specifically for *Statesville Speaks* activities to maintain administrative documents and work.

### **III. Accomplishments**

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

(This section lists activities by individual faculty member)

#### **Dr. Adam Messinger**

Dr. Messinger was awarded tenure and promoted to Associate Professor in Spring 2018

#### **Publications (Articles)**

Messinger, A. M. (2018). Bidirectional same-gender and sexual minority intimate partner violence. *Violence and Gender*.

Messinger, A. M. (Aug/Sept 2017). Too Close for Comfort. *Curve Magazine*.

## **Presentations**

- Messinger, A. M. 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. M. LGBTIQ+ Intimate Partner Violence. *American Society of Criminology Annual Conference*, round table discussant, Philadelphia, PA. November 2017.
- Messinger, A. M. Teaching Queer Criminology. *American Society of Criminology Annual Conference*, round table discussant, Philadelphia, PA. November 2017.
- Messinger, A. M. Addressing Intimate Partner Violence. *Enough is Enough: NEIU Campus Violence Prevention Week, Northeastern Illinois University*, organizer and panelist. Chicago, IL. October 2017.

## **Awards**

- 2015-2016 Teaching and Resource Professional Excellence Award, for Research / Creative Activities (awarded September 2017)
- 2016-2017 Teaching and Resource Professional Excellence Award, for Research / Creative Activities (awarded June 2018)

## **Research Projects**

- 2016-2020 National Institutes of Health Grant (NIMHD) R01 HD086170-01A1. "Intimate Partner Violence in Sexual Minority Female Adolescents and Young Adults." Sarah Whitton, Principal Investigator; Adam Messinger, Co-Investigator.

## **Media Coverage**

- Yasmin, S. (Dec. 2017). "Who's going to believe me?" Why it's so hard to talk about domestic abuse in LGBTQ relationships. *SELF Magazine*.

## **Service**

- 2017-2018. Peer reviewer, *Journal of Interpersonal Violence*.
- 2017-2018. Co-chair, Justice Studies Search & Screen Committee.
- Spring 2018, organized the annual *International Transgender Day of Visibility* for the NEIU community with my JUST 355 class (LGBTQ Communities & Crime)
- Fall 2017, organized the annual *16 Days of Activism Against Gender-Based Violence Campaign* for the NEIU community with my JUST 321 class (Violence Against Women)
- Fall 2017, organized the annual CAWC domestic violence shelter product drive for the NEIU community with my JUST 321 class (Violence Against Women)

## **Dr. Dragan Milovanovic**

- Publication: Books & Articles)** Milovanovic, Dragan, & Bartollas, Clemens, (December 2018). *Richard Quinney: A Journey of Discovery*. London: Palgrave-MacMillan. Palgrave Pioneers in Criminology Series.

Milovanovic, Dragan, & Capeheart, Loretta (In Press). *Social Justice: Theories, Issues, and Movements*, 2d edition (in progress). London: Rutgers University Press.

Milovanovic, Dragan (4<sup>th</sup> Edition Review in Progress). *An Introduction to the Sociology of Law*. 4th edition. Carolina Academic Press.

Dragan Milovanovic (2018) "Touching You, Touching Me in Law and Justice: Toward a Quantum Holographic Process Informational Understanding." Andreas Philippopoulos-Mihalopoulos (ed.). *Routledge Handbook on Law and Theory*. London: Routledge.

**Service:**

-2017-2018. Justice Studies Search & Screen Committee

-Brommel Distinguished Research Professor University Selection Committee

-University Senate

**Editorial Board:** *Journal of Critical Criminology*

\_\_\_\_\_. *International Journal for the Semiotics of Law*

\_\_\_\_\_. *Journal Crimen*

\_\_\_\_\_. *(Re)-Turn: A Journal of Lacanian Studies*

**Dr. Nancy Matthews**

**Presentation**

Matthews, Nancy, (March 6, 2018). "#MeToo Moment and Momentum: How do we make the deeper changes around sex, gender, race and power?" NEIU Community Conversation Series

**Service**

Dr. Matthews teaches for both Justice Studies and Women and Gender Studies departments.

2017/2018: Assessment Coordinator for the JUST program and the WGS program.

2018 (Spring): Served as DPC chair and IDPC chair.

2018 (Spring): Served as Justice Studies department representative to the CAS Academic Affairs Committee.

2017-2018. Co-chair, Justice Studies Search & Screen Committee

2017/2018 Served on the Faculty Advisory Board of the Nontraditional Degree Programs, and served as the herald at Commencement for this program.

2017: Serving on the UPI Executive Board

2017/2018: Appointed Acting Vice President of the NEIU Union Chapter.

2018 (March): Elected President of the UPI for a term commencing August, 2018. employees at other Illinois state universities and elected leaders in Illinois.

She has also served on the Illinois Federation of Teachers regional political action committee, reviewing candidates for endorsement, and served on the board of a local reproductive justice organization, the Chicago Abortion Fund.

## **Dr. T.Y. Okosun**

### **Publication**

**Okosun, T.Y.** (2018). *Presidential conflict in Côte d'Ivoire: governance, political power, and social justice*. Lanham, Maryland: Lexington Books.

\_\_\_\_\_. (2018). Researching “undeserving urban youth” and crime: Unmasking linkages. In R. Grantham (Ed.), *Research methods: Studying urban crime* (preliminary ed., pp. 51-72). San Diego, CA: Cognella Academic Publishing.

Gerrish, P., Zepada, B., Okosun, T.Y., Gerrish, I., & Joyce, R. (2018, April 19). “A quantitative analysis of the 2017 Honduran election.” PDF available from <https://arxiv.org/abs/1803.05297v2>

### **Presentation**

Okosun, T.Y. (June 7, 2018). “The inverted dynamics of sanctuary and the plight of homelessness” presented at the annual conference of the Justice Studies Association June 1-3.

McFarlin, M., & Okosun, T.Y. (2018, March 3). *Restorative justice*. Presented at the Day of Reflection on Mass Incarceration Conference, Northeastern Illinois University, Chicago, IL.

### **Service**

Justice Studies DPC and IDPC Chair 2015-Dec. 2017  
NEIU UPC Chair 2014-2017  
Editorial Board: Contemporary Justice Review  
Elected Editor-in-Chief: Contemporary Justice Review

## **Dr. Maria De La Torre**

### **Study Abroad**

Grant awarded (July 2018). Grant funded by Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior and the US department of State for a one week educational exchange in Colombia.

### **Presentation**

De La Torre, Maria. (June 7, 2018). “Sanctuary protection on campus for undocumented students” paper presented at the Annual Meeting of the Justice Studies Association, Flagstaff, Arizona

### **Service**

2017-2018. Co-chair Justice Studies Search & Screen Committee.  
2017/2018: Steering Committee member of the NEIU Prioritization Process Which included membership in the Academic Task Force.  
2018: Elected as Vice President of the *Justice Studies Association*,

## **Dr. Birmingham, Rachel**

### **Research**

Birmingham, R. (2017). “Parenting in Infancy and Self-Regulation in Preschool: An Investigation of the Role of Attachment History.” *Attachment and Human Development*

\_\_\_\_\_. (2018). "Perceptions of same-gender and different-gender intimate partner cyber monitoring." published in the *Journal of Interpersonal Violence*

Working on "The Family Conflict and Health Project" with a Research Communities Grant from NEIU.

**Reviewer**

Journal of Interpersonal Violence.

**Service**

Member: Society for Research on Child Development (SRCD),  
\_\_\_\_\_. National Council on Family Relations (NCFR),  
\_\_\_\_\_. American Psychological Association (APA),  
\_\_\_\_\_. Peace and Justice Studies Association (PJSA),  
\_\_\_\_\_. American Professional Society on the Abuse of Children (APSAC),  
\_\_\_\_\_. US Human rights network (HRN)

Contributed talks on child well-being in some Chicago local schools.

NEIU Union (UPI) service

Participant in NEIU discussions on poverty and the wage gap

**Dr. West, Rolanda**

Grant. \$25,000 grant for the Chicago Teachers Union to run a pilot project in the Juvenile Temporary Detention Center.

**Dr. Terpstra, June (Fulltime Instructor):**

**Editorial Board:** *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.

**Dr. Toffolo, Cris**

**Study Tour:** With Jackie Campbell, Cris Toffolo, led a study tour to Geneva, Switzerland to expose students to how the United Nations deal with human rights issues globally.

**Editorial Board:** *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:** 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.

**Korda, Catherine**

Chair: Peterson Elementary School Parent Advisory Council (PAC), Chair (2014-present)

Friends of Peterson, President (2015-present).

**Creator:** Hate Has No Home Here, National Co-Organizer (2016-present).

### **Kayla Martensen (Instructor)**

#### **Presentation**

Martensen, Kayla (June 8, 2018). "Latinas barred from sanctuary: A discussion on the carceral state & how Latinas must navigate this system of punishment" paper presented at the Annual Meeting of the Justice Studies Association, Flagstaff, Arizona.

#### **Service**

Editorial Associate for the *Contemporary Justice Review*.

### **Benneth Lee (Instructor)**

#### **Service**

Benneth Lee, who cofounded the National Alliance for the Empowerment of the Formerly Incarcerated (NAEFIO, still helps and support the organization by working and supporting those returning home from incarceration, sustaining the community (South and West sides) with reentry circles, voter registration, resumés and cover letter writing for job applications, and much more.

### **Jackie Campbell**

#### **Study Abroad**

With Cris Toffolo, led a study tour to Geneva, Switzerland to expose students to how the United Nations deal with human rights issues globally.

## **B. Student Achievements**

Verenice Mendoza, Leslie Martinez, Mohammed Macci, and Andrew Calderon. (Faculty Sponsor: **Messinger, Adam**.) "The social construct surrounding cannabis use: The labeling of benefits and negative effects." *Northeastern Illinois University's 26<sup>th</sup> Annual Student Research and Creative Activities Symposium*, regular session paper, Chicago, IL. April 2018.

Nia Giolas. (Faculty Sponsor: **Messinger, Adam, & Birmingham, Rachel**) "Examining violence against women terminology within research, the news media, and service advertising." *Northeastern Illinois University's 26<sup>th</sup> Annual Student Research and Creative Activities Symposium*, regular session paper, Chicago, IL. April 2018.

# LATINA/O AND LATIN AMERICAN STUDIES

**Annual Report 2017 – 2018**

**Submitted by Brandon P. Bisbey**

## **I. Executive Summary**

This academic year the Latino and Latin American Studies (LLAS) Program completed its sixth year of offering a major and minor in the College of Arts and Sciences. The LLAS major supports the university's mission to provide an exceptional environment for learning, teaching, and scholarship and prepares a diverse community of students for leadership and service in our region and in a dynamic multicultural world. It also focuses on the Strategic Plan Goal 3.2 "Position and promote Northeastern as a leading Hispanic Serving Institution in the recruitment, retention, and graduation of Latino students," given the program's focus on Latino culture, which research has shown to benefit Latino students.

The LLAS program is dedicated to promoting research, training and engagement in the complex histories, cultures and politics of Latinos and Latin America. As part of a public, urban university whose mission is to provide high quality academic, the LLAS program offers students the opportunity to study the ever-growing Latino population in the United States. Currently, the Latino population consists of approximately 55 million people in the United States, or about 17% of the U.S. population; by the year 2050 the U.S. Census estimates that the Latino population will make up at least 30 percent of the total U.S. population. In the state of Illinois, Latinos are 16.5% or approximately 2 million residents; in the city of Chicago, Latinos are 29% of the city's residents. Chicago has the fifth largest Latino population in the U.S. As economic and demographic trends continue, the importance of providing the insight and understanding of Latinos and Latin Americans will also increase. The growing number of Latinos in the United States and the increasing importance of relations between Latin America and the United States generate the need for competent professionals to address social, economic, and cultural needs through professional roles in the field of education, business, politics, and community services. As such, the LLAS major and minor are essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural U.S.

The LLAS Program has continued to develop in exciting and productive ways in order to promote the goals of the University overall and of the program. Specifically, the Coordinator, Dr. Brandon Bisbey and the Interim Coordinator, Dr. Richard Grossman (Fall '18) focused on the following areas:

- Working to strengthen relationships with LLAS students and LLAS faculty
  - Invited/encouraged new faculty hires to participate in LLAS
  - Visited LLAS courses to encourage students to consider the LLAS program as a potential minor or major.
- Advising LLAS students academically and professionally.
- Actively supporting the co-sponsorship of numerous activities in the University with other programs and departments.
- Supporting student organizations collaboration with LLAS.

## II. Program Plan

### A. Long term goals

### B. Projected needs

#### Other Resources

- **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. Articles and Abstracts, Local Exhibitions or Performances:

Stockdill, Brett. "Love in the Time of ACT UP: Reflections on AIDS Activism, Queer Family and Desire." *QED: A Journal in GLBTQ Worldmaking*, Vol. 5, No. 1, Spring 2018.

#### 2. Conference Presentations, Group Shows

Bisbey, Brandon. Panel Organizer and Presider. "Narcotráfico, narcocultura y representaciones del narco en el Sur Global." XXXVI International Congress of the Latin American Studies Association. Barcelona. May 23-26, 2018.

Bisbey, Brandon. "La subjetividad intoxicada: Narrativas de la adicción en México y EEUU." XXXVI International Congress of the Latin American Studies Association. Barcelona. May 23-26, 2018.

Stockdill, Brett. Session Organizer & Presider, "Interlocking Inequalities and Public Health [PANEL]," Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

Stockdill, Brett. "Teaching the Sociology of HIV/AIDS: Intersectional Inequalities and Activism." Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

### **3. Service**

Stockdill, Brett. Member, Black and Pink Chicago (advocacy group for LGBTQ and HIV+ prisoners)

### **B. Student Achievements**

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

Hooks, Brandon. "Mental Health, Stigma, Race, and Gender in Higher Education." Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

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

Wallace, Anne (2017). Admitted into Portland State University's Masters in Sociology Program for fall 2018.

### **C. Alumni News**

Morales, Patricia (2017). "'Mutually-beneficial' Relationships: A Content Analysis of Latina Profiles on a Paid-dating Website." Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

Morales, Patricia (2017), Completed first year of Masters in Latinx and Latin American Studies, University of Illinois at Chicago

Wallace, Anne (2017). "Environmental Racism Chicago-Style: Snorting Up the Petcoke." Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

# LINGUISTICS

## **Annual Report 2017-2018**

### **Submitted by Richard W. Hallett**

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

The Linguistics Department continues to have one of the largest graduate programs in the College of Arts and Sciences (CAS). Moreover, the MA in Linguistics still serves as a bridge to various Ph.D. programs. During the 2017-2018 academic year, three recent MA graduate students in Linguistics were accepted into doctoral programs in linguistics: one at Arizona State University, one at the University of Buffalo, and one at the University of Florida. Two alumni of our MA Program completed their doctorates: one in education at the University of Illinois at Chicago and the other in linguistics at Yale University. The current graduate students in the MA Program are quite engaged in research. During the 2017-2018 academic year they gave presentations at conferences in Austria, Poland, Idaho, Illinois, Indiana, New Mexico, New York, and Texas. Moreover, one of the undergraduate students minoring in linguistics was chosen as a “Rising Star” by the internationally renowned Linguist List. The Department also (co-)sponsored six colloquia on topics ranging from constructed languages to Holocaust commemorations to linguistic relativity in first and second language acquisition. One instructor, Dr. Jill Hallett, offered a Professional Development Seminar, “Harnessing Students’ Linguistic Expertise to Win at Academic English” through the NEIU English Department on April 20, 2018. And before retiring in the summer of 2018, Professor Shahrzad Mahootian was a finalist for the Bernard J. Brommel Distinguished Research Professor Award in both 2017 and 2018. In the summer of 2017 she was awarded a summer research stipend. In short, the Department continues to excel in teaching, scholarship, and service.

#### **Assessment**

Seven primary goals exist for the Linguistics Program: 1.) to introduce students to the nature and structure of language; 2.) to teach the principles and methods of linguistic study; 3.) to provide students with the tools to look at language as a part of culture; 4.) to foster an appreciation of the role of language as a medium of intercultural understanding; 5.) to foster an understanding of how language functions in relation to the society and culture of which it is a part; 6.) to teach the application of linguistic theory to language teaching; and 7.) to attain the knowledge of language and language use necessary for careers in language teaching and other language-centered careers such as curriculum development, speech pathology, forensic linguistics, computational linguistics, etc., in a quantitative way, we have relied primarily on student evaluations of our classes. Departmental evaluations focus primarily on instructors’ effectiveness of instruction, ability to interest students in the learning process, development of students’ critical thinking, fair and respectful treatment of all students. In the 2017-2018, all teaching professionals/instructors in the Department exceeded in all of these areas.

## **II. Program Plan**

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

The major long term goal for the Department of Linguistics is to create a Ph.D. Program, perhaps the first at Northeastern Illinois University. As the Department has argued in writing elsewhere, Linguistics is uniquely qualified and poised both at the University and within the Greater Chicago Area to offer a high caliber doctorate program specializing in areas not currently offered by Northwestern University, the University of Chicago, or the University of Illinois at Chicago.

The Department of Linguistics has also noticed a need among its undergraduates minoring in Linguistics that, to date, has not yet been able to address: a number of its undergraduates want to pursue degrees in speech pathology. Speech pathology programs in Chicago are small in number, quite competitive, and very costly. The Department of Linguistics is considering developing a speech pathology certificate that might help such students enter these competitive programs and/or developing an agreement with some of these programs that our students could take some of their required speech pathology courses at NEIU with the understanding that their coursework would transfer into another program. At this point, these considerations are merely the products of a brainstorming session; it is hoped that a new faculty hire in the area of phonetics and phonology could bring forth some opportunities for students who want to pursue careers in speech pathology. As an Hispanic-Serving Institution (HSI), the Department could easily distinguish itself in this area by offering a certificate in bilingual speech pathology. Perhaps one day the Department could also offer an undergraduate degree in (bilingual) speech pathology.

### **B. Projected needs**

#### **1. Faculty**

With the retirements of two tenured full professors in the summer of 2018, the number of tenure-line faculty members in the department has been reduced to two: one tenured full professor who is serving as the program coordinator and the undergraduate advisor and one untenured assistant professor who is serving as the graduate advisor. The MA Program in Linguistics, one of the largest and most thriving graduate programs in CAS, can only be sustained with the support of additional faculty. Two faculty members are doing all of the programming, advising, recruiting, and service, in addition to their teaching duties. Recently, the Department has had to rely on faculty members from other departments at NEIU in order to comprise MA thesis committees, Department Personnel Committees, and so on.

In order to address our urgent disciplinary and personnel gaps and critical programmatic needs while concomitantly focusing on strategic growth, innovation, and interdisciplinary opportunities, the Department needs to hire at least an assistant professor of sociolinguistics whose research focuses on linguistic issues unique to urban settings (e.g., translanguaging, bilingualism, bidialectalism, metrolingualism) and

assistant professor specializing in phonology. The latter should have an extensive knowledge of a language other than English (LOTE). Before beginning a Ph.D. program in linguistics, the Department will need at least six full-time tenure/tenure-track faculty members.

## 2. Equipment

For the most part, the Department does not require a great deal of new equipment. Nonetheless, the Department does hope to develop a phonetics laboratory to offer students firsthand experience with cutting-edge technology and phonological analysis in the future. Such a lab would most likely only be the result of an external grant.

# III. Accomplishments

## A. Faculty Research/Creative Activities

### 1. Books

**Mahootian, S., Kaplan-Weinger, J., Gebhardt, L., & Hallett, R.W.** (2017). *Language and Human Behavior: Topics in Linguistics*. Dubuque: Kendall Hunt.

### 2. Book Chapters

**Gebhardt, L.** (2018). Accounting for \**yek ta* in Persian. In A. Korangy & C. Miller (Eds.), *Trends in Iranian and Persian linguistics* (pp. 213-232). Berlin: De Gruyter Mouton.

**Gebhardt, L., & Mahootian, S.** (2018). Revisiting the status of –eš in Persian. In A. Korangy & C. Miller (Eds.), *Trends in Iranian and Persian linguistics* (pp. 263-276). Berlin: De Gruyter Mouton.

**Hallett, R.W.** (2017). Teaching the sociolinguistics of tourism. In M. Bielenia-Grajewska & M.E. Cortés de los Rios (Eds.), *Innovative perspectives on tourism discourse* (pp. 214-228). Hershey, PA: IGI Global. DOI: 10.4018/978-1-5225-2930-9.ch013

**Hallett, R.W.** (2017). Pragmeme(s) of sympathy cards in the Midwestern US. In V. Parvaresh & A. Capone (Eds.), *The pragmeme of accommodation and intercultural pragmatics: The case of interaction around the event of death* (pp. 45-60). New York: Springer.

**Hallett, R.W., & Kaplan-Weinger, J.** (2017). Tourism responds to disaster: The case of Hurricane Katrina. In M. Powelson (Ed.), *Hurricane Katrina and the lessons of disaster relief* (pp. 124-132). Newcastle-upon-Tyne: Cambridge Scholars.

### **3. Articles and Abstracts**

#### **3.1. 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. (2018) *Persuasion in tourism discourse: Methodologies and models* (Manca, Elena). *Linguist List* 29:1971 (<https://linguistlist.org/issues/29/29-1971.html>, posted 5/8/18).

### **4. Conference Presentations**

#### **4.1. Refereed International Conference Presentations**

**Gebhardt, L.** (2018). Incorporation in Crow? Thirty-eighth Annual Siouan and Caddoan Languages Conference. Chicago, IL (June 7-9).

**Gebhardt, L.** (2018). Crow nonagentive prefix order and interpretation. Thirty-eighth Annual Siouan and Caddoan Languages Conference. Chicago, IL (June 7-9).

**Hallett, R.W.** (2017). "You have nothing to lose and everything to gain": Social class and language identity in travel phrasebooks. Fourth International Linguaging Diversity conference. Cagliari, Italy (September 29-30).

**Hallett, J.** (2017). Retreat or bleed: Intersections of metaphors, micro-cultures, and world Englishes. International Association for World Englishes (IAWE) conference. Syracuse, NY (June 30-July 2).

**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).

#### **4.2. Refereed National Conference Presentations**

**Gebhardt, L., Golston, C. & Boyle, J.** (2018). Crow has no incorporation. Ninety-second Annual Meeting of the Linguistic Society of America. Salt Lake City, UT. (January 7).

**Hallett, R.W.** (2018). Encouraging tourists to make out in languages other than English (LOTE). Popular Culture Association/American Culture Association (PCA/ACA) conference. Indianapolis, IN (March 28-31).

### **4.3. Refereed Regional Conference Presentations**

**Hallett, J.** (2018). Navigating multilingual classrooms. Summer Institute for Educators. Naperville, IL. (June 22).

**Hallett, J.** (2017). Tools for teaching ELTs to navigate multilingual classrooms. Illinois TESOL and Bilingual Education Fall Workshop. Palatine, IL. (October 14).

### **4.4. Refereed Local Conference Presentations**

**Gebhardt, L.** (2017). If anyone says singular 'they' is for nonsexist language, they're wrong! Eighth Annual Northeastern Illinois University Faculty Research and Creative Activities Symposium. Chicago, IL (November 17).

**Hallett, J.** (2017). Can we create non-violent movement? Critical questions about metaphor in education news. Eighth Annual Northeastern Illinois University Faculty Research and Creative Activities Symposium. Chicago, IL (November 17).

## **5. Service**

### **International Service**

**Gebhardt, L.**

Organizer, Thirty-eighth Annual Siouan and Caddoan Languages Conference  
Manuscript Reviewer for International Multilingual Research  
Manuscript Reviewer for *Studia Linguistica*

**Hallett, J.**

Editorial Review Board Member, SAGE Open

**Hallett, R.W.**

Manuscript Reviewer for *National Identities*

**Mahootian, S.**

Manuscript Reviewer for *Iranian Studies*  
Manuscript Reviewer for *Linguistic Approaches to Bilingualism*  
Manuscript Reviewer for *Natural Language and Linguistic Theory*

### **National Service**

**Gebhardt, L.**

Staff Linguist, Language Conservancy

### **Local Service**

**Hallett, R.W.**

Board Member, Chicago Fulbright Association

## **B. Student Achievements**

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

**Abdelhadi, I.** (2018). Turn-taking in children's discourse. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Alomari, A.** (2018). Critical discourse analysis of Mohammed Bin Salman's interview. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Alonzo, Y.** (2018). An investigation of the use of English language in Mexican advertisements. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Alqami, A.** (2018). A dying father's letter to his daughter: A discourse analysis of the letter and the readers' responses. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Alshamrani, A.** (2018). Critical discourse analysis of CNN representation of the Middle East. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Cardona, E.** (2018). A graphic narrative: A suicide survivor's testimonial. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Clough, R.** (2018). Framing Freedom and the Fourth Amendment: An analysis of the Supreme Court opinion and dissent in *Utah v. Streiff*. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Cummings, J.R., III** (2017). The anatomy of graphic medicine: A semiotic dissection of graphic medical narratives. Linguistic Association of the Southwest (LASSO) conference, Las Cruces, NM (October 5-7).

**Cummings, J.R., III** (2017). The patient in room 52: A dissection of visual ideologies in graphic medicine. Western Conference on Linguistics (WECOL), Boise, ID (October 20-22).

**Cummings, J.R., III** (2018). Performing the T'zolkin: Ancient Maya ritual practice manifest in contemporary diasporic communities. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Cummings, J.R., III, & Marks, E. (2018).** Trump's tweets: A discourse analytic study of 140 characters. Pop Culture Association Annual Conference, Indianapolis, IN (March 28-31).

**Cummings, J.R., III, & Marks, E. (2017).** Twitter politics and populism. Austrian Conference on Linguistics, Vienna, Austria (December 8-10).

**Cummings, J.R., III, & Marks, E. (2017).** Trump's tweets: A discourse analytic study of 140 characters. Linguistics Beyond and Within (LingBaW) International Conference, Lublin, Poland (October 18-19).

**Erbacher, A. (2018).** Cross-cultural influences of American and Japanese graphic narratives: A linguistic analysis. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Ilina, Y. (2018).** The representations of Russian culture and identity in *The Americans* TV series. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Jiries, S. (2018).** Phonology as a marker of national and gender identity in Modern Jordan: The case of /q/. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Marks, E. (2018).** Please ask us what we'd like to become: Discursive agency through the lens of non-verbal autism in the writing of Naoki Higashida. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Olariu, L. (2018).** Konglish: The phenomenon of the Korean English variety. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Peterson, B. (2018).** Aviation English: The lingua franca of air travel. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Peterson, B. (2018).** Aviation English: Safety and air travel communication. [poster presentation] First Annual Intersection of Linguistics, Language, and Culture Undergraduate Conference, New York, NY (June 29).

**Rentas, H.L. (2018).** Empathetic preference: How varying degrees of empathy are manifested in the discussion of genocides within US history textbooks. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Sabir, K. (2018).** Rootless wanderings: A linguistic analysis for understanding graphic narratives of loss. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Sharfi, N.** (2018). "Narratives and discourses of Darfur genocide survivors: Memories of Nasama Abdul-Khalik" Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Sheani, N.** (2018). Critical discourse analysis of ESL podcast. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Thomas, P.** (2018). Discursive evidence for varying audience design in the Ta-Nehisi Coates essays 'The First White President', 'The Case for Reparations', and 'My President Was Black'. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

**Wojciak, L.** (2018). World Englishes: The history of bilingual education versus English-only instruction in the United States. Twenty-sixth Annual Northeastern Illinois University Student Research and Creative Activities Symposium, Chicago, IL (April 20).

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

**Pegi Bakula** (MA Linguistics, 2015) was accepted to the doctoral program in linguistics at the University of Buffalo.

**Michael Kopczak** (MA Linguistics, 2016) was accepted to the doctoral program in linguistics at Arizona State University.

**Judith Lejeck** (MA Linguistics, 2016) was accepted to the doctoral program in linguistics at Arizona State University and to the doctoral program in linguistics at the University of Florida. She has decided to attend the latter as she was offered a teaching assistantship there.

**Rebecca Peterson** (Linguistics Minor) was named a Rising Star in Linguistics by Linguist List on March 29, 2018.

## **C. Alumni News**

**Dana Cole** (MA Linguistics, 2008) completed her Ph.D. in Education: Curriculum and Instruction at the University of Illinois at Chicago in April 2018. Her dissertation is entitled "Borderzone Pedagogy: A Rhizomatic Curriculum."

**Ryan Kasak** (MA, Linguistics, 2011) and **Jonnia Torres** (MA Linguistics, 2012) co-presented a paper, "A phonetic analysis of obstruent series in Hidatsa" at the Thirty-eighth Annual Siouan and Caddoan Languages Conference in Chicago in June 2018. Ryan also co-presented another paper, "Nasal harmony in Hoocak and Mandan," with another scholar at the same conference.

**Michael Kopczak** (MA Linguistics, 2016) presented a paper titled “Language, identity, and conflict in Donetsk, Ukraine” at the Western Conference on Linguistics (WECOL) in Boise in October 2017.

**Judith Lejeck** (MA Linguistics, 2016) presented a papers based on her MA thesis at the Culture, Language, and Social Practice (CLASP) Conference in Boulder, CO, the Forty-sixth Annual Meeting of the Linguistic Association of the Southwest (LASSO) in Las Cruces, New Mexico, and Tenth Nordic Conference on Language and Gender in Akureyri, Iceland She also published an article, “Linguistics, Feminism, and Three Sisters,” in the peer-reviewed journal *Voice and Speech Review*.

**James R. Major** (MA Linguistics, 2017) presented a paper titled “Perceptual dialectology in Japanese-English video game translations” at the Methods in Dialectology XVI Conference in Tachikawa, Japan in August 2017.

**Tracey McGee** (MA Linguistics, 2006) and **Dori (Heedum) Mensah** (MA Linguistics, 2005), who founded the Illinois Institute of Technology’s English Language Services (ELS), learned that their program has been accredited by the Commission on English Language Program Accreditation for the period of April 2018 through April 2023. ELS has been granted a five-year initial accreditation, which is the maximum a program can receive when applying as a new site. Only one-third of sites that apply are awarded five years when seeking accreditation for the first time.

**Heather Pardee** (MA Linguistics, 2014) was named new director for the London International Program at Pepperdine University.

**Win Whelan** (MA Linguistics, 2009) presented a paper, “Sophia-Wisdom: A new way to talk about climate change,” at the International Linguistic Association (ILA) conference in New York, New York in April 2018.

# MATHEMATICS

## Annual Report 2017 – 2018

### 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 2017-18 we graduated 16 majors (compared to 21 in 2016-2017) and 16 (9 in 2016-2017) with a Master degree. There were 25 students enrolled in graduate programs (compared to 34 in 2016-2017) offered by our department and 86 (98 in 2016-2017) 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 Fall 2017, math classes contributed 6,624 Student Credit Hours (SCH). This is a significant portion of 53,874, the total number of SCH in the College of Arts and Sciences and 84,033 of the University. This translates to approximately 12.3% and 7.9% contribution respectively.

The department continues to provide a supportive environment to assist a broader NEIU student population in succeeding in mathematics. Opened in Fall 2016 Math Community Center and its coordinator, Professor **Cordell** play an integral part in those efforts.

The Department continued to offer a variety of initiatives in order to create a student friendly environment, increase math awareness, enrich student support, and provide extra curricula experience important for students' academic development and their future career. All were very successful and we plan to continue organizing them. Among them are:

- EMERGE (English & Math Enrichment, Readiness, and Growth Experience)– successfully offered for three years had, due to financial crisis, to change its format (merged with the Summer Transition Program, an alternative to EMERGE) and the name to the Summer Bridge Program in Summer 2017. This free program supports incoming freshmen to gain the skills needed to

successfully place into English 101 and into higher levels of Math for their first fall semester—saving them tuition and fees, and time to graduation. Profs **Cordell, Bird** and **Hibdon** coordinated the **Summer Bridge Math Program**.

In July 2017, 85 students completed the program and retook the math placement test. The scores of 31% of students who retook the math placement test advanced them one level in Math, 24% two levels, 2% three levels, and 2% four levels.

- Math Dept. Open House – initiated in Fall 2013 and organized traditionally in Fall around the time when registration for the next semester starts. Students can meet faculty, advisors, get authorizations for classes, etc It was coordinated this year by **Shan Wang** and **Katy Bird**.
- Celebration of Pi Day – initiated in Spring 2014 and organized every Spring since then around March 14 in collaboration with faculty from other departments. It was coordinated by **Katy Bird** and **Shan Wang**.
- Department Seminars provide a stimulating forum for faculty and students for discussion and exchange of ideas on research in different areas of mathematics, their applications, and interdisciplinary research. Our Applied Mathematics Seminar is coordinated by Professor **Kahouadji** and Mathematics Education Seminar by Professor **Graham**
- Workshops on Mathematical and Statistical Modeling of Complex Systems. They were designed to provide participants with hands-on experience in interdisciplinary quantitative analysis. The first took place in December 2012. In 2017-2018, Professors **Hibdon, Filus, Kahouadji, and Wang** organized two workshops on Mathematical and Statistical Modeling of Complex Systems. The first took place on December 15-16, 2017 and next on May 4-5, 2018. They focused on Modeling for Cancer Risk Assessment; Modeling in Health, Sciences, Business and Economics. Both were very successful with over twenty students participating in each workshop, and with speakers coming from Northeastern Illinois University, University of Chicago, Arizona State University, and University San Francisco de Quito, Ecuador.
- 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 20, 2018 was the second edition of this event and, similarly as the first one, very successful.

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 biomathematics, actuarial science, data science and analytics, and other areas which require analytical skills.

Cooperate with other departments in developing innovative programs for teachers.

Continue to offer, organized by **Philip Wagala Gwanyama** a Free Problem Solving Seminar for Graduate students in the M.S in Mathematics program preparing for their M.S. Qualifying Examinations.

### **B. Projected needs**

#### **1. Faculty**

New tenured line positions to support and enhance academic excellence, and develop innovative programs.

- a) Biomathematics
- b) Statistics and Actuarial Science
- c) Math Development (to provide support and leadership in developing and implementing innovative curriculum and best practices in Math Development area)

#### **2. Equipment**

More up-to-date computer equipment for instructors is needed.

#### **3. Other Resources**

a. Further develop the Math Community Center to hold all support programs and activities sponsored by the Math Department, and provide needed and adequate support for students.

b. Coordinator of Student Services in Mathematics.

There is an urgent need for a supporting staff who would serve in this role and be housed in the Math Department. With this type of support, we will be able to provide an efficient and more effective service to NEIU students in their adventure with 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 on Sabbaticals during 2017-2018.

**Nabil Kahouadji** and **Shan Wang** received Faculty Excellence Award for their teaching in 2016-2017 academic year, and **Zeke Zeng** received Faculty Excellence Award for his research in 2016-2017.

#### A. Faculty Research/Creative Activities

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

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

Jennifer Slate, Rachel Adler, Scott Mayle, Sudha Srinivas, **Joseph Hibdon**, and Hyewon Kim, “A Multidisciplinary Approach to Incorporating Computational Thinking in STEM Courses for Preservice Teachers”, Current Perspectives on School/University/Community Research. Summer 2018.

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

**Oppland-Cordell, S. & Bird, K.** (2018). Latina/o STEM majors’ perspectives of experiences supporting their mathematical success. In Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education. (Vol. 1, pp. 982-985). PME-NA.

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

Christina Ciecierski, Michalina Maliszewska, **Lidia Filus**, Michael Hines, “Women in Science: Chicago Honors the 150th birth anniversary of Marie Skłodowska-Curie” (short communication), *Journal of Health Inequalities* Vol. 3 (2): 172-173, Online publish date: 2017/12/30, DOI: <https://doi.org/10.5114/jhi.2017.74214>

Jerzy Filus and **Lidia Filus**, “Bivariate Probability Distributions, A Universal Form”, *AIP Proceedings*, Vol.1978, Issue 1, <https://doi.org/10.1063>, 460004-1 – 460004-4, 2018

**Matthew Graham**, "Movie Moves for Knotted Surfaces with Markings", *J. Knot Theory Ramifications* 27 (2018), no. 2, 1850021, 16 pp

**Philip Wagala Gwanyama**, Thomas, Kristen, and Miller, Gary, "From the Logistic Model to the SIR Model for an Epidemic: Example from the 2003 SARS Epidemic in Hong Kong," *International Journal of Mathematics and Computation (IJMC)*. Vol. 29, no.1, 2018

**Philip Wagala Gwanyama**, Provided a solution to "A symmetric bound" in *the Problems and Solutions, MAA-American Mathematical Monthly Journal*, vol. 124, no. 7, 662-663, August-September 2017.

**Russell Injerd**, & **Emma Turian**. "Mathematical Modeling of Non – Small Cell Lung Cancer Response to Therapy". Technical Report No. 17-0922. Published Math Department NEIU on 09/22/2017.

**Nabil Kahouadji**, Niky Kamran & Keti Tenenblat. "Local Isometric Immersions of Pseudo-Spherical Surfaces and kth order Evolution Equations". *Communications in Contemporary Mathematics*. 2018. <https://doi.org/10.1142/S0219199718500256>

**Emma Turian**, Kai Liu, John Lowengrub, & Shuwang Li. "Morphological stability of an elastic tumor–host interface". *Journal of Computational and Applied Mathematics*. Published online July 3, 2018. <https://doi.org/10.1016/j.cam.2018.06.044>.

Kara Pham, **Emma Turian**, Kai Liu, Shuwang Li, & John Lowengrub. "Nonlinear studies of tumor morphological stability using a two–fluid flow model". *J. Math. Biol.* 77(3): 671-709. Published online March 15, 2018. <https://doi.org/10.1007/s00285-018-1212-3>.

**Emma Turian & Lidia Filus**. "Initiating a Translational Bio-Mathematics Research Seminar for Undergraduate Students". In J. Domenech, P. Merello, E. Poza, D. Blazquez (Eds.), *Congres UPV 4th International Conference on Higher Education Advances (HEAD'18)* (pp. 1341-1348). Universitat Politècnica de Valencia, Valencia, Spain. 1341-1348. doi:10.4995/HEAD18.2018.8199.

Mengqi Tong, Ying Bai, **Shan Wang**, Ning Zhou. "Analysis of Risk Factors Affecting Prognosis of Pelvic Fracture Associated with Major Trauma", *Journal of Guizhou Medical University*, Vol. 42, No. 11, p1357, published in November 2017.

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

**Lidia Filus**, "An alternative to classical regression methodology", Workshop on Stochastic dependence and related topics, University of Valparaíso, Chile, October 19, 2017 (invited talk)

**Matthew Graham**, "NEIU NOYCE STEM Teachers Program", co-authors/co-presenters: Dr. Huseyin Colak, Dr. Hector Morales, Dr. Joel Olfelt, Dr. Mahesh Gurung, and Maria Aguirre at Noyce Summit in Washington D.C., June 2018

**Matthew Graham**, “Knots” at Jayhawk Math Teachers’ Circle in Lawrence, Kansas, June 2018

**Matthew Graham**, “Scientifically Updating Beliefs: Bringing Cognitive Psychology into STEM and STEM Education Curricula and Beyond” at Catalyzing Progress in STEM Education with Insights from Midwestern HSI NEIU: El Centro, May 2018

**Matthew Graham**, “Crafting Out-of-Class Engagement” at Chicago Symposium Series, NEIU April 2018

**Matthew Graham**, “Topological Data Analysis: An Introduction” at NEIU 8th Annual Faculty Symposium, November 2017

**Matthew Graham**, “Promoting Out-of-Class Engagement Using Piazza” at Iowa Sectional MAA (Mathematics Association of America) Meeting in Dubuque, Iowa, October 2017

**Nabil Kahouadji**, “Isometric Immersions of Pseudo-Spherical Surfaces via PDEs”. 8<sup>th</sup> Faculty Symposium, Northeastern Illinois University, November 2017.

**Nabil Kahouadji**, “When Nature Surprises our Geometric Intuition”. Northside College Preparatory High School, March 2018.

**Nabil Kahouadji**, “Isometric Immersions of Pseudo-Spherical Surfaces via PDEs”. Symmetry and Perturbation Theory Conference, Pula, Italy, June 2018.

**Nabil Kahouadji**, “Isometric Immersions of Pseudo-Spherical Surfaces via PDEs”. International Congress of Mathematicians, Rio de Janeiro, Brazil, August 2018.

**Nabil Kahouadji**, “Isometric Immersions of Pseudo-Spherical Surfaces via PDEs”. Seminario de Geometria, Universidade de Brasília, Brazil, August 2018.

**Oppland-Cordell, S.** Mathematics Community Center. TRIO Leading and Learning Week, Northeastern Illinois University, Chicago, IL., 2017

**Marina Polyashuk**, "Applying Intangible Criteria in Multiple Criteria Optimization Problems: Challenges and Solutions", invited talk presented at the MCDM-17 international conference, Ottawa, Canada, July 2017.

**Emma Turian** “Initiating a Translational Bio-Mathematics Research Seminar for Undergraduate Students”. Higher Education Advances HEAd'18 - Valencia, Spain, June 2018.

**Emma Turian** Breakout Session: “Initiating a Translational Bio-Mathematics Research Seminar for Undergraduate Students”. Chicago Symposium Series: Excellence in Teaching Mathematics and Science, Northeastern Illinois University (NEIU), April 2018.

**Emma Turian** “Mathematical Modeling of Non-Small Cell Lung Cancer Response to Therapy”. 8<sup>th</sup> Faculty Symposium, Northeastern Illinois University, November 2017.

**Nancy Wrinkle**, “Ribbonlength of Knot Diagrams”, 8<sup>th</sup> Faculty Symposium, Northeastern Illinois University, November 2017.

**Nancy Wrinkle**, “Ribbonlength of Knot Diagrams”, AMS Eastern Sectional Meeting, Buffalo, NY, special session: Knots, 3-manifolds, and their invariants, September 2017,

**Shan Wang**, “Neural Networks and GLM: Comparison Between Methods for Regression Analysis”, 2018 Symposium on Data Science & Statistics, Reston, Virginia, May 16-19, 2018

**Zhonggang (Zeke) Zeng**, Curriculum talk, Numerical Analysis of Matrix Rank Deficiency, University of Wisconsin Milwaukee, Oct. 20, 2017

**Zhonggang (Zeke) Zeng**, Curriculum talk, Numerical Solutions of Ill-posed Problems, Penn State University, Feb. 5, 2018

**Zhonggang (Zeke) Zeng**, Seminar talk, Numerical Solutions of Ill-posed Problems, University of California at San Diego, Feb. 13, 2018

**Zhonggang (Zeke) Zeng**, invited minisymposium talk, Least Squares Modeling in Numerical Algebraic Computation, SIAM Conference on Applied Algebraic Geometry (SIAM AG17), Aug. 1, 2017

**Zhonggang (Zeke) Zeng**, Contributed talk (refereed), Intuitive Interface for Solving Linear and Nonlinear Systems of Equations, International Congress on Mathematical Software (ICMS 2018), Aug. 26, 2018

**Zhonggang (Zeke) Zeng**, Contributed talk, Singular and Ill-conditioned Linear Systems, NEIU Faculty Research Symposium, Nov. 16, 2017

## **5. Funded grants**

**Katherine Bird**, Mathematics Component Coordinator, NEIU Summer Bridge Program at Northeastern Illinois University, \$150,000 per year, 2014-present.

**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**, Advisory, Mentor and Skill Enhancement Workshop Coordinator, NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences, \$1,500,000, 2014-present.

**Sarah Cordell**, Summer Research Stipend, Northeastern Illinois University, \$5,000, Summer 2018.

**Sarah Cordell**, Faculty Coordinator, Title III Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation Program, EXITO: Exit on Time in STEM, U.S. Department of Education, \$5.6 million, 2017-present.

**Sarah Cordell**, Faculty Coordinator, Title V Developing Hispanic Serving Institutions (DHSI) – Individual Development, \$2.6 million, 2017-present.

**Sarah Cordell**, Mathematics Component Coordinator, NEIU Summer Bridge Program at Northeastern Illinois University, \$150,000 per year, 2014-present.

**Lidia Filus**, National Cancer Institute, U54 Comprehensive Cancer Partnership to Advance Cancer Health Equity Grant, *Chicago Cancer Health Equity Collaborative (ChicagoCHEC)*, partnership of Northeastern Illinois University, University of Illinois in Chicago, and Robert H. Laurie Comprehensive Cancer Center of Northwestern University, 2015-2020, \$17.4 million (Grant Numbers U54CA202995, U54CA202997, and U54CA203000), Co-Chair of the grant's Internal Advisory Committee, co-PI since Summer 2018

**Matthew Graham**, Co-PI, project entitled "University and Community College Collaboration for Mathematics and Biology Scholar Teacher Education" National Science Foundation Noyce Grant (Award no. 1660785), \$1,450,000 (2016 – 2020)

**Matthew Graham**, Coordinator: Curriculum Development for Co-requisite and Stretch Courses (Title III and V Grants)

**Joe Hibdon**, Co-PI, NIH Minority Access to Research Center (MARC) NU STARS grant (2014-2019)

**Joseph Hibdon**, Co-PI "*Peer Enhanced Experiential Research in STEM (PEERS)*", National Science Foundation Grant under the Improving Undergraduate STEM Education (IUSE) program; \$426,738 (2014-2018)

**Joseph Hibdon**, Co-PI, NSF – IUSE HSI Conference Grant

**Joseph Hibdon**, Co-PI, NSF – STEM+C Grant

**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)

**Nabil Kahouadji**, AMS-ICM 2018, Travel Grant to attend the International Congress of Mathematicians in Rio de Janeiro (August 2018), \$3300.

**Nabil Kahouadji**, Universidade de Brasilia - Seminario de Geometria- Travel Grant, funded trip from Rio de Janeiro to Brasilia: transportation (flight) local expenses (hotel and food), August 2018.

**Nabil Kahouadji**, Invited speaker Travel Grant for *Celebration of Geometry, Analysis and Physics Conference*, June 2019, 850 CAD.

**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 on the Program Committee of *Organization Review (Przegląd Organizacji)* <http://www.przegladorganizacji.pl/>,

She was a member of the Scientific Committee of the 5<sup>th</sup> Stochastic Modeling Techniques and Data Analysis (SMTDA) International Conference, June 12-15, 2018, Chania, Crete, Greece. Also, a member of the Executive and Scientific Committees of the Satellite Meeting ISI - Committee on Risk Analysis and XI Workshop on Statistics, Mathematics and Computation, Lisbon, July 10, Portalegre, July 11-12, 2017, Portugal

She served also as President of the Chicago Chapter of Kosciuszko Foundation and member of its National Advisory Council. Also, as President of the Council of Educators in Polonia. She continued to serve as co-Founding President of the Polish and European Academic Center for Exchange and Research (PEACER) at NEIU in partnership with

University of Warsaw (UW), Poland. PEACER allows for international interdisciplinary research, events, and activities, increasing NEIU visibility in the local and international community. The PEACER co-organized several events at NEIU and UW.

**Matthew Graham** served as mentor for a new faculty, Dr. Ahmed Khaled and on MSTQE as Member of Leadership Team and CAS Faculty Liaison. Also helped **Dr. Hibdon** to organize SACNAS Regional Symposium – University of Chicago in Summer 2017.

**Philip W. Gwanyama** served as a Reviewer and Reviewed for the Electronic Journal of Spreadsheets in Education (eJSiE).

He collaborated with the college of education (COE) and serves to evaluate transcripts of Graduate applications wishing to enter into the FOCUS-Mathematics program run in the COE.

He also coordinated the M.S in Mathematics - Comprehensive Examination 2017-2018 and offered Free Problem-Solving Seminars for Graduate students in the M.S in Mathematics program preparing for their M.S. Qualifying Examinations.

**Nabil Kahouadji** was instrumental in organizing the first edition of the Women in Science Conference (October 2017), sponsored by the ChicagoCHEC grant. He was also a co-organizer of the Chicago Symposium Series at NEIU in April 2018.

## **B. Student Achievements**

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

**Daniel Fitch, Itzel Ruiz and Shane Taylor** (mentored by **Joseph Hibdon**) presented a poster at the SCSE research symposium in Fall 2017. The work was based on the 10 week summer research and module development for the Geometry course of the MSTQE program at NEIU. They also submitted an abstract to the SACNAS national conference in Salt Lake City, UT. The presenter could not go so the abstract was withdrawn.

**Carlos Villeda** (Mentored by **Jospeh Hibdon**) – Student Research Symposium, Mathematical Modeling Workshop, and Master Thesis. Presented work on a rotating cylinder in a viscous fluid. The work and results were part of the preliminary work towards his Master's Thesis. The work was presented at the Student Research Symposium at NEIU in Spring 2017. Carlos also presented the results at the Mathematical Modeling workshop in Fall 2017.

**Alejandro Sanchez** (mentored by **Joseph Hibdon**) - Student Research Symposium, Mathematical Modeling Workshop, and Master Thesis. Presented work on radiation in diffusion flames. The work and results was part of the preliminary work towards his Master's Thesis. The work was presented at the Student Research Symposium at NEIU in Spring 2017. Carlos also presented the results at the Mathematical Modeling workshop in Fall 2017.

**Russell Injerd** (mentored by **Emma Turian**). Poster presentation: “A mathematical model of tumor dynamics during stereotactic body radiation therapy for non-small cell lung cancer”. NEIU's 9th Annual Student Center for Science Engagement (SCSE) Symposium, Northeastern Illinois University, Fall, 2017

**Krista Lotesto, Russell Injerd, & Christopher Sousa Nieves** (mentored by **Emma Turian**) three different research collaborations under: “Mathematical Modeling of Cancer Behavior”. The 11<sup>th</sup> Workshop on Mathematical and Statistical Modeling, Bio-Mathematics, Northeastern Illinois University, December 2017.

**Krista Lotesto** (mentored by **Emma Turian**) “Tumor Response to Immunotherapy: A Modified Predator-Prey Model”. The 26<sup>th</sup> Annual Student Research and Creative Activities Symposium - NEIU April 2018. Krista Lotesto wins the “The Ronald Williams Library Award for Excellence in Library-Based Research”.  
<http://cs.neiu.edu/wordpress/?s=lotesto>.

**Orjola Lasku, and Alan Giuliani** (mentored by **Philip Wagala Gwanyama**) provided a solution to “A hyperbolic function inequality”, in *MAA- The College Mathematics Journal*, vol. 49 ,no. 2, p144, March 2018.

**Haiyang Zhu** (mentored by **Zhonggang (Zeke) Zeng**) research project Modified Durand-Kerner Method for Computing Multiple Roots. The student made podium presentation at NEIU Student Research and Creativity Symposium, April 13, 2018 and the project was selected as one of 12 podium presentations in the 1<sup>st</sup> Annual Midwest Regional SACNAS Conference for student research at University of Chicago on April 28, 2018.

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

**Russell Injerd** (mentored by **Emma Turian**), Southern Illinois University, Master of Science in Medical Dosimetry Program

Biology '18 **Krista Lotesto** (mentored by **Joe Hibdon** and **Emma Turian**) and graduated with a double major in biology and chemistry, and a double minor in mathematical and statistical modeling of complex systems. She hopes to pursue an MD-PhD in pharmacology or medicinal chemistry. In addition to her studies and research, she currently works as an EMT.

### **C. Alumni News**

Degree year (e.g. English '94)

**Bechir Amdouni** (Math'14) , a high school teacher and a part-time math instructor and a math instructor of Summer EMERGE program at NEIU, started his study in Ph.D. program at Arizona State University.

# MATHEMATICS DEVELOPMENT

## **Annual Report 2017-2018**

**Submitted by Matthew Graham**  
**Data Compiled by Joe Loconte**

### **I. Executive Summary**

The Mathematics Development Program enrollment for Math 090, 091, and 092 in Fall 2017-Spring 2018 was **1,185** compared to Fall 2016-Spring 2017 was **1,214**. This represents approximately the same enrollment in these particular courses as the previous year. In FY 2018, students also enrolled in Math 097 and Math 101A/B. While Math 97 had 5 students, 101A/B has 23 and 15 students, respectively. This brings the FY 2018 total enrollment to **1,228**.

Of the 986 new freshmen in Fall 2017, approximately 79% 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 72% registered for a developmental math course during Fall 2017. This statistic was calculated after completion of the 2017 EMERGE Program; otherwise, the 72% number would have been higher. Approximately 6% of the Fall 2017 class needed a developmental course, but delayed taking it.

*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 81% to 85% for Math 090 through Math 092. 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 91% and 93%, 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 2018 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 continued during the past year.
- Math development instructors with peer leaders reported positive student outcomes.
- 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. MyOpenMath (MOM) is an open source (free to students) online platform, which was also experimented with, was used in several course sections with very positive outcomes. The evaluation of these alternative tools will continue to determine the impact on student success and retention outcomes.
- MyMathTest became the default standard for the classes, as a lower cost alternative to MyMathLab. The lower cost assisted for the students purchasing and using the system. Although the MyMathTest is a viable and affordable technology solution for the Math Development classes, research is also being conducted regarding the use of MyOpenMath. It appears very likely that in the near future we will conclude the research of the described online platforms and phase in MyOpenMath as the standard technology platform for the offered math development classes

- **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. 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. El Centro, as of Fall 2019, has decided to use the Math 111AB stretch course for their cohort instead of 101AB.

- **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 2018 were promising: the success rate and retention rate for the Math 097 course was 80%.
- **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.

### **FY 2019 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 2019.
  - *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.
  - *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 2018.

**Table 1: Enrollment Data in Developmental Mathematics: Nine Year Trend**

FY YEAR	MATH 090	MATH 091	MATH 092	FY_TOTAL	FY % Change
2010	434	808	1139	2381	--
2011	428	851	1148	2427	1.9%
2012	204	691	1131	2026	-19.8%
2013	278	774	1007	2059	1.6%
2014	303	504	858	1665	-23.7%
2015	239	413	720	1372	-21.4%
2016	240	406	627	1273	-7.8%
2017	277	440	552	1269	-0.3%
2018	306	417	502	1225	-3.6%

\* In FY 2018, developmental students also enrolled in Math 097 and Math 101A/B. 16 students enrolled in Math 097 and 37 students enrolled in Math 101A/B. This brings the FY2018 total enrollment to **1,278**.

### Trend Analysis

**Enrollment was stable through 2011, then a continued decreasing trending subsequent to that time. The ratio of students entering Math 090/091/092 changed dramatically from 2013 to 2014 (dropped 23%) when EMERGE started and the MPT was beginning to be used. Compared to 2011, our 2018 enrollment was 49% 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>FY</b>	<b>090</b>	<b>091</b>	<b>092</b>	<b>097</b>	<b>101A</b>	<b>101B</b>
2010	79%	76%	78%			
2011	83%	82%	85%			
2012	73%	66%	75%			
2013	68%	66%	70%			
2014	74%	71%	70%			
2015	77%	71%	67%		89%	100%
2016	68%	69%	66%		60%	92%
2017	66%	63%	73%	75%	50%	86%
2018	60%	67%	71%	43%	67%	67%

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>FY</b>	<b>090</b>	<b>091</b>	<b>092</b>	<b>097</b>	<b>101A</b>	<b>101B</b>
2010	69%	64%	66%			
2011	74%	71%	73%			
2012	62%	56%	65%			
2013	59%	56%	61%			
2014	64%	62%	63%			
2015	69%	65%	61%		89%	86%
2016	61%	59%	57%		47%	92%
2017	55%	55%	62%	71%	44%	80%
2018	52%	56%	60%	38%	61%	57%

## **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.

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.

Subsequent to 2015 the success rate trends downward. All our efforts in Math Development is focused on determining what is causing this trend and to improve the success rates.

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 through summer 2018, the mathematics component of the EMERGE Summer Program (note: called Summer Bridge Program in 2017) had strong results, which we aim to improve upon in the future.

***Math EMERGE Annual Math Results***

	Students that Completed the Program	Percent of Students Advancing	Percent of Students Advancing 1 Level	Percent of Students Advancing 2 Levels	Percent of Students Advancing 3 Levels	Percent of Students Advancing 4 Levels	Percent of Students <b>Not</b> Advancing
2014	79	<b>73%</b>	37%	23%	13%	1%	27%
2015	93	<b>70%</b>	28%	30%	10%	2%	30%
2016	80	<b>64%</b>	30%	25%	9%	0%	36%
2017	85	<b>59%</b>	31%	24%	2%	2%	41%
2018	93	<b>71%</b>	43%	19%	9%	0%	29%

Below are more detailed results for the mathematics component of the 2018 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.

- 93 students participated and 90 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** (93 students):
    - **71% advanced at least 1 level**
    - 19% advanced at least 2 levels
    - 9% advanced at least 3 levels
    - On average, students advanced approximately 1 level.

Based on their post-Summer Bridge placement tests, the 93 students saved themselves at least 66 semesters of math classes. Those students who did not advance a level (29%) 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.

*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).

*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. Piloting elements of the new models beginning Fall 2019.

### **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 posited 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: 2009-2018 Mathematics Development Grade Distributions**

	<b>2009-2010</b>					<b>2010-2011</b>					<b>2011-2012</b>				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
Math 090	29%	29%	21%	4%	16%	24%	47%	12%	3%	14%	20%	25%	28%	4%	23%
Math 091	21%	25%	30%	9%	15%	17%	50%	15%	4%	15%	16%	24%	27%	7%	27%
Math 092	25%	25%	28%	7%	16%	13%	56%	16%	3%	12%	21%	25%	29%	6%	19%
	<b>2012-2013</b>					<b>2013-2014</b>					<b>2014-2015</b>				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
Math 090	27%	24%	17%	7%	25%	23%	28%	23%	3%	23%	28%	25%	24%	4%	19%
Math 091	17%	24%	26%	7%	26%	21%	23%	27%	6%	22%	17%	24%	31%	8%	21%
Math 092	16%	27%	27%	6%	23%	17%	23%	30%	5%	24%	19%	22%	26%	5%	28%
	<b>2015-2016</b>					<b>2016-2017</b>					<b>2017-2018</b>				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
Math 090	25%	26%	16%	7%	25%	24%	26%	17%	4%	29%	16%	24%	20%	6%	34%
Math 091	18%	23%	28%	6%	26%	17%	21%	26%	8%	30%	15%	22%	30%	6%	27%
Math 092	16%	24%	27%	4%	30%	20%	27%	26%	3%	24%	14%	28%	29%	4%	26%

# MUSIC and DANCE

## **Annual Report 2017-2018**

### **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, Chicago Chamber Music Festival, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing high quality performances and positive media attention to Northeastern Illinois University.

The Department put through a new Degree proposal for a Bachelor of Arts in Music, which was accepted at the University level and approved by the IBHE. Full implementation of this program will be in effect with NASM approval in June, 2018.

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. The Department is hosting annual summer camps in what will be the creation of a SummerFest series of performances. These camps include the Chicago Chamber Music Festival (CCMF) and the Northeastern Summer Band Camp. The camps target potential High School student recruits by bringing them to campus to participate in a week immersion camp that culminates in a performance at the end of the week. Students work with our University Faculty members, which is a tremendous learning opportunity. They attend nightly professional concerts on campus and are bused to attend Ravinia Series or Grant Park series concerts. The Department is working closely with our grant writing department to secure funding to eliminate or reduce the cost of attending these camps.

The Department continues to host its annual Festivals on campus as highpoints of the year. The 10<sup>th</sup> annual Chicago Brass Festival, under the artistic direction of Dr. Travis Heath, showcased the Septura Brass from London, Alpine Thunder, Bernard Scully of the Canadian Brass, the Chicago Horn Consort, and hosted over 30 High School students in a honors festival youth ensemble.

The Chicago Clarinet Ensemble, under the direction of Dr. Rose Sperrazza, held its annual woodwind ensemble competition, and presented concerts throughout the season with Chicago comedian and WGN radio host Pattie Vasquez, Doreen Ketchens- Jazz New Orleans, and Venezuelan super star clarinet virtuoso Jorge Montilla.

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: Benjamin Firer, 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 fourth year running the NEIU Community Music Program. The program is partnered with the office of Community Adult Programs in Education (CAPE) to continue to broaden its reach and offerings. The Community Dance Program has been in existence since 1993 and under the direction of Prof. Rachel Burton continues to bring in many young dancers from the community.

Our faculty performed at international, national and local levels. Performances, to name only a few, included concerts led by Dr. Christopher Owen with the Jugendkonzertchor zu Konzerthaus from Dortmund. Prof. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago and Chicago Opera Theater; Dr. Travis Heath's performances with Brass Roots Trio and Camerata Chicago; Dr. Robert Heitzingers performances with the Grant Park Chorus; Dr. Rose Sperrazza's performances with Chicago Clarinet Ensemble; and Prof. Jamie Farrell and Dr. Veneita Stifler's choreography for CDI as Artistic and Executive director of the Ruth Page Center for the Arts.

Academically, student ensembles continue to sustain their high performance standards. The NEIU Wind Ensemble, Jazz Bands, String Orchestra, Guitar Ensemble, Chorus, Chamber Singers, Opera Workshop, Percussion Ensemble, and Repertory Dance Ensemble gave fine performances in and around the NEIU Campus. The Brass Ensemble, Jazz Combos, Guitar Ensembles and other ensembles continued to provide music for important events such as the NEIU Civil Service Awards, the College of Educations Mentor's Reception, The NEIU Foundation Annual meeting, the NEIU Faculty Authors Event, Academic Recognition Ceremonies, and Fall and Spring Commencement Ceremonies.

## **I. Program Plan**

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

- Development of curricular concentrations within the new B.A. degree
- 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

## **II. Accomplishments**

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

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

##### **Cowan, Kathy**

- Composer/Conductor/ Soloist (2018) Composed the music with Kathleen Keane and Steve Zivin for *Mass from Across the Pond*, prepared and conducted the choir, cantored and sang solo for the International Comhaltas Ceoltoiri Convention , April 23, Northbrook, IL .The program was filmed for Ireland TV.
- Soloist (2017) – July 16, Community Memorial Service, Brooksville, ME

##### **Farrell, Jamie**

- Master Instructor. Chicago Dance Convention directed by Trisha Hutchins (July 2018). Schaumburg, IL.

##### **Firer, Benjamin**

- Miami Symphony Orchestra (November 2017). Served as assistant conductor for the Miami Symphony Orchestra covering Maestro Eduardo Marturet. Miami, Fl.
- Ithaca International Conducting Workshop (April 2018). Selected as one of eight active participants in an internationally acclaimed orchestral conducting workshop. Performed Beethoven's Seventh Symphony with the Ithaca College Orchestra. Ithaca, NY.
- Northwestern University Symphony Orchestra (April 2018). Served as cover conductor for the NUSO Asia Tour taking place in Beijing, Shanghai and Hong Kong. Music included Leonard Bernstein's - Symphonic Dances from *West Side Story* and Gustav Mahler's *Symphony No. 5 in C minor*.

##### **Heath, Travis**

- Solo trumpet. Brass Roots Trio.(Aug 2017) Museum of Fine Art. St. Petersburg, FL
- Solo trumpet. Brass Roots Trio.(Oct 2017). Greensboro, New Bern, North Carolina, Richmond, Virginia
- Solo trumpet. Brass Roots Trio.(Feb 2018) Santa Barbara, Palm Springs, Lompoc, California
- Solo trumpet. Brass Roots Trio.(March 2018) Concert Series. Fairmont Opera House, Minnesota
- Solo trumpet. (March 2018) Red, White , and Blue Concerts. Vero Beach , Florida
- Solo trumpet. Brass Roots Trio.(March 2018) Rumson, New Jersey

##### **Heitzinger, Robert**

- Grant Park Music Festival, (July 2017) "All Night Vigil Service (Vespers)", music by Sergei Rachmaninov, conducted by Christopher Bell; a cappella concert, Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (July 2017) "A Broadway Romance", music by George Gershwin, Frank Loesser, Leonard Bernstein, Stephen Sondheim and others, conducted by Ted Sperling; Choral ensemble member. Chicago, IL.

- Grant Park Music Festival, (July 2017) “In terra pax”, music by Frank Martin, conducted Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Ravinia Music Festival, (August 2017) “The Lord of the Rings: Fellowship of the Ring”, The Two Towers and Return of the King” (entire trilogy) music by Howard Shore, Chicago Symphony Orchestra conducted by Ludwig Wicki; Choral ensemble member. Highland Park, IL.
- Grant Park Music Festival, (June 2018) “Belshazzar’s Feast”, music by William Walton, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (June 2018) “Bernstein, Brahms and a World Premiere”, music by Leonard Bernstein, Johannes Brahms; “The Pleiades”, World Premiere, music by Eriks Esenvalds, conducted by Miguel Harth-Bedoya; Choral ensemble member. Chicago, IL.

**Kim, Kay**

- Collaborative Pianist, Alessi International Trombone Seminar (8/6/17-8/12/17)
- Collaborative Pianist, National Convention of League of American Orchestra: high-doner benefit dinner, performance with Demarre McGill (Principal Flute, Seattle Symphony) (6/18/18)

**Owen, Christopher**

- Jugendkonzertchor zu Konzerthaus Dortmund, (November 2017) “Frolocket auf Erden”, Music of the United States and Germany. Conductor. Evanston, IL

**Petersen, Katherine**

- Contributor. (May 2018). Vocal Pedagogy Summit. University of Southern California, Los Angeles, CA.
- Poster Presentation. (October 2017). Pan American Vocology Association. St. Michael’s Hospital, Toronto, Ontario, Canada.

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

**Farrell, Jamie**

- Dancer and soloist. Ravinia Festival Performances with Concert Dance Inc. (September 2017). Directed by Venetia Stifler. Bennett-Gordon Hall, Highland Park, IL.
- Dancer with Concert Dance Inc. (September 2017). Directed by Venetia Stifler. Ruth Page Center for the Arts, Chicago, IL.
- Dancer. Ravinia Festival Performances with Concert Dance Inc. (June 2-18). Directed by Venetia Stifler. Bennett-Gordon Hall, Highland Park, IL.
- Dancer with Concert Dance Inc. (August 2018). Directed by Venetia Stifler for the Chicago Architectural Foundation. Ruth Page Center for the Arts, Chicago, IL.

**Firer, Benjamin**

- Northwestern University. (December 2018). Present Doctor of Musical Arts Degree Recital at the Bienen School of Music. "Frederick Stock's Symphonic Transcription of Schubert's C Major Quintet for Strings." Northwestern University, Evanston, Illinois.

**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, Featured Guest Artist Concert for Chicago Flute Festival with Thomas Robertello (Professor, Indiana University at Bloomington) and Jonathan Keeble (Professor, University of Illinois at Urbana-Champaign) (11/4/17)
- WFMT's Introduction recital with cellist Noah Chen (9/30/17)
- WFMT's First Monday at Chicago Cultural Center with violinist Joseph Genualdi (Faculty at University of Kansas)
- Chicago Duo Piano Festival, Gala Concert (10/27/17)

**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)

**Petersen, Katherine**

- Vocalist. (April 2018). *Children's Songs*. Lakeland Community College Lunchbox Recital Series. Cleveland, OH.

**Tang, Susan**

- Pianist. (2018). Guest Artist. Concerto Soloist. Midwest Mozart Festival. Woodstock, IL.
- Pianist. (2018). Guest Artist. Chicago Duo Piano Festival. Evanston, IL.

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

- Actor/Reader (2017) Featured reader in Bloomsday Celebration of "Ulysses" by James Joyce, June 16, at the Cliff Dwellers, Chicago, IL
- Actor/Singer/Arranger in Samhain Recital, October 31, 2017, NEIU Faculty Recital, Chicago. Included 4 NEIU students in performance.

- Literary Panel Moderator (2017) , October 17 at iBam, Irish American Heritage Center, Chicago
- Featured Soloist, Chorus preparation and conducting and MC, 12/9, A Christmas Tea, Irish American Heritage Center, Chicago
- Featured Soloist, Chorus preparation and conducting and MC, 12/16, A Christmas Evening, Chief O' Neil's Pub, Chicago
- Soloist (2017) Various throughout the year, Cantored church services throughout Chicago.

**Farrell, Jamie**

- Director. Fall Student Dance Concert (November 2017). Northeastern Illinois University.
- Dancer and soloist. Ruth Page Concert Dance Inc. (January 2018) Directed by Venetia Stifler. Newberry Library, Chicago, IL.
- Director. Spring Student Dance Concert (March 2018). Northeastern Illinois University.
- Dancer and soloist. Ruth Page Center Artists-In-Residence Series with Concert Dance Inc. (April 2018) Directed by Venetia Stifler. Northeastern Illinois University, Chicago, IL.
- Dancer. Ruth Page Legacy Gala with Concert Dance Inc. (May 2018) Directed by Venetia Stifler. Union League Club of Chicago, Chicago, IL.

**Heath, Travis**

- Principal Trumpet. (Sept. - April 2017-18) Camerata Chicago, 4<sup>th</sup> Presbyterian, Chicago IL, Wheaton, IL Christ Church – performances of Beethoven's 5<sup>th</sup> Symphony, Stravinsky Pulcinella Suite, Bach Magnificat,
- Conductor. (Oct 2017) NEIU Wind Ensemble, Auditorium Chicago, IL
- Trumpet Soloist. (Nov 3 2017) Recital at NEIU.
- Trumpet. (Oct 2017) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL
- Conductor. (Dec 2017) NEIU Wind Ensemble, Auditorium, Chicago, IL
- Director. (Nov 2017 April 2018) Brass Showcase. NEIU, Chicago, IL
- Co-Director. (Nov 2015) Brass and Choir Concerts. Evanston. IL
- Trumpet. (Dec 2017) Brass Quintet Northwestern University, Evanston IL
- Trumpet. (Feb 2017) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL
- Trumpet. (April 6, 7, 8 and 9, 2016). Opera Workshop production of *Die Fledermaus*
- Trumpet (May. 2018) Harry James Orchestra. Chicago, IL
- Trumpet. (June 2018) Cinco Brass Quintet. Music Foundation Grant performances Chicago, IL

**Heitzinger, Robert**

- Vocalist. (February 2018). Baritone Recitalist with Pianist Kay Kim; "Winterreise" music by Franz Schubert

- Symposium Steering Committee. (November 2017). Faculty Research and Creative Activities Symposium. Session Facilitator. Northeastern Illinois University. Chicago, IL.
- Vocalist. (November 2017). Soloist on Music Faculty Convocation. Northeastern Illinois University. Chicago, IL.
- Master of Ceremonies. (December 2017). Passavant Cotillion, Northwestern Memorial Hospital Women's Board. Chicago, IL.

### **Kim, Kay**

- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Alain Altinoglu/Soloists for Gounod's St. Cecilia Mass (10/2/17)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Alain Altinoglu/Soprano Sandrine Piau for Poulenc Gloria (10/2/17)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Violinist Robert Chen and Violist Paul Neubauer (3/12/18)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Soprano Elizabeth DeShong (3/19/18)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Soloists for Schubert Mass in E-flat (3/19/18)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Narrator John Malkovich (4/11/18)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Harpist Sarah Bullen (4/18/18)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Cellist Yo-yo Ma (6/12/18)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Soloists of Rossini's Stabat Mater (6/17/18)
- Chicago Symphony Orchestra's Conductor/Soloist rehearsals  
Maestro Riccardo Muti/Soloists of Cherubini's "Chant sur la mort de Haydn (6/17/18)
- Chicago Symphony Orchestra, Auditions  
Maestro Riccardo Muti/ Tenor Issachan Savage (9/29/17)
- Chicago Symphony Orchestra, Auditions  
Maestro Riccardo Muti/Role for High Priestess for Aida (1/29/17)
- Chicago Chamber Musicians, First Monday Series with Hornist Gail Williams (Professor, Northwestern University) (12/4/17)
- Chicago Flute Club, Artist Recital with flutist John Thorne (Professor, Northwestern University) (10/8/17)
- Arts Club of Chicago, Recital with flutist Stefan Hödkuldsson (Principal flute, Chicago Symphony Orchestra) (6/5/18)
- Recital with hornist Gail Williams (Professor, Northwestern University) (2/9/18)
- Performance with CSO Concertmaster Robert Chen at William Harris Lee (11/17/17)

### **Orchestral Pianist**

- Chicago Philharmonic Orchestra, Subscription Concert, Orff's Carmina Burana (10/15/17)
- Grant Park Symphony Orchestra, Carmina Burana (8/17, 8/18/18)

### **Owen, Christopher**

- Conductor. (December 2017). "Traditions" University Chorus and Chamber Singers Concert. Northeastern Illinois University, Chicago, IL.
- Conductor. (April 2018). "Choir 'n Friends" University Chorus and Chamber Singers Concert. Northeastern Illinois University, Chicago, IL.

### **Petersen, Katherine**

- Vocalist. (March 2018). *Patience*, music by Gilbert and Sullivan, conducted by Matthew Sheppard. Gilbert and Sullivan Opera Company, Chicago, IL.
- Faculty Recital. (April 2018). *Children's Songs*. Northeastern Illinois University. Chicago, IL.
- Vocalist. (July 2018). The Csardas Princess, music by Emmerich Kalman, conducted by Mark Taylor. Folks Operetta. Chicago, IL.

### **Suarez-Ruiz, Irma**

- Presenter, Guest Artist, Artistic Director, Choreographer, Producer. (2017-2018). "Tales of Spain/Historias de España", Multimedia lecture concerts for elementary and high school students. Northeastern Illinois University Auditorium, 8 concerts, lectures with Artistic Director and performances.
- Presenter, Artistic Director, Choreographer, Performer. (2017). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. 2 Concert.
- Artistic Director, Choreographer, Producer. (2017-2018). Spain's Dancing Rhythms (EE & Urban Gateways). Burbank, Chicago, Des Plaines, Naperville, Orland Park, Schaumburg, Skokie, Wilmette, IL. 13 Lecture-Performances.
- Artistic Director, Choreographer, Producer. (2018). American Spanish Dance Festival Flamenco Passion Concerts. North Shore Center for the Performing Arts, Skokie, IL. 3 Concerts
- Artistic Director. Choreographer, Presenter. (2018). American Spanish Dance Festival Classes and Workshops, Classical Level III, Regional/Folklore Level II & III, Classical Level II, Flamenco Level II, Neo-Classical Level I, Flamenco Level I & II, Flamenco Evening Master Class, Spanish Dance and History Seminar, Flamenco Boot Camp Levels II & III. J-Building Studio, Northeastern Illinois University.
- Artistic Director, Instructor and Faculty. (2017-2018). Ensemble Español Community Workshop Classes, J-Building Studios, Northeastern Illinois University. Evening community dance classes and student performances.
- Instructor, Faculty. (2017-2018). Introduction to Spanish Dance 131, Spanish Dance I 161, Spanish Dance II 261, Northeastern Illinois University. Academic classes and student performances.

- Artistic Director, Choreographer, Instructor, Performer. (2017). Tales of Spain, Logan Center for the Arts, Chicago, IL. Lecture with Associate Artistic Director and performance. 1 Concert.
- Artistic Director, Choreographer, Instructor, Performer. (2017). Tales of Spain, Auditorium Theater, Chicago, IL. Lecture with Associate Artistic Director and performance. 1 Concert.
- Artistic Director, Choreographer, Performer. (2017). Goldman Sachs Affinity Event. Goldman Sachs, Chicago, IL.
- Artistic Director, Choreographer, Instructor, Performer. (2017). Flamenco Expresivo Dance Ensemble, Arlington Heights, IL. 1 workshop.
- Artistic Director, Choreographer, Performer. (2017). Dance for Life. Auditorium Theater, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2017). Made in Chicago Dance Series. Auditorium Theater, Chicago, IL. 1 Concert.
- Artistic Director. (2017). Amahl and The Night Visitors. Royal George Theatre, Chicago, IL. 2 Concerts.
- Artistic Director, Choreographer, Instructor, Performer. (2018). Tales of Spain, North Shore Center for the Performing Arts, Chicago, IL. Lecture with Associate Artistic Director and performance. 2 Concerts.
- Artistic Director, Choreographer, Performer. (2018). Flamenco Performance. Joyce Theater, New York, NY. 2 Concert.
- Artistic Director, Choreographer, Performer. (2018). Flamenco Performance. Wynmoor Theater, Coconut Creek, FL. 1 Concert.
- Artistic Director, Choreographer, Performer. (2018). Dance St. Louis. Touhill Performing Arts Center, St. Louis, MO. 1 Concert.
- Artistic Director, Choreographer, Performer. (2018). Stomping Grounds. Chicago Cultural Center, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Presenter, Producer. (2017-2018). Ensemble Español Spanish Dance Youth Company Performances, Francis Parker School, Skokie Festival of Cultures, Concierto Familiar/Family Holiday Concert, Chicago Teen Dance Festival, Our Chance To Dance Youth Festival, City of Chicago, Illinois State Fair, Community Classes Recital, Ensemble Español Benefit Gala, North Shore Center For The Performing Arts. Community performances.
- Artistic Director, Choreographer, Presenter, Producer. (2018). Our Chance To Dance Youth Festival. Day and evening classes, workshops, master classes, and performances. Northeastern Illinois University, Chicago, IL. 1 Concert.
- Artistic Director, Choreographer, Instructor, Presenter. (2017). Paloma Gomez Master Class. Northeastern Illinois University, Chicago, IL. 11 Classes.
- Interview. (2018). WTTW Chicago Tonight. Northeastern Illinois University, Chicago, IL.
- Interview. (2018) Raised in Chicago. 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. (2018). Faculty Artist. Concerto Soloist with Wind Ensemble. Northeastern Illinois University, Chicago, IL.
- Artistic Director - Piano. (2018). Chicago Chamber Music Festival. Northeastern Illinois University, Chicago, IL.

**Torosian, Brian**

- Lecturer. Presented a lecture on student research at the University Honors Student Orientation, NEIU, August 24, 2017.
- Guitar. Performed solo classical guitar in the NEIU Music Department Welcome Back Convocation, September 14, 2017.
- Arranger. Arranged a piece for voice and guitar and performed with Kathy Cowen at NEIU, October 26 and October 31, 2017.
- Guitar. Performed a solo classical guitar recital for the Second Sunday Concert Series at McHenry County College on November 12, 2017.
- Guitar. Performed solo classical guitar in the NEIU Faculty Music Convocation November 14, 2017.
- Guitar. Performed a solo classical guitar faculty recital at NEIU on November 14, 2017.
- Guitar. Performed a solo classical guitar recital at Wilmette Public Library on November 19, 2017.
- Guitar. Served on Jeffrey Smith's senior recital committee at NEIU, November 2017.
- Guitar. Performed solo classical guitar recitals at numerous Chicago-area senior centers, assisted living homes, and churches, October-December 2017.
- Guitar. Performed solo classical guitar and duos for flute and guitar on WZRD 88.3 FM on January 27, 2018.
- Guitar. Performed solo classical guitar and guitar duos at Harper College, February 10, 2018.
- Guitar. Performed guitar solos by guitarist and composer Emilia Giuliani (1813-1850) in the Women Composers Concert, NEIU, March 27, 2018.
- Guitar. Presented faculty members from Northwestern University and DePaul University in a master class and concert on campus. The NEIU Guitar Ensemble was able to participate in these educational events, March-April 2018.

- Guitar. Presented renowned luthier Richard Bruné on campus, April 19, 2018.
- Guitar. Taught private lessons, group guitar, and guitar ensemble classes for the NEIU community music program, July 2017-June 2018.
- Guitar. Performed duos for flute and guitar at Wheaton College, February 9, 2018.
- Guitar. Performed duos for voice and guitar at North Park University, March 3, 2018.
- Guitar. Performed a choreographed classical guitar piece with Dr. Venetia Stifler and Concert Dance, Inc. at NEIU, Ravinia Festival, Chicago Cultural Center, and Ruth Page Center For The Arts, March 17, March 22, April 13, April 20, June 7, and June 8, 2018.
- Guitar. Performed classical guitar in Jeffrey Van's "Night Sings To Morning" with the NEIU Chorus and Chamber Singers conducted by Dr. Christopher Owen, April 17, 2018.
- Guitar. Performed classical guitar at the Chicago Classical Guitar Society Showcase Concert, Music Institute Of Chicago, April 29, 2018.

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

##### **Heath, Travis**

- Director and Founder. (March 2018). 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. Septura Brass from London, Alpine Thunder, Bernard Scully of Canadian Brass, Chicago Horn Consort.

##### **Petersen, Katherine**

- Presenter. (February 2018). *Cabaret Songs: Blurring the Lines*. Chicago Chapter of the National Association of the Teachers of Singing. Chicago, IL.
- Presenter. (September 2017). *Traditional versus functional VRPs: comparing strategies and results of amplitude, frequency, and egg waveform in emerging artists*. Chicago Cancer Health Equity Collaborative Women in Science Conference. Chicago, IL.
- (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. (2017) *Between and beyond the notes*. NorthShore Music Teacher Association, Winnetka, IL.
- Presenter. (2017) *Between and beyond the notes*. Northwest suburban Music Teacher Association, Schaumburg, IL

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

## **6. Service**

### **Firer, Benjamin**

- Adjudicator for the Chicago Chamber Music Festival (August 2018).  
Northeastern  
Illinois University. Chicago, IL.

### **Heath, Travis**

- Acting Chair. (2017-18) Department of Music. Northeastern Illinois University
- Adjudicator. (2017) Northshore Jazz Festival. Glenview, IL
- Director. (May 2018) Chicago Trumpet Ensemble. Performance for Chicago Sky and NEIU CAS night.

### **Heitzinger, Robert**

- Co-sponsor. High School and College Classical Music Competition, National Association of Teachers of Singing (March, 2018). Northeastern Illinois University. Chicago, IL.

### **Kim, Kay**

- Faculty, Chicago Chamber Music Festival at NEIU (7/29/17-8/5/17)
- Sabbatical substitute teaching for Assoc. Prof. Susan Tang at NEIU (Fall 2017-Spring 2018)
- Adjunct Faculty at Northwestern University (Chamber Music) (Spring Quarter/2018)
- Chair of Competition Planning Committee for Sejong Music Competition (2009-present)

### **Owen, Christopher**

- Adjudicator. Music in the Parks. (2017). 11 Festivals. Chicago, IL.
- Adjudicator and Clinician. Masters of Music. (2017). Symphony Center. Chicago, IL.

### **Petersen, Katherine**

- Board Member. (2017-2018). Chicago Chapter National Association of Teachers of Singing. Chicago, IL.
- Board Member. (2017-2018). Flying Elephant Productions. Chicago, 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**

- Adjudicated the semi-final round of the Wilson Center Guitar Competition, Sharon Lynne Wilson Center For The Arts, Brookfield, Wisconsin, August 18, 2017.
- President of the Chicago Classical Guitar Society, various volunteer service and duties, July 2017-June 2018.

- Performed solo classical guitar in a memorial for Illinois music educator and administrator Judith Williamson, Crystal Lake, October 29, 2017.
- Served on Elyse J. Mach Awards Concerto Competition Committee and NEIU music scholarship committees, November 2017-April 2018.
- Adjudicated the Society Of American Musicians Guitar Competition, Music Institute Of Chicago, February 18, 2018.

## B. Student Achievements

### Heitzinger, Robert

- **Haynes, DaReil.** (July 2017). Solo Artist, Berlin Opera Studio. Berlin, Germany.
- **Landowski, Gregory.** (December 2017). Senior Voice Recital. Northeastern Illinois University. Chicago, IL.
- **Snyder, Evan.** (November 2017) Winner, Opera Piccola Award. Northeastern Illinois University. Chicago. IL.
- **Guccione, Rose.** (November 2017). Winner, Gill Scholarship in Music. Northeastern Illinois University. Chicago, IL.
- **Milla, Gisella.** (November 2017) Winner, Ruth Hanna Scholarship for Women in Music. Northeastern Illinois University. Chicago, IL.
- **Snyder, Evan.** (March 2018). Winner, Joan Sachs Scholarship in Music. Northeastern Illinois University. Chicago, IL.

### Ruiz, Irma

- **Pizzaro, Claudia.** Choreographer and Performer. (2017). *A tu Vera. Spring Dance Concert*, Northeastern Illinois University, Chicago, IL. Performance.
- **Medina, Frida** (2017-2018). Brommel-Perez Scholarship.
- **Saucedo, Amanda** (2017-2018). Brommel-Komaiko-Perez Scholarship.

### Farrell, Jamie

- American College Dance Association Conference (March 2018). University of Wisconsin-Madison. Students of Prof. Jamie Farrell : **Mercedes Cabral, Rebecca Gold, Jack Konrath, Jannedh Lema, Sanje Moono, Gabriela Moreno, Arianna Pecoraro, Keith Taylor, Richard Torres Amanda Saucedo, Asher Waldron.**

### Tang, Susan

- **Miles, Tyler.** (2018) Winner in the NEIU Concerto Competition.

### Torosian, Brian

- **Jeon, Yongwoo** NEIU guitar student won Second Prize in the Society of American Musicians Collegiate Guitar Competition, Music Institute of Chicago, April 3, 2016.
- **Eshoo, Ron** NEIU guitar student received Honorable Mention in the Society of American Musicians Collegiate Guitar Competition, Music Institute of Chicago, April 3, 2016.

- **Wu, Xiaoxuan** NEIU guitar student received the International Student Award of Excellence at the 6th Annual Asian, Asian-American Awards Celebration, NEIU, April 2016.
- **Wu, Xiaoxuan** NEIU guitar student received the Oddo Scholarship, NEIU, November 2015.
- **Carroll, William** NEIU guitar student received the Berlinger Scholarship, NEIU, March 2016.

### **C. Alumni News**

- **Egan, Theresa.** Actress, singer, Devonshire Theater, Edge Theater, Prague Summer Nights; (2018). Chicago, IL and Prague, Czechoslovakia
- **Amanda Ilic:** Employed full-time as a dance instructor with Arthur Murray Studios; regional and national ballroom competitor.
- **Leonard Perez:** Employed full-time as a dancer with Dayton Ballet.

# PHILOSOPHY

## **Annual Report 2017-2018**

### **Submitted by John Casey**

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

The Philosophy department is pleased to report the accomplishments of its students and faculty over the 2017-2018 academic year.

Our program aims to foster a student-friendly culture by encouraging learning beyond the classroom and by developing student-student and student-faculty mentoring relationships. We believe that this accounts, at least partially, for our steady enrollment in a time of drastic reductions in overall undergraduate enrollment. We are currently graduating 8-9 students per year and our major enrolments have held steady at 30 majors (with 25 minors). Beyond the classroom, our faculty's research closely aligns with their teaching. Some of it originates in the classroom, some of it terminates there, as we shall discuss presently. Philosophy is more than teaching and research. It is activism. For this reason, the Philosophy Program takes university citizenship seriously. To this end, we are committed to university service and we maintain a presence on university committees disproportionate to our small faculty size. We are also eager to help foster a culture of intellectual engagement among the students, faculty, and staff at NEIU. Every year we host *Inspiring TriVia: The Sarah Lucia Hoagland Lecture Series* in March. Our speaker this year was Jose Medina of Northwestern University to speak on "Racial Violence and Epistemic Activism." In spring 2018, we inaugurated the "Philosophy Colloquium Series," hosting Philosophy alumnus Desmond Jagmohan (Princeton) and Scott Aikin (Vanderbilt). Lastly, the Philosophy Program is collaborative. We maintain close relationships with the Business School, Political Science, Women's and Gender Studies. This year we expanded our cross-disciplinary offerings to Computer Science. Next year we hope to deepen this relationship, given the close ties between logic (a core sub-discipline of Philosophy) and computer programming.

#### **Faculty**

##### **John Casey**

John Casey teaches critical thinking, logic, history of philosophy and various upper level courses (like Metaphysics and Philosophy of Religion). His research focus is also closely related to his teaching focus, informal logic and the history of philosophy. Over the past several years he and a co-author (Scott Aikin of Vanderbilt University) have authored several articles on fallacy theory. He and Dr. Aikin have discovered some new versions of the straw man fallacy, namely the Iron Man and the Hollow Man. Their work has gained traction in the professional literature and should soon appear in textbook treatments of fallacies. In September 2018 they received a contract from Bloomsbury Publishing for a

book on the straw man fallacy, *The Straw Man Fallacy in Theory and Practice*. Their deadline is July 2019. In addition to his collaboration with Dr. Aikin, Dr. Casey has been working on the concept of adversarialism in argument. In October of 2018 he was invited to present his work at the University of Nevada Las Vegas. In July 2018, he presented on the same topic at the quadrennial conference of the International Society for the Study of Argumentation in Amsterdam. Lastly, Dr. Casey continues to develop his own textbook for his logic class and integrates his online blog, the Non Sequitur ([thenonsequitur.com](http://thenonsequitur.com)), into his critical thinking and logic courses.

### **Stacey Goguen**

Stacey Goguen has just entered her third year with the department and has continued to pursue a robust research plan that hews closely to her teaching interests. This year she published “Is Asking What Women Want the Right Question? Underrepresentation in philosophy and differences in interests.” *Dialogue*. In addition, she is 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 presented at the flagship philosophy conference, the Eastern Division Meeting of the American Philosophical Association, as well as the Central Division meeting. She also attended a week-long workshop at DePauw University’s Prindle Institute of Ethics, where she also presented a paper. Dr. Goguen has also been a big contributor to NEIU campus initiatives. She has been working with Doug Lawson and the SJA for professional development by giving presentations on exploring bias. She also worked with Gear UP doing some college recruitment work. Dr. Goguen is currently developing two courses for our department so that we can expand our curriculum going forward.

### **Daniel Milsky**

Daniel Milsky's research is dedicated to the promotion of a new understanding of ecosystem health and function and the philosophical value of biodiversity. Lately his concentration has been on how to apply his ideas of ecosystem health and function to food production. Dr. Milsky continues to design new courses and this year he has developed seminar on the Philosophy of Food where he will be able to share some of his work on ecovorism with his students (in spring 2019). He also continues to serve on the board of directors at Herban Produce, a non-profit with a mission to foster economic development and urban farming in the East Garfield Park community of Chicago. Finally, we note that Dr. Milsky was a finalist for the Audrey Reynolds Distinguished Teaching Award.

### **Tyler Zimmer**

We are fortunate to have a dedicated and professionally active 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. This year he published on wealth redistribution in and toxic masculinity in *Slate*.

## **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 six 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. We have revised the seminar (capstone) requirement in our program to be more responsive to student interest and faculty research expertise.

Our number of majors is currently on the rise again (from 22 in 2016 to 30 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.

Our curriculum is currently missing several important sub-disciplines in philosophy. As a result of the retirement of Dr. Hoffman a few years back, 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

In progress, with Scott Aikin (Vanderbilt), *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 (February 2019).

##### **3. Articles**

Tyler Zimmer

“The Case for Redistribution” in *Slate*. May 4, 2018.

“Men Aren’t Monstrous, But Masculinity Can Be” in *Slate*, November 27, 2017 (Reprinted in *Business Insider* and *Tampa Bay Times*).

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

John Casey

“Essential Adversariality.” University of Nevada Las Vegas Philosophy Department Colloquium Series. Las Vegas, NV. October 20, 2017.

“The Costs of Believing.” NEIU Faculty Research Symposium, November 17, 2017.

Online Symposium, *Islamic Philosophy and the Ethics of Belief. Syndicate Philosophy*, March 2018.

“Revisiting the Adversary Paradigm.” International Society for the Study of Argumentation, University of Amsterdam, Netherlands. July 3-7, 2018.

Stacey Goguen

"Overcoming Stereotype Threat" at the Eastern APA in Savannah, symposium on stereotypes & stereotype threat. January 2018.

Presented at panel, "Shaking Up the Standard Lecture," hosted by the APA Committee for Teaching Philosophy. February 2018.

"Positive Stereotypes: Unexpected Allies or Devil's Bargain?" The Prindle Institute Applied Epistemology Research Retreat and Workshop on Applied Epistemology for a full week at Depauw University. June 2018.

## **B. Student Achievements 2017-2018**

Outstanding Philosophy Major  
Arimina Sharif

## **C. Alumni News**

We've recently embarked on a project to update our alumni information. The information provided by the University is spotty, so we've reached out to each one personally. The following is a sample of what we've found. We have three students with PhDs from Cornell University. One just graduated from Harvard Law School. The vast majority are thriving. In addition, they report a high degree of satisfaction with their course of study and their education at NEIU. Here are some highlights.

**Arcos, Eric**  
Philosophy '17  
Claims Adjuster, Progressive Insurance

**Bah-Kamara, Mahjula**  
BA Philosophy '11  
JD Atlanta's John Marshall Law School, 2018  
Civil Mediator, Georgia

**Czarnecki, David**  
Philosophy '11  
JD Loyola University Law School 2014  
Immigration Service Office, United States Customs and Immigration Service

**Fleischer, Avi**  
BA Philosophy '07  
PhD Industrial Organizational Psychology, Illinois Institute of Technology 2015  
Visiting Professor of Statistics (NEIU), Consultant, Developer of Assessments

**Forgash, Rachel**  
Philosophy '16  
PhD Candidate, Political Science, UIC

**Jagmohan, Desmond**  
Philosophy '05  
Ph.D., in Political Theory at Cornell University.  
Assistant Professor at Princeton University.  
2018-2019 Sabbatical Fellow at the Hoover Institution

**Jaruchik Naveriras, Abraham**  
Philosophy '07  
Export Manager, Noridane Foods A/S, Barcelona, Spain

**Lawandow, Atoor**  
Philosophy '06  
MA Middle Eastern Studies, The University of Chicago, 2011  
PhD Near Eastern Studies, Cornell University, 2018  
Assistant Professor of Arabic, The Defense Language Institute

**Manno, Luke**  
Philosophy, '14  
J.D., John Marshall law school, 2017  
Immigration Attorney, Chicago area

**Marazan, Dan**  
Philosophy, '13  
JD Marquette Law School, 2017.  
Immigration Attorney, Grayslake, IL

**Moore, Rita**  
BA Philosophy '10  
Master of Science in Occupational Therapy, University of Illinois at Chicago, 2014  
Occupational therapist at Marklund, Geneva, IL

**Montiel, Jorge**  
Philosophy, '13  
ABD at Marquette University

**Monterroso, Geraldine**  
Philosophy '10  
PhD Latin American Literature, Cornell University 2017  
Visiting Lecturer, Spanish, Cornell University

**Moskovits, Israel**  
JD Loyola Law School 2010  
Bankruptcy Attorney, Semirad Law Group, Chicago, IL

**Myslinski, Sylvia**  
Philosophy '13  
Graduated John Marshall law schools, June 2015.  
Assistant Cook County Public Defender

**Nelson, Chad**  
Philosophy '04  
Lead Software Developer, Temple University Libraries, Philadelphia, PA

**Pulido, Luis**  
Philosophy and Political Science, '04  
Major, US Air Force (Reserves)  
Police Officer, City of San Diego Police Department

**Ramsey, Jonathan**  
Philosophy and Economics, '08  
Filmmaker, Hotelier, Corporate Headhunter, Warsaw Poland  
“Smog Wars” most recent film project

**Reardon, Matthew**  
Philosophy and Economics, '14  
JD Harvard Law School, 2018  
Sidley and Austin (Chicago), Litigation Associate

**Rousseau, Carly**  
Philosophy, '12  
3rd year at IIT Kent Law School.

**Skeppstrom, Fred**  
BA Philosophy, '13  
Owner tapsnap1077.com, writer, vegan soap maker, consultant

**Wagner, Ben**  
BA Philosophy, '08  
JD Northern Illinois School of Law 2016  
Public Defender, State of Wisconsin

**Weiner, Sander**  
Philosophy, '14  
J.D. IIT Kent Law School, 2017.  
Admitted to the Illinois Bar, 2017.  
Labor Attorney, Fraternal Order of Police

**Zimmerman, Edward**  
BA Philosophy '06  
Novelist

# PHYSICS

## **Annual Report 2017 – 2018**

**Submitted by Paulo H 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 active learning pedagogies such as Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led Team 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. A funded NSF - Improving Undergraduate STEM Education (IUSE) allowed the department to implement computational activities and mini-research projects in the Calculus based University Physics sequence, the results of these implementations have been presented in several regional and national meetings.

The program continues to offer a very successful summer program. In summer 2018 we produced 1185 SCH in the College Physics I and II sequence, a number that was of the same order as the total SCH production of the department in either Fall 2017 or Spring 2018. We continue to study the option to offer the University Physics I and II sequence in future summers. This is the preferred sequence for students in the STEM disciplines pursuing post-graduate studies or students that intend to attend Engineering programs.

The Physics Department continues its strong support to the Environmental Science Program. The program is now on its fourth year of implementation. We offered four sections of ENVI 101 – Introduction to Environmental Science, one section of ENVI 301 – Field Methods and one section of ENVI 390 – Research and Practice in Environmental Science in the 2017-2018 academic year. We had our first graduating class this year and the students are either attending graduate school or working in the field.

Dr. Orin Harris, continues his collaboration with Argonne National Lab, Fermi National Lab, the University of Chicago, as well as collaborators in Canada in the direct detection of Dark Matter. He has advised students in summer 2017 in this project and brought them to visit the SNOLAB in Canada. SNOLAB is a facility that has a bubble chamber 2 miles below the surface. This was accomplished thanks to a gift from an alumna.

Dr. Paulo Acioli is the principal investigator (with /Rachel Trana as the project coordinator for Fall 2017/Spring 2018 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. Acioli will work with three students on a project to model spiral waves in different systems. Spiral waves have been connected to epileptic or fibrillation events. Dr. Orin Harris has written several proposals to the National Science Foundation and will work with 1 student in the summer 2018 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. Acioli published two manuscripts in Journal of Physical Chemistry C in collaboration with a scientist from Argonne National Laboratory. He was also a co-author in four presentations in STEM education conferences. Dr. Harris published an article in the very prestigious Physical Review Letters journal. Dr. Harris gave an invited talk at presentation at 2017 Division of Particle & Fields of the American Physical Society. Dr. Anderson made three presentations on the physics of waves.

## **II. Program Plan**

As highlighted in our most recent program review (2017) the department's mission statements and the goals and learning outcomes are closely aligned with those of the university. In particular as a result of the previous program review (2009), the physics major and minor were redesigned to add more rigor in its offerings and also to respond to a survey of graduate programs and prospective employers for our graduates as well as to align with current trends in discipline.

The physics program is also aligned, whenever applicable, with the State of Illinois Goals for higher education as found in the IBHE Public Agenda for Higher Education:

1. Increase educational attainment to match best-performing states.
2. Ensure college affordability for students, families, and taxpayers.
3. Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.
4. Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

Goals 1 and 3 have been addressed by intrusive advising that lead to an increase in the number of majors and the number of graduates in the program during the last program review period. Goal 2 is addressed in general by the university as NEIU is one of the most affordable 4 year institutions in the state, a fact that has been recognized by U.S. News & World Report Best Colleges List. Goal 4 is addressed by the current efforts of faculty in the department to integrate research and best practices in the introductory physics sequence as indicate by the currently funded National Science Foundation Improving Undergraduate Education in STEM (NSF-IUSE) PEERS project.

In order to improve on our success in the state goals we are recommending the addition of new lower- and upper-level coursework.

The lower-level classes are targeted to recruit and retain freshmen into the major. We are considering:

- An FYE course in physics at the National Laboratories
- Public Speaking in STEM
- Skills in STEM disciplines
- Introduction to Modeling in Physics (or STEM)

These courses are designed to keep our students interested in the major while they work on catching up on their college level mathematics.

- Upper level courses aimed at increasing the flexibility in the major and allowing students to attain a Bachelor's with focus or concentration in Medical Physics, Biophysics, and Engineering Physics. Below is a non-exhaustive list of courses we are considering::
  - Biophysics
  - Radiation Safety
  - Radiology
  - Medical Imaging
  - Atmospheric Physics
  - Statics
  - Dynamics
- Revision of the algebra based College Physics sequence to better integrate the laboratory with the lecture portion of the course and add an extra hour for recitation or problem solving.
- Propose new curriculum with more interdisciplinary focus, in particular with the Earth Science and Environmental Science programs at NEIU.
- Increase outreach activities that can lead to an increase in recruitment to the major.

## **B. Projected needs**

1. A new hire in the program to replace our esteemed colleague that recently joined the administration so that we can grow in a sustainable manner. Ideally the hire faculty will enrich our diversity and enhance our efforts in recruiting more underrepresented groups.
2. Equipment: The physics department anticipates the need for new equipment to offer some of the new proposed experimental coursework. In consultation with the College and Arts and Sciences and the Office of Academic Affairs we would like to discuss which of the courses proposed in our program review should be developed so that we 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

- a) C. Amole et al. (PICO Collaboration), "Dark Matter Search Results from the PICO-60 C<sub>3</sub>F<sub>8</sub> Bubble Chamber", *Phys. Rev. Lett.* **118**, 251301 (2017)
- b) P. H. Acioli and J. Jellinek, "Theoretical Analysis of Photoelectron Spectra of Pure and Mixed Metal Clusters: Disentangling Size, Structure and Composition Effects", *J. Chem. Phys. C* **121**, 16665-16672 (2017).
- c) Paulo H. Acioli, Xinxing Zhang, Kit H. Bowen Jr., and Julius Jellinek, "Electron Binding Energy Spectra of Al<sub>n</sub>Mo<sup>-</sup> Clusters: Measurements, Calculations, and Theoretical Analysis, *J. Phys. Chem. C* DOI: 10.1021/acs.jpcc.8b06769 (2018).

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

- a) Orin Harris, "Dark Matter Search Results from the PICO-60 C<sub>3</sub>F<sub>8</sub> Bubble Chamber," presentation at 2017 Division of Particle & Fields of the American Physical Society, July 31, 2017.
- b) Greg Anderson, "The Physics of Waves for Paddlers", presentation at the Gales Sea Kayak Symposium, Munising, MI, October 2017.
- c) Paulo Acioli, Rachel Trana, Elisabet Head, and Joseph Hibdon Jr., "Introducing Experiential Research in the STEM Classroom: Tiered Community of Learners and Peer-Leaders", facilitated discussion at the AAC&U: Transforming STEM Higher Education: Discovery, Innovation, and the Value of Evidence conference, San Francisco, CA, Nov. 2-4, 2017.
- d) Greg Anderson, "The Wild Coast: Circumnavigating Vancouver Island", Canoeecopia, Alliant Energy Center, Madison, WI, March 9-11, 2018.
- e) Greg Anderson, Kris Dressler, and Doug Neal, "Tides for Paddlers", Canoeecopia, Alliant Energy Center, Madison, WI, March 9-11, 2018.
- f) Elisabet Head, Joseph Hibdon Jr., Rachel Trana, Ken Nicholson, Paulo H. Acioli, Scott Mayle, and Sudha Srinivas, Incorporating Student Research into the Introductory STEM Curriculum, Presentation at the Chicago Symposium Series: Excellence in Teaching Mathematics and Science: Research and Practice, Northeastern Illinois University and North Park University, Chicago, IL, April 13, 2018.

- g)** Paulo H. Acioli, Sudha Srinivas, Scott Mayle, Elisabet Head, Ken Nicholson, Rachel Trana, Joseph Hibdon Jr., Embedding Research in University Physics I and II: the NEIU PEERS Project, Presentation at the Midwest HSI Conference: Catalysing Progress in STEM, Chicago, IL, May. 3-4, 2018.
- h)** P. Acioli, E. Head, J. Hibdon Jr., K. Nicholson, S. Srinivas, R. Trana, Experiential Research In Introductory STEM Courses: The PEERS project at Northeastern Illinois University, Poster presented at the Gordon Research Conference: Novel Research in Energy Topics, and Transformative Methods for Teaching Undergraduate Students About Energy Concepts, Bryant University, Smithfield, RI, June 10-15, 2018.

### **3. Funded grants**

- a) 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)
- b) MRI Consortium: Development of Instrumentation for the PICO-500 Bubble Chamber. NSF-MRI grant in collaboration with Indiana University South Bend, and Pennsylvania State University (2018-2021). \$169,858.
  - Orin Harris – PHYS (co-PI)

### **5. Service**

- a. Paulo Acioli, referee for the Journal of Low Temperature Physics.
- b. Paulo Acioli, referee for Nature: Scientific Reports.
- c. Paulo Acioli, referee for Carbon.
- d. Paulo Acioli, referee for Journal of Physics and Chemistry of Solids
- e. Paulo Acioli, referee for the Journal of Molecular Modeling
- f. Paulo Acioli, Referee for the Journal of Physical Chemistry.
- g. Paulo Acioli, Referee for the Journal of Computational Science.
- h. Paulo Acioli, Referee for The Journal of Chemical Physics
- i. Paulo Acioli, Referee for the New Journal of Physics.
- j. Paulo Acioli, Referee for the New Journal of Chemistry

- k. Paulo Acioli, Referee for Physical Review A, Physical Review B , and Physical Review Letters
- l. Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM).
- m. Orin Harris, NEIU Chapter of the Society of Physics Students (SPS).

## **B. Student Achievements**

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

- a) Patrick Dowdle, Vincent Vangelista, Karl Amjad-Ali, Samuel Pate, and Orin Harris, “ANALYSIS OF ACOUSTIC PARAMETERS OF NUCLEAR RECOILS INSIDE A CLOUD CHAMBER”, oral presentation at the 9th Annual Student Center for Science Engagement Research Symposium, NEIU, Sep. 22, 2017.
- b) Karl Amjad-Ali, Samuel Pate, Patrick Dowdle, Vincent Vangelista, and Orin Harris, “ANALYSIS OF ACOUSTIC PARAMETERS OF NUCLEAR RECOILS INSIDE A CLOUD CHAMBER”, poster at the 9th Annual Student Center for Science Engagement Research Symposium, NEIU, Sep. 22, 2017.

### **2. Other honors/scholarships/awards, but only if from organizations other than NEIU.**

- a) Cesar Bustos was named the 2018 NEIU Cesar Bustos named Lincoln Academy Student Laureate.
- b) Cesar Bustos was the student speaker at the Fall 2017 commencement.
- c) Sam Pate was received the Peter Speltz award for top student in the physics program.

## **C. Alumni News**

1. David Capota (Physics’2016) is a Physics Engineer at the Chicago Firmware Company, Batavia, IL.
2. Luiz Paz (Physics’2016) is a Facility Coordinator at Flywheel Sports, Chicago, Illinois.
3. Marcin Chojnowski (Physics’2016) is a Technical Sales Engineer at Meyer Tool & Mfg and a Astronomy Outreach Assistant at Harper College. Marcin also worked as a Solar Eclipse Intern at the Adventure Science Center in Nashville Tennessee.
4. Matt Jastrebski (Physics’ 2016) is the Assisstant Center Director of Mathnasium, Lincolnwood, IL.
5. Paul Vu (Physics’ 2016) is a Test Technician at Hollister Inc. Libertyville, IL.
6. Tom McLaughlin (Physics’ 2016) is an Engineering Drafter at Ferrara Candy Company, he also worked as Project Engineer for Engineering Support Services.

7. Bilguun Woods (Physics'2016) is a Program Director at Chicago Public Schools, Palos Park, Illinois.
8. Michael Yacobucci (Physics' 2016) programmer at NetServiceBooks, Cleveland/Akron, Ohio.
9. Micah Turner (Physics'2016) is a Software Engineer at DAIS Technology, Inc. Chicago, Illinois.
10. John Hickey (Physics'2016) is a Laboratory Technician at UL, Northbrook, IL.
11. Robert Ringstad (Physics'2016) is a Junior Salesforce Administrator and Systems Integrator at 3Points, LLC.
12. Patrick Dowdle (Physics' 2017) was hired as a Particle Accelerator Operator at Fermi National Laboratory, Batavia, IL.
13. Sam Kolontouros (Physics'2011) is a Classification Analyst at Argonne National Laboratory, Lemont, IL.

# POLITICAL SCIENCE

## **Annual Report 2017-2018**

### **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. We find in this report that, despite concern over enrollments and budgets, the department continues to be productive. Our graduates have continued to be placed in impactful positions in government, business, and in non-profit organizations. Our faculty members have continued to expand their scholarship. Moreover, both students and faculty have continued to make important contributions to the NEIU community and beyond.

#### *Student Success*

Political Science students are overwhelmingly successful. Our Fall 2016 to Fall 2017 undergraduate student retention rate was 76%. During the year being reviewed, three current or former students co-authored peer-reviewed articles with our faculty, and one co-presented a conference paper with a faculty member. As detailed below, our former students' vocations are spread across the areas of business, not-for-profit organizations, education, and government.

Eight years ago, in 2010, the Department of Political Science was enjoying a record number of undergraduate majors, with 146 majors. In subsequent years we experienced a decline. That decline has decelerated since 2013, and in the Fall of 2017 we counted 79 undergraduate 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%.

We realize that we remain below the levels we enjoyed a few years ago. As documented in prior reports, 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 acknowledge a need for more active recruitment 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 2017 we had 30 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

around the beginning of the decade 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. Our Fall 2016 to Fall 2017 graduate student retention rate was 74%.

The number of minors in our department has declined, from 53 in 2008 to 19 in the Fall of 2017, including political science and public administration minors. We believe that the elimination of requiring undergraduate students to have a minor is 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 6 and April 24.

#### *Academic Excellence and Innovation*

During this year department faculty performed a direct assessment of undergraduate Program Goals II and III. This consisted of the presentation of a scenario followed by several ungraded short essay questions. Goal II states that students should be able to “understand[ ] organizing, planning, [and] executing . . . political activity.” Goal III states that students should “understand the values underlying political choices.” The author of the report, Gregory Neddenriep, explains that this process “assess(ed) our undergraduate students’ mastery of theory, comprehension of political tactics, and awareness of political values.” The analysis found that “our undergraduate students performed well in terms of theory, values, and tactics such that aggressive or immediate action by the department is not needed.” The full details on methodology, data, and analysis may be found in “Political Science Department: Undergraduate Assessment Report 2018.”

#### *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 two journal articles and one chapter in an edited volume. Faculty members also delivered five conference presentations. Additionally, our faculty chaired two panels/roundtables at a national conference, and served as a panelist at another national conference. 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). 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. Dr. William Adler served as a member of the Faculty Advisory Board of the Jewish United Fund – Chicago, and as a member of the Academic Advisory Board of the Center for Jewish Law & Judaic Studies at DePaul University. At NEIU, Dr. Cannon and Dr. Adler served as core faculty for the new Jewish Studies Program. The new minor is housed in the Department of Political Science.

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 and/or Public Policy. Our External Review and Program Review (2017) both concluded that proposing an MPA/MPP program requires exploration. Indeed, as a result of the Program Review we identified the following action steps:

- We will consider the creation of a public service concentration for undergraduates (Hoffmann, 3)
- We will consider 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)

We completed a program modification during the 2017-18 academic year. This program modification increased the credit hours required for the major from 33 to 36 and added PSCI 308 as a required course for the major.

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 every geographic region of the world. However, given the past popularity of courses in these areas with NEIU students, it is unfortunate that we have reduced our teaching here. However, after a lapse of several years, PSCI 365: Politics And Government Of Mexico, Central America And The Caribbean is scheduled to be taught during the 2018-19 academic year.

2. Equipment: Our department's Office Administrator is using an outdated and unreliable desktop computer. This equipment should be replaced. We are also interested in greater availability of statistics software, such as SPSS or STATA, for both faculty and graduate students.

3. Other Resources: The enclosure of the open space identified as LWH 2077, outside of several political science offices, would add certain comforts and conveniences. This would provide a quieter environment in which students could perform make-up work or complete work begun in class. This would also provide a demarcated workspace for our future student aides.

## **III. Accomplishments**

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

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

**Cannon, Ellen.** "Contemporary Jewish Politics and Historiography: The Case of the BDS Movement," in Dean P. Bell, *The Routledge Companion to Jewish History and Historiography*, (Routledge, New York), March, 2018, pp. 310-323.

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

**Bae, Sangmin, and David Diaz.** "The Wax and Wane of Human Security Norms: Revisiting the Cases of Japan and Canada." *Journal of Human Security Studies* (forthcoming).

**Bae, Sangmin, Amy Infanzon, and Michael Abbe.** "Active In Not Being Active (AINBA): How East Asian Powers Accept R2P." *Asian Journal of Political Science* 26(1): 16-43.

### 3. Conference Presentations, Group Shows

**Adler, William.** “History Has Its Eyes On You’: Hamilton and the Introductory American Government Course.” [Presentation]. 2017 Annual Meeting of the American Political Science Association (San Francisco).

**Bae, Sangmin.** Abolition of Capital Punishment: International Law and State Behavior. [Presentation]. Passport to the World Series, Oakton Community College Emeritus Program, Skokie, Illinois.

**Bae, Sangmin and David Diaz.** Japan, Canada and Human Security: The Wax and Wane of a Human Security Norm. [Presentation]. Annual Meeting of the Midwest Political Science Association, Chicago, Illinois.

**Cannon, Ellen.** The BDS, and Contemporary Anti-Semitism, [Presentation]. Academic Engagement Network Regional Conference on Contemporary Israel, May 14- May 17, 2018, Cleveland, Ohio, “21<sup>st</sup> Century American Jewish Politics: Adaptive, Moribund, or Capable of Realistic Reinvigoration?”

**Mihic, Sophia.** Hirschman’s Exit and Jenet Kirkpatrick’s The Virtues of Exit: On Resistance and Quitting Politics,” Author Meets Critics, Midwest Political Science Association, Chicago Illinois, April 2018.

### 4. Service

**Adler, William.** Member, Faculty Advisory Board, Jewish United Fund – Chicago.

**Adler, William.** Member, Academic Advisory Board, Center for Jewish Law & Judaic Studies, DePaul University.

**Bae, Sangmin.** Conference Program Committee, Human Rights Section Chair, The Midwest Political Science Association (MPSA).

**Benjamin, Russell.** Area Representative, At-Large Representative, and House of Delegates Member, University Professionals of Illinois.

**Benjamin, Russell.** Local Arrangements Committee for the National Conference of Political Scientists. This was in preparation for the next annual meeting of the organization, which was held in Chicago in early 2018.

**Benjamin, Russell.** Program Committee for the National Conference of Black Political Scientists. This was in preparation for the Annual Meeting, which was held in March 2018.

**Benjamin, Russell.** Member of the Editorial Board of the *National Political Science Review*. This refereed publication is the official journal of the National Conference of Black Political Scientists.

**Benjamin, Russell.** Member of the Student/Junior Scholar Mentorship Committee of the Caribbean Studies Association.

**Benjamin, Russell.** Member of the Gordon K and Sybil Farrell Lewis Award Committee, for the Caribbean Studies Association.

**Cannon, Ellen.** Academic Engagement Network National Conference, May 21-25, 2018, Washington, D.C., Panel Assessment of Regional AEN Conference, May 24, 2018.

**Cannon, Ellen.** (2018), The John Marshall Society of the American Jewish Committee, September, 2017-all of June 2018

**Cannon, Ellen.** (2017-6/2018) Member of the Jewish Minor Committee, NEIU.

**Cannon, Ellen.** (2018), Board of Trustees of American Jewish Congress, Midwest Region.

**Cannon, Ellen.** (2017-6/30/18) Executive Board of the Faculty Advisory Board of the Jewish Federation of Metropolitan Chicago.

**Cannon, Ellen.** (2017-6/30/18) Board of Jewish Orthodox Feminist Alliance (JOFA)

**Cannon, Ellen.** CEO of Cannon Consulting Group 1980-present

**Mihic, Sophia.** Board of Trustees, University Professionals of Illinois Local 4100, IFT, AFT, AFL-CIO, Northeastern Illinois University Representative, Fall 2017 to present

**Mihic, Sophia.** Discussant and Panel Chair, The Politics of Interpretation, Midwest Political Science Association, Chicago Illinois, April 2018

**Mihic, Sophia.** Roundtable Chair, Jenet Kirkpatrick's The Virtues of Exit, Midwest Political Science Association, Chicago Illinois April 2018

**Neddenriep, Gregory.** Model Illinois Government. Served as the coach for the 2017-2018 NEIU Moot Court Team.

## **B. Student Achievements**

### **2. Acceptance to graduate or professional school**

Ameer Abuali (BA Political Science 2018) was accepted in the MA Program in International Relations in the Middle East at Exeter University, UK. He has started this Fall.

Diaz, David. Japan, Canada and Human Security: The Wax and Wane of a Human Security Norm. [Presentation with Professor Sangmin Bae]. Annual Meeting of the Midwest Political Science Association, April 6, 2018 Chicago, Illinois.

## **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.

Beckwith, Erik (M.A. 2017, B.A. 2013): Assistant, Aaron Ortiz for Illinois State Representative, 2018.

Douglas, Mykhal (M. A. 2014): became a Contact Representative at the Social Security Administration in 2015.

Ellis, Tony (B.A.): Director of Communications, ClearHealth Quality Institute.

Foryoh, Jonathan Sahr (B.A. 2012): Logistics and Supply Officer, Swissport.

Ginzburg, Zev (B.A. 2013): JIRA Manager at Publicis Media, 2017-present; Project Manager at Codal Inc., 2015-17.

Guldur, Sevtap (B.A. 2014): Externship Coordinator / Career Services Representative, Coyne College.

Harkins, Gina (B.A.): Senior Staff Writer, Military Officers Association of America, 2016-present.

Hayes, Octavius (B.A. 2013): Management Intern, City of Lake Forest, Jan. 2017—present.

Henley, Sara A. (B.A.): passed the 2018 Illinois Bar Examination.

Heroff, John (B.A. 2008): became Director of Policy and Legislative Affairs at the City of Chicago in 2015.

Jayara, Vinod (B.A. 2013): entered Human Resources at the U.S. Department of Defense in August 2015.

Johnson, Christine "CJ" (M.A. 2014): became a Foreign Service Officer at the U.S. Department of State in Feb. 2016.

Karlatiras, Eloise (B.A. 2014): received her M.A. in Communication from Northwestern University in 2016; is CEO of Next Bites.

Khairy, Aissatou (B.A. 2016): founder/CEO, Cabco Guinée.

Leziac, Boris (M.A. 2011): after completing his Ph.D. at Arizona State University in 2013, he is now a revenue tax specialist at the State of Illinois.

Liberty, Tim (B.A. 2010): became a Claims Consultant at Baldwin Krystyn Sherman Partners in 2015.

Londo, Devin (B.A. 2012): Technical Product Manager, Conversant, LLC.

Lut, Ann (B.A. 2010): Securities Compliance Examiner at the S.E.C., 2016-present; Employee Benefits Investigator at the Dept. of Labor, 2014-16.

McCormick, Eron. (B.A.): published in 2017. "Stand Your Ground Laws," with Gregory Neddenriep. In *Encyclopedia of American Civil Rights and Liberties*, eds. Otis H. Stephens, Jr., John M. Scheb II, and Kara E. Stooksbury. Santa Barbara, CA: ABC-CLIO.

McCracken, Dan (B.A. 2013): Supply Chain Management, C.H. Robinson, 2014—August 2017.

Meter, Chris (B.A. 2017): Adjutant, Operations Specialist, Special Projects Advisor, Pritzker Military Museum & Library, May 2014—present.

Rand-Ousley, Jaidalyn (B.A. 2012): Wellness Director at Westside Health Authority, 2017—present.

Reyes, Joseph Michael (B.A. 2008): now a Senior Management Consultant at Saudi Aramco.

Ribeiro, Simon (B.A. 2005): Licensed Teacher/Licensed Professional Educator, Chicago Public Schools, Illinois School District 299.

Rincon, Roberto (M.A. 2010): after completing his Ph.D. at U.I.C. in 2011, he became an adjunct professor at Harold Washington College in 2015.

Rizvani, Betim (B.A. 2014): Director of Human Resources, Legacy Healthcare, LLC.

de los Santos, Starr (M.A. 2014): became Program Coordinator at Council for Adult and Experiential Learning, Complete the Degree, in Feb. 2016.

Snopek, Agnieszka (B.A. 2011): Caseworker, MANG Unit, Finance Dept., Cook County Health and Hospitals System, 2015—present.

Summers, India Moore (B.A. 2009, M.A. 2014): Special Investigator at the Texas State Comptroller, March 2017-present.

Szalacha, Vernon (B.A. 2012): became an associate teacher at EF Education First in 2015.

Taylor, Kamara (B.A. and M.A.): hired as Assoc. Prof. of Psychology at Finlandia University.

Todor, Alexandra "Alice" (M.A. 2015): became a sales analyst at Slalom Consulting in June 2016.

Williams, Tevin (B.A. 2017): LiveHelp Program Coordinator at Illinois Legal Aid Online.

Yildirim, Sercan (M.A. 2013): North America Regional Sales Director at Talya Herbal, 2017-present; Consular Staff at the Turkish Consulate General, 2007-17.

# PSYCHOLOGY (INCLUDING GERONTOLOGY MA)

## **Annual Report 2017-2018**

**Submitted by Amanda Dykema-Engblade (Psychology)  
and Lisa Hollis-Sawyer (Gerontology)**

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

Throughout the 2017/2018 year, the Psychology Department has demonstrated its continued commitment to our students, faculty, and community through active engagement within the department, university, the professional community and the community at large. The ways that we foster these engagements are demonstrated in the activities documented in this report. Ultimately, student success and achievement are our chief priority and we, as a department, have demonstrated this commitment through our reported student successes and research collaboration opportunities. Our continued goal is to provide our students and faculty with the necessary tools to enhance their performance and ultimately their ability to succeed in achieving their academic and career goals. During the 2017-18 academic year, we implemented a revision of our major requirements to better align with national norms for a BA in psychology and strengthen our student training. To adhere to university graduation requirements we are offering lab, capstone, independent study, and field experience courses as ELE-DS. Many of our students have been accepted into graduate programs, and several alumni have been awarded graduate degrees. Details of our accomplishments are in the following report, which when possible is arranged to use the categories of the university's strategic plan.

#### Student Success

Northeastern Illinois University's Psychology Department has had a productive year during 2017-18. This year, the Psychology department had 651 majors (including 457 enrolled majors in Fall 2017, as well as 181 intended majors), approximately 63 minors, and 25 graduate students enrolled. There were 223 new psychology major and 10 new minor declarations. Additionally, two McNair scholar students were supported and mentored this last academic year, and nine psychology majors were enrolled in the Honors program. The department supports Psi Chi, the International Honors Society in Psychology and The Psychology Club. The psychology major orientation was attended by 60 students. Altogether, faculty and students have published 15 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 90 conference presentations

(local, national, and international) and about 121 faculty, students and alumni were involved in the presentations. The Student Center for Science Engagement's 9th Annual Research Symposium, held in September of 2017, had 8 students and 3 faculty members involved in four presentations from the psychology department. There were six faculty and 56 students involved in the 13<sup>th</sup> Annual Fall Psychology Student Symposium in December 2017. Eight (8) faculty and 73 students were involved in presentations at the 26th Annual NEIU Student Research and Creative Activities Symposium in April 2018. Among the 143 graduates for the year, 50 students ( 35%) graduated with honors.

### Academic Excellence and Innovation

Dr. Dykema- Engblade was selected as an Applied Social Area Representative for the Midwestern Psychological Association (MPA) Program Committee.

Dr. Takahashi received the Faculty Excellence Award for Research and Creative Activities from Northeastern Illinois University.

Dr. Erber was selected as the 2017 recipient of the Audrey Reynolds Distinguished Teaching Award.

The 8<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 community members.

The department hosted its an annual new major/minor orientation. The orientation provides students with information on departmental requirements, possible careers with a B.A. in Psychology, preparation for graduate school, and psychology student organizations.

In March, 2018 the Psychology Department hosted its 7th Annual Psychology and Related Fields Graduate Programs Fair. The graduate fair and related workshops were designed to provide students with expert information and guidance from the various graduate fields in psychology and related areas. Presenters were invited to talk about the requirements, expectations and benefits (including employment) of attending graduate programs in their respective fields. More than 100 students attended the fair and 18 colleges and universities were represented, offering 100 programs. Faculty and representatives from Clinical Psychology, Social Psychology, I/O Psychology, Forensic Psychology, Child Development, Gerontology, Rehabilitation, Community, School and Family Counseling, Social Work, Linguistics, Art/Drama/Dance Therapy, Occupational and Physical Therapy and other areas attended to provide information and present their programs. More than 15 alumni also joined the students and faculty for the post fair discussion and dinner. Liz Gordon (alumna), continued her alumni fundraising campaign.

In December, the Psychology Department hosted its 13<sup>th</sup> Annual Fall Psychology Student Symposium. Lab and capstone students (56) presented their research.

This year, Dr. Erber and colleagues continued to assess the peer leading program in PSYC 200 General Psychology. Drs. Erber and Church developed a means to identify engagement in learners. These results were presented at the 2018 Annual Meeting of the Midwestern Psychological Association in Chicago.

The psychology program, as part of a STEM program initiative, sponsors the National Institutes of Health MARC (Maximizing Access to Research Careers) grant program. We are one of two universities in the Midwest and the **only** non-research intensive university to receive this grant. This program has completed four full years. Of our 10 completed trainees, 100% have received their BA degrees. Of the 10, 80% are in graduate programs at Northwestern University, Michigan State University, University of Illinois Chicago, Georgia State University and Pennsylvania State University (7 in PhD programs; 1 in a Post Baccalaureate program, 2 are applying to PhD and MD/PhD Programs this year). 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 over 60 presentations at national and international conferences and attended highly competitive summer research internships at The University of Chicago, Northwestern Illinois University, University of Illinois (Chicago) Loyola University, Michigan State University, and University of North Carolina (Chapel Hill). Our students have received 4 awards from prestigious conferences. The goal is to send 16 students to PhD programs at the end of the 5 year grant.

### Urban Leadership

The faculty was greatly involved in numerous community organizations. Dr. Ayman-Nolley continued her work as 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 assisted-living 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. Dr. Dykema-Engblade volunteers weekly for the Chicago Area Runners Association and group leads a weekly marathon training group. Many of these runners are "charity runners" and fundraise for Chicago-land, not-for-profit organizations.

## **Gerontology Executive Summary**

The mission of the gerontology program at Northeastern Illinois University (NEIU) is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research and community service. The immediate purpose of the program is to prepare gerontologists who will have the background necessary to be effective, ethical, and concerned professionals. During the Fall 2017-Spring 2018 academic year, twelve (12) new students were taking classes to begin the graduate gerontology program. The retention rate was approximately 89% across courses from Fall 2017 to Spring 2018. There are currently twelve (12) graduate students taking the introductory PSYC 401 course in Fall 2018. Of these students, two (2) are admitted M.A. students and two (2) are admitted certificate students. In addition to these program enrollees, two (2)

students are from another graduate program pursuing an “elective” track in gerontology (i.e., two (2) MSW students) and six (6) students are graduate-students-at-large (GSAL) students applying for program entry in the spring. Beyond these current students, it is expected that there will be four (4) to five (5) more students applying for entry into the gerontology program for spring/summer entry. Thus, it is expected that the in-coming cohort will be approximately fifteen (15) new gerontology students by the end of Summer 2019. The total program enrollment is currently 28 students (i.e., 22 M.A. students and six (6) certificate students), after eight (8) graduations over Fall 2017 - Summer 2018. It is projected that there will be at least six (6) graduations this coming May/August 2019 academic year.

Over this time, Dr. Hollis-Sawyer was the first author in one (1) published book *In the field: A Field Experience Manual for Internship and Service Learning Students* and author or co-author on two peer-reviewed publications. Dr. Hollis-Sawyer presented her on-going research on positive aging issues in seven (7) different presentations across four (4) national conferences (Association for Gerontology in Higher Education, American Psychological Society, Gerontological Society of American and American Psychological Association) with colleagues across multiple academic institutions. She also was the co-developer of a conference “track” related to business and aging for the 2018 Association for Gerontology in Higher Education conference. In addition, during Summer/Fall 2017, Dr. Hollis-Sawyer completed and partially conducted the Universal Design for Learning training certificate training through the TRIO program. Lastly, Dr. Hollis-Sawyer expanded her national, regional, and university service in joining two additional executive committees, a university search and screen committee, and became a research and career mentor for two graduate students from two other educational institutions (North Park University, DePaul University) who are interested in gerontology. Over this time, Dr. Takahashi presented his on-going research on aging longevity and aging adjustment issues in three (3) different presentations across two (2) national and one (1) international invited talks. Lastly, Dr. Takahashi was the Co-chair, 2017-2018 Chicago Osaka Social Exchange Program. Chicago Sister Cities International, Chicago, IL.

Dr. Hollis-Sawyer continued her outreach efforts and met with different aging agencies (e.g., Center on Halstead, SASI, Brookdale Living Communities, Levy Senior Center, Hope Hospice, ElderCARE, and Evanston Senior Services) to talk both about inter-institutional collaborative efforts (e.g., internships) and the new gerontology certificate program launched this Fall 2016. Dr. Hollis-Sawyer also conducted talks about aging related issues at different senior centers or aging-related training programs (e.g., Between Friends, Mather’s More Than a Café).

The Generativity Club, supervised by Dr. Takahashi, was actively involved in promoting education about aging issues. In April 2018, Dr. Takahashi and the Generativity Club officers organized the annual aging film symposium and showed the film, *Lucky*, with Harry Dean Stanton, a film about an aging Navy veteran faced with coping with his declining health due to aging.

## **II. Program Plan**

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

#### **Psychology**

##### Student Success

The department continues to expand and fine-tune our peer leader program. We have established and continue to explore multiple methods of peer leader compensation (e.g., paying peer leaders through laboratory fees). These changes will allow the program to be self-sufficient and best serve our students. Additionally, new activities are being constructed for PSYC 200, 202, and 302 based on assessment and feedback of activities.

The department continues to expand our alumni activities, especially planning the expansion of contact between alumni and current students. Strengthen alumni fundraising campaign that was launched during Psychology Graduate Fair 2017 by alumna Liz Gordon, to encourage alumni to stay involved with NEIU.

#### **Gerontology**

##### Student Success

Develop and implement improved recruitment and retention strategies for both the Gerontology Senior Advocate Certificate and M.A. in Gerontology students.

Engage in ongoing revision and updating of all graduate gerontology courses to reflect current training practices in the field.

Continue offering and refining online elective gerontology courses to best support the educational and flexible scheduling needs of the full-time career gerontology students.

Create stronger curricular training in both research methodology (e.g., doing a research proposal starting in PSYC 401) and applied field skills (e.g., training onsite through the PSYC 415/416 sequence for M.A. in Gerontology students) to enhance their career viability by the time of graduation.

Work on improving course content and broader program training to improve students' training and time-to-degree goals (e.g., revision of PSYC 408 to better support thesis students' research proposals).

Promote and implement newly-created dual-enrollment option in which students in other graduate programs on campus can also be simultaneously enrolled in the Gerontology Senior Advocacy Certificate program.

Focus on creating a possible curricular linkage between gerontology undergraduate courses (online electives) and the planned RN to BSN program in the coming years. It is hoped that these different programmatic cross-linkage efforts will broaden the appeal of the NEIU gerontology program in the local Chicago area and neighboring suburbs.

Seek and apply for research grants to fund more “student-focused” program activities (e.g., support for graduate student’s gerontology conference attendance) for their on-going professional development and career networking.

## **Psychology**

### Academic Excellence and Innovation

The department will continue to invite on and off campus research presentations. This practice allows students to gain knowledge about recent research in the field of psychology as well as to offer insight into how to professionally present research.

Continued involvement with the Student Symposium and the McNair Scholars program, as well as with the Nontraditional Department, Honors Program, CAST, Women’s & Gender Studies, African American and African Studies, the Office of Student Affairs, and community partners (e.g., Sit Stay, Read, Cambodian Museum).

Continuing the implementation of our new curriculum and our assessment plan.

Continuing toward completion of our strategic plan for e-course offerings, its implementation and assessment, including online versus face-to-face assessment.

Active involvement in the support of the continuing MARC grant program at NEIU through leadership of Drs. Church and Rueckert.

Implementing curricular changes to address our last program review by strengthening students’ learning in the science of psychology.

Continuing implementation of new curriculum changes approved in 2017-18.

Completing the digital management of major and minor files and increased capacity for online and distance advising.

## **Gerontology**

### Academic Excellence and Innovation

Apply for M.A. in Gerontology program accreditation (2019-2020) to assure program quality and raise the national recognition of the program for their improved career viability within the field.

Maintain and expand on ongoing curricular planning coordination efforts with other graduate programs on campus (i.e., Counselor Education, Social Work, Special Education, and the to-be implemented Public Health programs) and with other graduate programs in the Chicago area (e.g., Doctoral Gerontology program at Concordia University, River Forest campus).

Explore more community education and outreach options through the ongoing Generativity Club's promotion of education about aging issues (e.g., host an aging career panel).

Train students in burgeoning aging-related field career opportunities, utilizing ongoing connections with established partners through Brookdale Living Community, Christian Methodist Senior Services, AgeOptions, Chicago Department on Family Services, Sunrise Senior Services, Evanston Township Senior Services, CJE, CLESE, and other qualified training sites in the Chicago area and suburbs.

## **Psychology**

### Exemplary Faculty and Staff

Continued involvement with university initiatives such as the CAST minor program, Food Pantry, Economic Inequality Initiative, the Art in Response to Violence conference, Faculty Symposium, and Asian Heritage Awards.

Developing a plan to prepare for our next program review.

Fostering the process of our next three faculty to becoming full professors.

Recruiting two or three faculty members in Neuro, Cultural, Developmental, Community, and/or Health Psychology in order to meet the needs of our students.

Engage faculty in professional development opportunities (e.g. a R stats workshop).

## **Gerontology**

### Exemplary Faculty and Staff

Engage in ongoing professional development of both teaching (e.g., Hybrid Teaching certification) and research skills (e.g., training in latest R statistics).

Apply for internal and external research grants to fund faculty and/or student research initiatives.

Apply for positions on nationally-recognized professional societies, executive boards, or other positions.

Develop a two-year plan to prepare for our next program review in Spring 2020.

## **B. Projected needs**

### **Psychology**

#### 1. Faculty

Recruiting two or three faculty members in Neuro, Cultural, Developmental, Community, and/or Health Psychology in order to meet the needs of our students and changes in the field.

#### 2. Equipment

There is a need for more furniture and materials for our research and teaching labs. Assess our laboratory needs and create a laboratory maintenance strategic plan. Explore the continued use and cost of Sona, the data management system for data collection. The need for upgrades and maintenance for the wet/fish lab.

#### 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. Also, a budget for the program of merit (a recurring fee) and advertising specifically for Gerontology.

Increasing the student aid budget to secure a 20 hours per week lab manager all year round to meet the needs of faculty, staff, and students.

Support resources for students at the University Center of Lake County, such as tutoring and a more predictable peer leader program that will not require them to travel regularly to the main campus.

Returning BBH 317 to the psychology department to be used as an observational lab and small classroom, which may require computer equipment and furniture.

### **Gerontology**

#### 1. Faculty

As the gerontology program is looking to expand its course offerings (e.g., development of more hybrid and fully on-line course electives), a request would be for the hiring of one (1) to two (2) visiting lecturers who can offer a broader range of field training backgrounds and perspectives (theoretical, applied). A more diverse gerontology faculty would better train the students and would hopefully enhance the appeal of the gerontology program to the general community.

As student recruitment is always a priority for the gerontology program, any financial assistance in advertising both the newly launched Gerontology Senior Advocacy Certificate and/or the M.A. in Gerontology programs is always appreciated. A small advertising budget (e.g., \$500) during the up-coming Spring 2019 and/or the 2018-2019 academic year for newspaper/periodical and journal (paper, on-line) advertising is requested from the administration.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

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

**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, 7,1.

Jaleel Abdul-Adil, **A. David Farmer Jr.**, Gibson, L., & Liza Suarez, (2018). *Hip-Hop H.E.A.L.S. (H<sup>3</sup>) Clinical Intervention Manual for Child Trauma and Community Violence Exposure (First Edition)*.

Jaleel Abdul-Adil, **A. David Farmer Jr.**, & Liza Suarez, (2018). *Hip-Hop H.E.A.L.S. (H<sup>3</sup>) Prevention Manual for Child Trauma and Community Violence Exposure (First Edition)*.

**Hollis-Sawyer, L. A.** (2018). *In the field: A field experience manual for internship and service learning students*. San Diego, CA: Academic Press.

**Erber, M. W.** & Erber, R. (July 2017). *Mate Choice Copying in Humans*. Poster presented at the 18<sup>th</sup> General Meeting of the European Association of Social Psychology. Granada, España.

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

**Hollis-Sawyer, L.** & **Dykema-Engblade, A.** received the 2017 British Medical Association (BMA) award for their book published in 2016 entitled "Women and Positive Aging."

Kelly, S. D., **Church, R. B.**, & Alibali, M. W. (2017). *Understanding gesture: Description, mechanism and function*. In Church, R. B., Alibali M. W., & Kelly S. D. (Eds). *Why Gesture? How the hands function in speaking, thinking and communicating* (pp. 3-10). Amsterdam/Philadelphia: John Benjamins Publishing Company.

Nathan, M. J., Alibali, M. W., **Church, R. B.** (2017). *Making and breaking common ground: How teachers use gestures to foster learning in the classroom*. In Church, R. B., Alibali M. W., & Kelly S. D. (Eds). *Why Gesture? How the hands function in speaking, thinking and communicating* (pp. 285-316). Amsterdam/Philadelphia: John Benjamins Publishing Company.

Erber, R. & **Erber, M.W.** (2018). *Intimate Relationships: Issues, theories, and research*, 3<sup>rd</sup> ed. New Jersey: Routledge.

**Erber, M.W., Ayman-Nolley, S., Church, R.B., Cuevas, L., Saszik, S., & Makris, E.** (2018). Active Learning Strategies: How Do Collaborative Learning, Engagement, and Brief Interventions Complement Each Other? Symposium presented at *Midwest Psychological Association 90<sup>th</sup> Annual Meeting*, Chicago, IL

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

Craven, M., Keefer, L., Rademaker, A., **Dykema-Engblade, A.**, & Sánchez-Johnsen, L. (2018). Social support for exercise as a predictor of weight and physical activity status among Puerto Rican and Mexican Men: Results from the Latino Men's Health Initiative. *American Journal of Men's Health*.

Sawyer, T., **Hollis-Sawyer, L.**, & Wade, J. (2018). Grit and children's Taekwondo performance. *International Journal of Martial Arts*, 4(1), 1-12.

**Hollis-Sawyer, L.** (2018). Dyadic filial research study recruitment and retention: Lessons learned. In *SAGE Research Methods Cases*. New York: Sage Publications

Yeo, A., Ledesma, I., Nathan, M. J., Alibali, M. W., & **Church, R. B.** (2017). Teachers' gestures and students' learning: Sometimes "hands off" is better. *Cognitive Research: Principles and Implications*, 2(1), 41.

**Saszik, S. M.**, & Smith, C. M. (2018). The impact of stress on social behavior in adult zebrafish (*Danio rerio*). *Behavioural Pharmacology*, 29(1), 53–59.

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

Sanchez-Johnson, L & **Dykema-Engblade, A.** (July, 2017). Obesity and Health Equity Research with Latino Men. Chicagoo CHEC Research Fellows Talk. Northwestern University. Chicago, IL.

Valdiviejas, H., Khan, A., Koumoutsakis, T., Mistak, A., & **Church, R. B.** (September, 2017). Closing the gender gap in math achievement: The role gesture plays in math education for girls. Paper presented as part of the Women in Science Conference, Northeastern Illinois University, Chicago, IL.

Koumoutsakis, T., Mistak, A., Pineda, L., Khan, A., Valdiviejas, H., **Ayman-Nolley, S.**, & **Church, R. B.** (October, 2017). The role of gesture in math learning: Do boys benefit more than girls? Poster presented as part of the Cognitive Development Society (CDS), Portland, OR.

Valdiviejas, H., Alonzo, Y., Khan, A., Koumoutsakis, T., Mistak, A., **Ayman-Nolley, S.**, & **Church, R. B.** (October, 2017). Can gesture help students in bilingual classrooms learn math? Poster presented as part of the Cognitive Development Society (CDS), Portland, OR.

Khan, A., Alonzo, Y., Koumoutsakis, T., Mistak, A., & **Church, R. B.** (October, 2017). The role of gesture in math learning: Does gender matter? Poster presented as part of the 2017 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, Salt Lake City, UT.

Alonzo, Y., Khan, A., Valdiviejas, H., Koumoutsakis, T., Mistak, A., & **Church, R.B.** (October, 2017). Too much input for bilingual students?: Gesture and math learning. Poster presented as part of the 2017 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, Salt Lake City, UT.

Koumoutsakis, T., Mistak, A., Khan, A., Pineda, L., Valdiviejas, H., **Ayman-Nolley, S. & Church, R. B.** (November, 2017). Is the success of gestured instruction affected by students' preexisting incorrect math strategies? Paper presented as part of the National Council of Teachers (NCTM) 2017 Regional Conference & Exposition, Chicago, IL.

Valdiviejas, H., Koumoutsakis, T., Khan, A., Mistak, A., **Ayman-Nolley, S. & Church, R. B.** (April, 2018). TMI: Is Instruction with Gesture Too Much Input for ESL Students? Poster presented at the 2018 Midwestern Psychological Association (MPA) Conference, Chicago, IL.

Khan, A., Koumoutsakis, T., Valdiviejas, H., Mistak, A., **Ayman-Nolley, S. & Church, R. B.** (April, 2018). This is a Man's World: Students Learn More Easily From a Male Math Instructor. Poster presented at the 2018 Midwestern Psychological Association (MPA) Conference, Chicago, IL.

Standley, M., Koumoutsakis, T., Levan, Z., Mistak, A., Lepic, R., **Church, R. B.**, & Goldin-Meadow, S. (April, 2018). Timing matters: Gesture preceding or co-occurring with speech enhances math learning. Poster presented at the 2018 Midwestern Psychological Association (MPA) Conference, Chicago, IL.

Alonso, A., Rademaker, A., **Dykema-Engblade A.**, Calderón, L., Nava, M., & Sánchez-Johnsen, L. (March, 2018). Multiple Health Risk Behaviors among Puerto Ricans and Mexican Men. National Hispanic Medical Association Conference. Gaylord National Harbor, Maryland.

**Dykema-Engblade, A.**, Ruiz, A., Rodas, I., Calderón, L., Alvarado-Avila A., Craven, M., Alonso, A., Nava, M., Aylward, L., Martinez-Jaimes, A., Hassan, C., Rademaker, A. & Sánchez-Johnsen, L. (April, 2018). Teaching and Mentorship of "Latino Obesity and Cancer Health Equity Research Scholars": High Impact Practices and Perspectives from Teachers/Mentors and Students. Midwestern Psychological Association. Chicago, IL.

Craven, M., Sánchez-Johnsen, L., Rademaker, A., Nava, M., Calderon, L., **Dykema-Engblade, A.**, & Keefer, L. (April, 2018). Social Support for Exercise, Weight Status, and Physical Activity Status Among Latino Men. Society of Behavioral Medicine (SBM) Conference. New Orleans, LA.

Sánchez-Johnsen, L., Calderon, L., **Dykema-Engblade, A.**, Rodas, I., Nava, M., Hassan, C., Rademaker, A., Bolaños, L., Ruiz, A., & Alvarado Ávila, A., (November, 2017). Culturally Competent Obesity Intervention Development for Latino Men. Medical Organization for Latino Advancement's (MOLA) Latino Health Symposium. Chicago, IL  
\*\*Award for best poster\*\*

Craven, M., Sánchez-Johnsen, L., Rademaker, A., Nava, M., Calderon, L., **Dykema-Engblade, A.**, & Keefer, L. (September, 2017). Social Support for Exercise, Weight Status, and Physical Activity Status Among Latino Men. University of Illinois at Chicago Psychiatry Research Extravaganza. Chicago, IL

Sánchez-Johnsen, L., Bolanos, L. Calderon, L., **Dykema-Engblade, A.**, Nava, M. Hassan, C. & Rademaker, A. (September, 2017). Latino Male-Focused Obesity Interventions. International Culturally Responsive Evaluation and Assessment (CREA) Conference. Chicago, IL

Sawyer, T., Sim, J., **Hollis-Sawyer, L.**, & McFerran, M. (2018, May). The relationship between stereotype threat susceptibility and grit. Poster presented at the APS Annual Convention, San Francisco, CA.

Wassel, J., Ludden, B., MacDonald, C., O'Neil, A., **Hollis-Sawyer, L.**, & Weinberg, B. (2018, March). #PitchingStudentsAging2.0.: GSA Presidential Symposium presented at the AGHE Annual Convention, Atlanta, GA.

**Hollis-Sawyer, L.** (2018, March). Assessing the “age friendliness” of work environments in a longevity economy: Creation of a new work age audit tool. Paper presented at the AGHE Annual Convention, Atlanta, GA.

Wassel, J., Bradley, D., & **Hollis-Sawyer, L.** (2018, March). Integrating aging into business curriculum: Survey responses from AGHE institution members and business schools. Paper presented at the AGHE Annual Convention, Atlanta, GA.

**Hollis-Sawyer, L.**, Cole, E., Gergen, M., Powers, S., & Peters, W. (2017, August). Organizational valuation of older women's workforce contributions. Symposium paper presented in a symposium entitled Abolishing the Decrement and Decline Model of Women's Aging. Presenter and Chair of symposium at the 2017 American Psychological Association conference, Washington, DC.

**Takahashi, M.** & Matsushima, K. (October, 2017). The Impact of Parents' Religious Faith on the Understanding of Spirituality among their Adult Children: A Comparison of Japanese Buddhists, Christians, and the Non-Religious. Poster presented at The Society for the Study of Human Development 10th Biennial Meeting, Providence, RI.

**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.

Franco, J., Herrera, A. & **Saszik, S.** (2018) Optic nerve crush alters the light adapted ERG of adult zebrafish. Poster presentation at the Association for Research in Vision and Ophthalmology annual conference. Honolulu, HI.

[International]

Kasuga, A., Sato, S., & **Takahashi, M.** (June, 2018). Exploring components of wisdom for Japanese older adults. Poster presented at the Asian Conference on Aging & Gerontology, Kobe, Japan.

Valdiviejas, H., Morales, D., Koumoutsakis, T., Khan, A., Standley, M., Mistak, A., **Ayman-Nolley, S., & Church R. B.** (May, 2018). Not a one-size-fits-all: Gesture's questionable role in English-Language-Learning students' mathematical equivalence understanding. Submitted paper for upcoming presentation for 48<sup>th</sup> Annual Meeting of the Jean Piaget Society, Amsterdam, The Netherlands.

**Ayman-Nolley, S.,** Odiko-Pim, M., Standley, M., & Ayman, R. (2018) Cohort Comparison of African American Children's Schema of Leadership: Examination of Drawings. Paper presented at the 48<sup>th</sup> Annual Meeting of the Jean Piaget Society, Amsterdam, Netherlands.

## 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.,** Co-principal Investigator, NIH MARC Training grant, NU-STARs for Northeastern Illinois Student Training in Academic Research in the Sciences.

**Dykema-Engblade, A.,** Co- principal Investigator, Chicago Cancer Health Equity Collaborative (CHEC) grant (2017-2018). Community-engaged Obesity Intervention Development for Puerto Rican and Mexican men.

**Church, R. B., Rueckert, L., & Hollis-Sawyer, L.** (2018) The role of gesture in mathematics learning: A lifespan approach. Student Center for Science Engagement. \$11,848.

## 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

**Erber, M. W.**, Forward 150 Steering Committee

**Hollis-Sawyer, L.** Executive Committee, American Psychological Association, Division 20

**Hollis-Sawyer, L.**, Executive Committee, Academy for Gerontology in Higher Education

**Hollis-Sawyer, L.**, Executive Committee, American Psychological Association, Division 35

**Hollis-Sawyer, L.**, Advisory Board, Aging and Society

**Hollis-Sawyer, L.**, Conference Reviewer, National Multicultural Conference Summit (NMCS)

**Hollis-Sawyer, L.**, Faculty Representative and Secretary, RN to BSN Position Search and Screen Committee

**Hollis-Sawyer, L.**, Mentoring Gerontology Faculty, Chicago Connections Program

**Hollis-Sawyer, L.**, American Psychological Association (APA) Division 35, Co-Chair, Women and Aging Committee

**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, Open Biomedical Geriatrics journal

**Hollis-Sawyer, L.**, Editorial Board, Journal of Social, Behavioral, and Health Sciences

**Hollis-Sawyer, L.**, Editorial Board, 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.**, Committee member, NEIU Institutional Review Board

**Hollis-Sawyer, L.**, Journal Reviewer, Journal of Online Learning and Teaching

**Hollis-Sawyer, L.**, Journal Reviewer, International Journal of Education

**Hollis-Sawyer, L.**, Journal Reviewer, Learning and Individual Differences

**Hollis-Sawyer, L.**, Editorial Board Member, Current Psychology journal

**Hollis-Sawyer, L.**, Co-Chair, AGHE "Business and Aging" Conference "Track" Organizer

**Takahashi, M.**, Co-Chair, 2017-2018 Chicago-Osaka Social Services Exchange program. Chicago Sister Cities International, Chicago, IL

**Takahashi, M.**, Reviewer for Japanese Psychological Research journal

**Takahashi, M.**, Reviewer for New Ideas in Psychology journal

**Takahashi, M.**, Research fellow, Research Institute of Ryukyuu Cultures, Okinawa International University, Okinawa, Japan

**Takahashi, M.**, Reviewer for Motivation and Emotional journal

**Takahashi, M.**, Behavioral science consultant, Illinois Science Fair Central

**Takahashi, M.**, Reviewer of European Journal of Developmental Psychology journal

**Takahashi, M.**, Project Director for Tsuchiura Walking Mileage Project, NPO Sports/Health Support Center, Ibaraki, Japan

**Takahashi, M.**, Institutional review board member for the Midwest Palliative Hospice Care Center

**Takahashi, M.**, Reviewer for the International Journal of Aging and Human Development journal

**Takahashi, M.**, Reviewer for Psychology and Aging journal

**Takahashi, M.**, Reviewer for the annual conference of the Gerontological Society of America

**Takahashi, M.**, Board of Director, Japanese American Service Committee Housing Corporation (Heiwa Terrace), Chicago, IL

## **B. Student Achievements**

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

Dykema-Engblade, A., **Ruiz, A.**, Rodas, I., Calderón, L., Alvarado-Avila A., Craven, M., Alonso, A., Nava, M., Aylward, L., **Martinez-Jaimes, A.**, Hassan, C, Rademaker, A. & Sánchez-Johnsen, L. (April, 2018). Teaching and Mentorship of “Latino Obesity and Cancer Health Equity Research Scholars”: High Impact Practices and Perspectives from Teachers/Mentors and Students. Midwestern Psychological Association. Chicago, IL.

**Guzman, C., Morales, D., & Arenas, M.** (Faculty Sponsor: Dr. Church). The Effects Of Gesture on Math Learning for Monolingual and Bilingual students. Presented at the NEIU Student Research Symposium. December, 2017.

**Alban, I., Cardona, M., & Zamora, G.** (Faculty Sponsor: Dr. Church). What are the Effects of Gesture and Gender on Math Learning? Presented at the NEIU Student Research Symposium. December, 2017.

**Standley, M., Koumoutsakis, T., Levan, Z., Mistak, A., Lepic, R.,** Church, R. B., & Goldin-Meadow, S. (Faculty Sponsor: Dr. Church) Timing matters: Gesture preceding or co-occurring with speech enhances math learning. Presented at the NEIU Student Research Symposium. December, 2017.

**De La Cruz, M.** (Faculty Sponsor: Dr. Dykema Engblade) Profiles of Eating Behavior: Ideological Differences among Moral Vegetarians, Health Vegetarians, and Omnivores Presented at the NEIU Student Research Symposium. December, 2017.

**Huerta, E., Masood, I., Duda, D., Gil-Ruiz, N., Drosinski, P., Luna, M. Beltran, M., Butts, A., Lopez, A., Hernandez, S., Goree, O., Ruiz, J., Gozo, M., Berdis, B., Webster, P., & Luna, J.** (Faculty Sponsors: Drs. Ayman- Nolley & Dykema Engblade) From Theory to Practice: Service Learning Projects. Presented at the NEIU Student Research Symposium. December, 2017.

**Hernandez, S., Mouroukos, S., & Causevic, I.** (Faculty Sponsor: Dr. Church) What’s Active about Active Learning: Operationalizing Engagement and its Behavioral Correlates. Presented at the NEIU Student Research Symposium. December, 2017

**Wattelle, C.** (Faculty Sponsor: Dr. Ayman- Nolley) Relationship between Music Performance Anxiety and Music Experience. Presented at the NEIU Student Research Symposium. December, 2017.

**Klein, S., Colella, C., & Adams, A.** (Faculty Sponsor: Professor Pagel) Sounds of Trust: Vocal Frequency Shifts in Female Speakers Affect Trust. Presented at the NEIU Student Research Symposium. December, 2017.

**Ruiz, A., & Malakismail, B.** (Faculty Sponsor: Professor Pagel) Tactile Acuity and Fingertip Area Size. Poster presentation at the NEIU Student Research Symposium. December, 2017.

**Eiden, A., & Brito, A.,** (Faculty Sponsor: Dr. Church) Autism Spectrum Disorder and Tower of Hanoi. Poster presentation at the NEIU Student Research Symposium. December, 2017.

**Arssinous, A., Drosinski, P., Gil-Ruiz, N., Hasan, R., Luna, E., & Brito, G.** (Faculty Sponsor: Dr. Church) Mixed Messages: Do Teenagers Process Communication Differently Than Adults? Poster presentation at the NEIU Student Research Symposium. December, 2017.

**Guzman, Y., Castro, A., & Vazquez, N.** (Faculty Sponsor: Dr. Church) Understanding Childhood Memories. Poster presentation at the NEIU Student Research Symposium. December, 2017.

**Giannakopoulos, C., Phillips, B., Del Real, X., Ruiz, M., & Rahming, W.** (Faculty Sponsor: Dr. Church) The Perception of Leadership in Development Through Piaget's Concrete and Formal Stages. Poster presentation at the NEIU Student Research Symposium. December, 2017.

**Espinosa, M., & DeLa Luz, A.,** (Faculty Sponsor: Dr. Church) What Role Can Gesture Play for Math Learning in Children with Autism? Poster presentation at the NEIU Student Research Symposium. December, 2017.

**Moritz, J., Albarran, E., Scaletta, M., Woodbury, E., & Thomas, S.** (Faculty Sponsor: Dr. Rueckert) The effects of previous experience on gesture mirroring. Presented at the NEIU Student Research Symposium. April, 2018.

**Mendez, J., Couturier, T., Ayyaddaoui, B., Kanzler, K., Fisher, B., & Banibaker, W.** (Faculty Sponsor: Dr. Rueckert) Gesture and learning: The effect of muscle activation on learning. Presented at the NEIU Student Research Symposium. April, 2018.

**Hernandez, S., Mouroukos, S., & Causevic, I.,** (2018). M.W. Erber & R.B. Church Advisors. What's Active about Active Learning: Operationalizing Engagement and its Behavioral Correlates. Psi Chi Poster presented at Midwest Psychological Association 90<sup>th</sup> Annual Meeting, Chicago, IL.

**Figuroa, A. C., & Takahashi, M.** (June, 2018). Sexual fluidity among older LGB adults: Relationship among the timing of coming-out, ego integrity, and social support. Paper presented at the 60th annual meeting of the Japan Socio-gerontological Society, Tokyo, Japan.

**Olson, V., Burns, B., Cherenfant, R., Ramirez, K., & Serna, R.** (Faculty Sponsor: Dr. Merchant). (2018, April). Correlational study on depressive symptoms. Paper presented at the NEIU 26<sup>th</sup> Annual Student Research & Creative Activities Symposium. Chicago, IL

**Sosa, A.**, (Faculty Sponsor: Dr. Merchant). (2018, April). Media and technology usage and interpersonal factors of suicide in millennials. Paper presented at the NEIU 26<sup>th</sup> Annual Student Research & Creative Activities Symposium. Chicago, IL

**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. Paper presented as part of the 47<sup>th</sup> Annual Meeting of the Jean Piaget Society (JPS), San Francisco, CA.

**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 presented as part of the 47<sup>th</sup> Annual Meeting of the Jean Piaget Society (JPS), San Francisco, CA.

**Valdiviejas, H., Khan, A., Koumoutsakis, T., Mistak, A., & Church, R. B.** (September, 2017). Closing the gender gap in math achievement: The role gesture plays in math education for girls. Paper presented as part of the Women in Science Conference, Northeastern Illinois University, Chicago, IL.

**Koumoutsakis, T., Mistak, A., Pineda, L., Khan, A., Valdiviejas, H.,** Ayman-Nolley, S., & Church, R. B. (October, 2017). The role of gesture in math learning: Do boys benefit more than girls? Poster presented as part of the Cognitive Development Society (CDS), Portland, OR.

**Valdiviejas, H., Alonzo, Y., Khan, A., Koumoutsakis, T., Mistak, A.,** Ayman-Nolley, S., & Church, R. B. (October, 2017). Can gesture help students in bilingual classrooms learn math? Poster presented as part of the Cognitive Development Society (CDS), Portland, OR.

**Khan, A., Alonzo, Y., Koumoutsakis, T., Mistak, A., & Church, R. B.** (October, 2017). The role of gesture in math learning: Does gender matter? Poster presented as part of the 2017 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, Salt Lake City, UT.

**Alonzo, Y., Khan, A., Valdiviejas, H., Koumoutsakis, T., Mistak, A., & Church, R.B.** (October, 2017). Too much input for bilingual students?: Gesture and math learning. Poster presented as part of the 2017 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) The National Diversity in STEM Conference, Salt Lake City, UT.

**Koumoutsakis, T., Mistak, A., Khan, A., Pineda, L., Valdiviejas, H.,** Ayman-Nolley, S. & Church, R. B. (November, 2017). Is the success of gestured instruction affected by students' preexisting incorrect math strategies? Paper presented as part of the National Council of Teachers (NCTM) 2017 Regional Conference & Exposition, Chicago, IL.

**Valdiviejas, H., Koumoutsakis, T., Khan, A., Mistak, A.,** Ayman-Nolley, S. & Church, R. B. (April, 2018). TMI: Is Instruction with Gesture Too Much Input for ESL Students? Upcoming poster to be presented as part of the 2018 Midwestern Psychological Association (MPA) Conference, Chicago, IL.

**Khan, A., Koumoutsakis, T., Valdiviejas, H., Mistak, A.,** Ayman-Nolley, S. & Church, R. B. (April, 2018). This is a Man's World: Students Learn More Easily From a Male Math Instructor. Upcoming poster to be presented as part of the 2018 Midwestern Psychological Association (MPA) Conference, Chicago, IL.

**Standley, M., Koumoutsakis, T., Levan, Z., Mistak, A., Lepic, R.,** Church, R. B., & Goldin-Meadow, S. (April, 2018). Timing matters: Gesture preceding or co-occurring with speech enhances math learning. Upcoming poster to be presented as part of the 2018 Midwestern Psychological Association (MPA) Conference, Chicago, IL.

**Valdiviejas, H., Morales, D., Koumoutsakis, T., Khan, A., Standley, M., Mistak, A.,** Ayman-Nolley, A., and Church R. B. (May, 2018). Not a one-size-fits-all: Gesture's questionable role in English-Language-Learning students' mathematical equivalence understanding. Submitted paper for upcoming presentation for 48<sup>th</sup> Annual Meeting of the Jean Piaget Society, Amsterdam, The Netherlands.

**Koumoutsakis, T., Valdiviejas, H., Khan, A., Standley, M., Mistak, A.,** Ayman-Nolley, S., and Church, R. B. (July, 2018). Male instructors enhance gesture's effect on learning. Submitted poster for upcoming presentation for The International Society of Gesture Studies (ISGS) conference, Cape town, South Africa.

**Siddiqui, K.** (Faculty Sponsor: Dr. Dykema- Engblade) Assessing NEIU Freshmen Navigator Program. Presented at the NEIU Student Research Symposium. April, 2018.

**Arssinous, A., Slaba, A. Mendez, J., & Muneeruddin, F.** (Faculty Sponsor: Dr. Church) Are Co-speech Gestures True Indicators of Lying? Presented at the NEIU Student Research Symposium. April, 2018.

**Moritz, J., Castro, A., & Dean, S.** (Faculty Sponsor: Dr. Church) How Do Parenting Styles Recalled from Childhood Play a Role in Adult Anxiety and Nonverbal Behavior? Presented at the NEIU Student Research Symposium. April, 2018.

**Klein, S.** (Faculty Sponsor: Dr. Dykema- Engblade) What We See is What We Get: Observational Goals and Context. Presented at the NEIU Student Research Symposium. April, 2018.

**Standley, M., & Chafshino, M.** (Faculty Sponsor: Dr. Church) Does Timing Matter? How the Synchrony of Gesture and Speech Influences Learning. Presented at the NEIU Student Research Symposium. April, 2018.

**Miller, H.** (Faculty Sponsor: Dr. Dykema- Engblade) The Influence of Stereotype Threat on the Food Choice of Mexican American Students. Presented at the NEIU Student Research Symposium. April, 2018.

**Morales, D., & Arenas, M.** (Faculty Sponsor: Dr. Church) The Role of Gesture in Math Education. Presented at the NEIU Student Research Symposium. April, 2018.

**Hernandez, S., Smith, N., & Diaz, D.** (Faculty Sponsor: Dr. Church) Mirror, Mirror on the Wall Whom is the Most Engaged of Them All. Presented at the NEIU Student Research Symposium. April, 2018.

**Finne, S.** (Faculty Sponsor: Dr. Dykema- Engblade) An Evaluation of College Student's Academic Experiences. Presented at the NEIU Student Research Symposium. April, 2018.

**Klein, S., & Rehich, M.** (Faculty Sponsors: Dr. Dykema- Engblade and Professor Cuevas) Cool Drink, You're Hired: Impressions of Job Candidates Based on Drink Choice. Presented at the NEIU Student Research Symposium. April, 2018.

**Espinosa, M., & De La Luz, A.** (Faculty Sponsor: Dr. Church) What Role can Gesture Play for Math Learning in Children with Autism? Presented at the NEIU Student Research Symposium. April, 2018.

**Zalinska, S.** (Faculty Sponsor: Dr. Dykema- Engblade) All About You: Do Narcissistic Individuals Prefer Second Person Point of View in Advertisements? Presented at the NEIU Student Research Symposium. April, 2018.

**Stern, J.** (Faculty Sponsor: Dr. Dykema- Engblade) Comparing Apples to Oranges: Fruit Flavor Preferences by Gender. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Januszewski, E.** (Faculty Sponsor: Dr. Dykema- Engblade) Conscientiousness, Openness, and Ethical Food Choice Motivation. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Fisher, B., & Flores, L.** (Faculty Sponsor: Dr. Dykema- Engblade) Consumption and Lifestyle Habits. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Goree, O., Nesis, S., Butt, A., & Garcia, J.** (Faculty Sponsor: Dr. Dykema- Engblade) Does Country "Allegiance" Influence Impressions Formed of an Individual? Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Bjaerang, L., & Nesis, S.** (Faculty Sponsor: Dr. Dykema- Engblade) Eating Behavior, Associated Emotions and Food Preference. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Maigler, B., & Thomas, S.** (Faculty Sponsor: Dr. Dykema- Engblade) Examining What Pictures Can Tell Us About Our Choices of Foods. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Kellmendi, E., & Tavizon, B.** (Faculty Sponsor: Dr. Dykema- Engblade) Identifying Eating Habits and Food Choices Among University Students. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Bahena, J.** (Faculty Sponsor: Dr. Dykema- Engblade) Letting Others Decide Our Meals: The Power of Self-monitoring. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Hempel, T., Rosales, T., Rhodes, C., & Zaworski, C.** (Faculty Sponsor: Dr. Dykema- Engblade) Perceptions of Violent Criminals. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Agular, A., Pentek, E., & Loor, K.** (Faculty Sponsor: Dr. Dykema- Engblade) The Impact of Shirt Color and Occupation on the Impressions of Men by Heterosexual Women. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Franco, J., & Herrera, A.** (Faculty Sponsor: Dr. Saszik) Optic nerve crush alters the light adapted ERG of adult zebrafish. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Lambropoulos, N., Dzedzic, G., Chafshino, M., & Ponce, N.** (Faculty Sponsor: Dr. Dykema- Engblade) The Influence of the Age of Ex- Offenders and People's Attitudes Towards Them. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Landazzi, S., & Susina, D.** (Faculty Sponsor: Dr. Dykema- Engblade) You are What I Eat: An Exploratory Study of Gustatory Effects and Perceptions of Individuals. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Albarran, E.** (Faculty Sponsor: Dr. Dykema- Engblade) The Influence of Gender and Weight on Judgmenta of an Individual. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Parra, M., Deluna, M., Ramirez, E., & Ryan, K.** (Faculty Sponsor: Dr. Dykema- Engblade) The Roles of Gender and Sexual Orientation on Leadership Evaluation and Favorability Ratings. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Guzman, L.** (Faculty Sponsor: Dr. Erber) Relationship Between Cultural Values and Mental Health Attitudes. Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Hasan, R., & Ortega- Salazar, A.** (Faculty Sponsor: Dr. Church) Mixed Messages: Are Women Better at Detecting Nonverbal Cues? Poster presentation at the NEIU Student Research Symposium. April, 2018.

**Lopez- Martinez, C.** (Faculty Sponsor: Dr. Saszik) The Effects of Propranolol (PROP) on Social Anxiety in Zebrafish. Poster presentation at the NEIU Student Research Symposium. April, 2018.

## **2. Acceptance to graduate or professional school**

Bridget Rice was accepted to John Marshall Law School.

Sam Klein was accepted to the Social Psychology Ph.D. program at University of California, Davis.

Hannah Valdiviejas was accepted to the Educational Psychology Ph.D. program at University of Illinois Urbana- Champaign.

Kate Sharp was accepted to a M.A. program at The Erickson Institute, Chicago.

Starlette Restor was accepted to the Master Of Social Work at University of Illinois, Chicago.

Caroline Gorte was accepted to a MA program at Western Michigan University.

Demara Campbell was accepted to the Higher Education MA program at Northeastern Illinois University.

Alicia Figueroa was accepted to the Gerontology Ph.D. program at Concordia.

Megan Madigan was accepted to the Human Resource Management and Development MA program at National Louis University.

Kanoos Siddiqui was accepted to the Master of Social Work program at the University of Illinois at Chicago.

Laura Hadly, Current M.A. student was recently promoted to full- time activities coordinator position at Bethany Living.

Elizabeth Tabet, Current certificate student has recently been hired full- time as a Life Enrichment Manager at Sunrise Senior Living.

Esther Vazquez, received the 2018 Max Goldberg Scholarship.

## **C. Alumni News**

The following is a selection of known alumni accomplishments for 2018-19:

Christopher Bennett accepted a new position in LRW MotiveQuest; a big data Marketing Company.

Marcela Levayova has graduated with M.A. in clinical mental counseling from Adler.

Amy Durbin has graduated with MA from NEIU's Gerontology program.

Nelson Fababaer, M.A., '17: hired full-time as a Case Worker at Chicago Methodist Senior Services.

Vincent Volpert, M.A., '16: hired full-time as a gerontology instructor and field coordinator at Wright College.

Magdalena Mokrzycka, M.A. '17: hired as the Good Life Coordinator for Housing Opportunities and Maintenance for the Elderly (H.O.M.E.).

Barbara Caspersen, M.A. '16: hired as a director for Sunrise Senior Living.

Chrisann Fahy's ('14) thesis manuscript was recently accepted for publication in a peer-Reviewed gerontology journal

# SOCIAL WORK

## **Annual Report 2017-2018**

**Submitted by Jade Stanley, Chair**

### **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 their work in the social work clubs, Alliance of Student Social Workers (ASSW) and Graduate Alliance of Student Social Workers (G-ASSW), service learning activities, yearlong internships and active engagement in agencies and organizations. The Social Work faculty and instructors serve on various boards, engage in volunteer work, and practice in a variety of settings working with individuals, groups and families throughout the Chicagoland area.

The Social Work Department received a favorable report by our accrediting body, Council on Social Work, 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 BSW program currently serves 420 undergraduate students. We have established relationships with more than 100 social service agencies, and have placed 175 students in field placements during this evaluation period. The Social Work Department has a large number of students engaged in the NEIU Honors Program, Leadership Programs, and McNair Scholars Program.

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 the needs of the students seeking this higher degree and workforce needs. The Social Work Program has a strong and vibrant faculty with a shared vision for student success. The MSW program continues to move through the candidacy process with the Council of Social Work Education. 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, the NEIU MSW was awarded Candidacy status. The next step included writing and submitting Benchmark II document to the Council on Social Work Education, which focused on field Evaluation, and Benchmark III, which will focus on assessment and evaluation. The third Commissioner visit was held on April 9, 2018, and the program will be reviewed for Accreditation on the October agenda, in fall 2018.

During this evaluation process, Troy Harden continues to serve as the MSW program director in the Social Work Department. Dr. Harden will lead the MSW Program through the accreditation process, participate in hiring of new tenure track faculty members and contribute to the development and implementation of the curriculum for both 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 Holtschneider joined the social work department in August 2016, with Aisettu Ibrahima and Patricia Aguado joining the team in August 2017. In Fall 2018, we hired Dr. Noe Mojica to teach in the vulnerable children and family curriculum, and Dr. Judith Rocha to serve as the Director of Field Education. We are excited to have completed our 3rd year of serving students in the MSW program, with three groups of students: advanced standing program, which is the 10-month program; foundation program, our 2-year program; and a growing part-time program. We have positioned our selves to be “Urban Focused” with two concentrations: serving Vulnerable Children and Families, and Leadership and Change. Currently we are serving 90 students in our graduate program, with 45 students completing their internships at 30 agencies across the city.

Another important and positive accomplishment was to obtain approval by the Higher Learning Commission (HLC) to change our undergraduate program name from BASW (Bachelor of Arts 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 received a diploma with a BSW degree, making them more competitive in the job market and in applying for advanced degrees in social work. This was a great accomplishment for our growing program.

### **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 continue 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, as well as on university wide search committees and other important task forces and student support programs.

The Social Work Program continues to make outstanding contributions to teaching, research and service to the department, College of Arts and Sciences and to the university and larger community.

We are proud to acknowledge the strong relationship we have developed with our colleagues at El Centro, celebrating 15 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 social work program at the University Center in Lake County, and have been able to offer all of our social work courses at this location. We offer SWK 207, SWK 303, SWK 304, SWK 305, SWK 306, SWK 309, SWK 357, SWK 310, SWK 311, SWK 353, SWK 354, SWK 355, SWK 356, and SWK 357. 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 social work. We are actively involved in rebuilding the social work course offerings at CCICS, as this campus is a natural fit for our social work program and students who are actively working in the community and meeting the needs of individuals, groups, and families in neighborhoods around the city of Chicago. The Social Work department has developed a strong working relationship with the new CCICS Director, Andrea Evans. The Social Work Department will be offering both BSW and MSW courses at the center beginning Spring 2019.

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 our students and forming and maintaining key relationships to help improve retention among students 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 social work faculty and instructors 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 participated 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, developed a 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 and worked with the field team to update the introduction and orientation process for students using a completely paperless electronic format, 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, 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 in Summer 2018 for its 11<sup>th</sup> year.

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. We served **83 students**, a huge accomplishment.

The growth of our program is evident by looking at the following numbers:

#### BSW Program

Fall 2010	225 students
Fall 2011	264 students
Fall 2012	286 students
Fall 2013	280 students
Fall 2012	344 students
Fall 2014	400 students
Fall 2015	420 students
Fall 2016	420 students
Fall 2017	420 students
Fall 2018	420 students

#### MSW Program

Fall 2016	45 students
Fall 2017	90 students

## **II. 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 13th “Back to School Rally” in Fall 2017, 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 and field instructors, with a great turnout and meaningful exchange between students and community members and professionals.
- In Spring 2018, the Social Work Program co-sponsored a Social Work Month Program, “Social Workers Stand Up”, cosponsored with the social work club. Various programs were held on the main campus and on the El Centro Campus. Current students, alumni, and friends of the program attended.

- In Spring 2018, The Social Work Program faculty acknowledged 62 students in the social work honors society, 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 the main campus in Alumni hall, with a cake reception.
- Throughout the academic year 2017-2018, the Social Work faculty hosted a brown bag series, which was conducted by both faculty and students. The series included timely social issues.
- Throughout the academic year 2017-2018, 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.
- Throughout the academic year 2017- 2018, 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 outcomes with the program outcomes.
- Throughout the academic year 2017-2018, 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 in which they are teaching.
- In March 2018, fifty social work students attended the Lobby Day events in Springfield (the second largest number of students from one social work program in the state). Kudos to the Association of Student Social Work (ASSW) club and the sponsoring faculty for supporting the ASSW in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from the National Association of Social Workers (NASW) for having one of the largest groups of students at the event.
- In spring 2018, twenty-one (21) social work students (and sponsors\*) presented at NEIU 24th annual student research symposium.
- Throughout the academic year 2017-2018, the Social Work Program utilized a TK20 to monitor progress and prepare graduation reports for majors and minors as well as provided a process to evaluate our data. The TK20 system continues useful in preparing annual reports to NEIU, CSWE, and NASW.

## **Curriculum Revision**

- Throughout the academic year 2017-2018, 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 Educational Policy and Assessment (EPAS) required by CSWE.
- Three faculty members have developed online courses for our social work program: Social Work 200: Introduction to Social Work; Social Work 322: International Social Work and Social Work 327: Social Work with Families. We anticipate increasing our online offerings over the next 2 years to meet student demand and continue to align our program goals with bachelors and masters program goals and CSWE EPAS 2015 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.
- We do not have a curriculum lead with the recent resignation of Dr. Ramirez. The chair of the program, Dr. Stanley works closely with faculty in 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 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 a MSW advisor and field liaison. She teaches in the MSW core curriculum as well as teaching courses on homelessness, an area of 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.
- Dr. Judith Rocha serves as the MSW Director of Field Education and teaches the field seminar and practicum courses.
- Dr. Noe Mojica serves as the lead of the MSW program concentration in the area of child and family.

## **B. Projected needs**

### **1. Faculty**

- 3 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. Most recently, we had an unexpected resignation of Dr. Milka Ramirez, who resigned in her position in summer 2018. This has had a tremendous impact on the delivery of programming to our social work students. This leaves only 5 full time tenure track faculty to serve over 420 students, on four campuses (Main Campus, El Centro, CCICS 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.
- 2 new tenure track positions in the BSW program is needed to meet CSWE requirements and student demand. With only 5 full time tenure track faculty to serve over 420 students on four campuses (Main Campus, El Centro, CCICS, and UCLC) in a very vibrant and busy department, we are in need of a search for one new faculty member. The requirement for accredited program, as set forth by CSWE is to have a 25:1 student/faculty ratio. To become in compliance with this standard, it would be necessary to hire one additional tenure track faculty.

**2. Equipment-** Faculty are in need of new laptop computers as many of the faculty are using computers that are 7-9 years old.

### **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, as we have weekly meetings, we host many visitors throughout the year, we host CSWE Commissioners and 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:**

**Aguado, P.** Co-PI, Powering Up Male Prevention (PUMP), The CORE Center, Cook County Health and Hospitals System; Fund: SAMHSA- \$500,000.00yr/ \$2.5 million-5yr/ 2018-2023/ A new research intervention project, designed to provide support for and improve the lives of African American/Black and Hispanic/Latino HIV positive MSM age 30 and over who have also been impacted by substance use (SUD) and/ or co-occurring disorders (COD).

**Aguado, P.** Co-PI, *Proyecto Promover*, The CORE Center/ Cook County Health and Hospitals System; Fund: HRSA-SPNS- \$300,000.00 yr/ \$1.5 million-5 yr/ 2013-2018/ A research intervention culturally tailored to Mexican individual living with HIV/AIDS or at-risk focused on outreach, access and retention in HIV care.

**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."

**Harden, T.** Managing practice and policy by restoring the social work imagination. The Truth n' Trauma Project.

Mattaini, M.A., & **Holtzschneider, 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.**, Leow, C., & Yang, Y. (2018). Baby TALK- RefugeeOne Randomized Controlled Trial: A study examining the impact of home visitation among refugee and immigrant families. Research Report submitted to the *Department of Health and Human Services (DHHS)* for the Home Visiting Evidence of Effectiveness (HomVEE) Registry.

**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).

**Holtzschneider, C.** 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.** 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.

Ramirez, M., & **Kim, J.** (2018). Traversing gender, sexual orientation, and race-ethnicity: Sexual victimization in a population-based sample of older adults. *Journal of Gay & Lesbian Social Services*, 30(2), 192-208.

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

**Aguado, P. Presenter, Successful Retention Strategies, Proyecto Promover,** Annual Health Services Resources Administration, Special Projects of National Significance, (HRSA-SPNS) grantee meeting.

**Aguado, P. Presenter,** 2018 National Conference on Social Work and HIV/AIDS, Reducing Stigma and Increasing HIV Testing Among Mexican Immigrants in Chicago.

**Aguado, P. Presenter,** 2018 National Conference on Social Work and HIV/AIDS, Living Fragmented Lives; HIV Positive Mexican Immigrant Men.

**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.

**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:

**Hilado, A., & Ejeh, S.** *Executive Orders, trauma, and the impact on refugee and immigrant communities.* Presentation at the Opening Minds Conference (Feb. 7)

**Holtzheimer, 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.

**Holtzheimer, 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., **Holtzheimer, 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.

**Holtzheimer, C.** 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.

**Kim, J.** Examining Sexual Orientation Disparities in Health Insurance Coverage and Health Service Use in a Population-Based Sample. (November 3, 2017). 2017 Association for Public Policy and Management Fall Research Conference. Chicago, IL.

**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.** Chaired the Search Committee for the successful hire of two new Assistant Professors in the NEIU Social Work Program in 2016-17.

**Brake, A.** Member of the Search Committee for the hiring of one new Assistant Professor in the NEIU Social Work Program in 2017-18.

**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, I 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.** Managing practice and policy by restoring the social work imagination. The Truth n' Trauma Project.

**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

**Holtschneider, C.** (2017, July 5). Supporting Youth as they Transition from Care. Training provided for UCP Seguin.

**Holtschneider, C.** co-founder and executive director of LYTE Collective, a nonprofit organization supporting youth experiencing homelessness.

**Holtschneider, C.** Consultant for Connections for the Homeless, Evanston, IL

**Holtschneider, C.** Consultant for Center on Halsted, Chicago, IL

**Holtschneider, C.** Consultant for 360 Youth Services, Naperville, IL

**Stanley, J.** Reviewer for CIES- Fulbright Discipline Peer Review

**Stanley, J.** Book reviewer, Journal of British 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 420 majors and over 80 minors as of summer 2018. 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 had students graduate in fall 2017 and spring 2018. 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 on the College of Arts and Sciences Dean's list, including the fall 2017 and spring 2018 lists.

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

**Selected list of SRING 2018 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 People's Behavior Regarding Sex?:* **Adriana Delgado**, Francisco Gaytan\* Social Work

*Housing as a Human Right:* **Ashley N. Hyder**, Dr. Job Ngwe\* Social Work

*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 in fall 2017-spring 2018**

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.

#### **EMPLOYMENT – Post BSW graduation**

Crystal Quinones	El Hogar Del Nino
Mayra Albarran	Client Services Perspectives Ltd
Gladys Rodriguez	ETSP Advisor, Metropolitan family Services
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** was hired as tenure track faculty at Loyola University School of Social Work.

**Keith Green** completed his Ph.D. at SSA/University of Chicago Social Work

**Robert Motley** completed his Ph.D. at George Warren Brown- University of Missouri- Social Work.

**Cashell Lewis** is pursuing a Ph.D. at University of Chicago- Social Work

**Jesse Self** is pursuing a Ph.D. at University of Chicago –SSA

**Eddie Bocanegra** is leading a new program for veterans- Urban Warriors, hired at Heartland Alliance as director

# SOCIOLOGY

## **Annual Report 2017-2018**

**Submitted by Andreas Y. Savas Kourvetaris**

### **I. Executive Summary**

During Fiscal Year (FY) 2018 and Academic Year (AY) 2017-18, 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, Latinx/a/o & Latin American Studies (LLAS), Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ) 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-four undergraduate degrees were conferred to Sociology majors in FY 2018; we had 153 Sociology majors and 83 minors in AY 2017-2018. 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 2017-18**

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 continued to take a significant toll on the Department and our students. Nevertheless, our Department's faculty

position request of FY 2018 (per the rescinded faculty offer of FY 2017) was approved and the faculty search was successful. We are excited to report that **Juan Martinez** accepted the offer to join our dynamic faculty, beginning in Fall 2018. **Brooke Johnson** successfully served as Search Committee Chair, while she achieved tenure and was awarded a sabbatical leave for Spring 2019. In Fall 2017, **Olivia Perlow** returned from her productive sabbatical leave. In FY 2018, **Andreas Savas Kourvetaris** served as Chair of the Department of African & African American Studies (AFAM), Latinx/a/o & Latin American Studies (LLAS), Sociology (SOC), and Women's & Gender Studies (WGS), while **Brett Stockdill**, former Department Chair, returned to faculty full-time. 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.

Our department's office support met significant challenges during FY 2018 due to the College of Arts & Sciences' ongoing restructuring. Similar to office staff positions across campus, our full-time Sociology Office Manager position, held by **Carol Martin**, was eliminated in July, 2017. As a result, from July-August, 2017, Denise Cloonan Cortez de Andersen, Chair of World Languages and Cultures; Marshall Thompson, Chair of Political Science; and **Andreas Savas Kourvetaris**, Chair of Sociology, AFAM, LLAS, and WGS, were charged by CAS with drafting new office support staff positions for our respective departments and programs, which were modeled after the Sociology Department's position descriptions. In September, 2017, the Sociology program welcomed its new part-time Office Manager **Uma Patel** and AFAM/LLAS/WGS welcomed its new part-time Administrative Aide **Jeanette Hernández**, whose combined expertise has been vital in supporting our students, faculty, and their accomplishments.

### *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 accessible, intersectional, scholarly, 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. We have expanded our use of Learning Through Discussion (LTD), a teaching pedagogy that requires in-depth student preparation and engagement with course readings. During AY 2017-18, ten of our classes featured the LTD method.

Each of our five tenure-track and tenured faculty members has served as an academic advisor for majors, minors, and other students. We continued to provide new majors with a packet of information that includes an overview of the major requirements, a self-advising flow chart and SOC checklist, a self-advising Ged Ed checklist and list of approved Gen Ed courses, a map of the main campus, a “Student Help Sheet,” and an American Sociological Association (ASA) brochure and booklet about careers in sociology. We also participated in One-Stop Shop initiatives to provide prospective majors and minors with important and relevant information toward fulfilling the requirements for the sociology major and graduation requirements of the College of Arts & Sciences and the University.

The Sociology Department continues to demonstrate its commitment to work with and serve multiple programs at NEIU. African & African American Studies, Latinx/a/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 the majority 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 **Brett Stockdill** is core LLAS faculty. **Brooke Johnson** taught FYE (First Year Experience) seminars (WGS 109: Sex in the City) and cross-listed courses for the WGS Major. 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. We also have been active participants in the Honors and McNair Scholars Programs, providing one of the largest numbers of scholars to this latter program since its inception in 2003. We actively contributed to the General Education Program, since we have offered up to 14 sections of General Education classes per semester. In Fall 2017 and Spring 2018, approximately 40% of our courses offered were General Education courses.

Our students are active on campus and throughout Chicago through their student club involvements, service-learning work, internships, and activism. The Sociology Club organized an array of activities throughout the year. **Brooke Johnson** organized the seventh annual induction ceremony for the Northeastern Illinois University chapter of the Alpha Kappa Delta (AKD) International Sociology Honor Society, and eight students were inducted into the chapter in April, 2018. NEIU alumna, **Dr. Loren Henderson** (Sociology '06), delivered the keynote address. **Brooke Johnson** successfully applied for and secured a \$500 Initiation Speaker Grant from AKD for NEIU alumna **Loren Henderson**.

#### *Research/Creative Activities: Advancing Critical, Public Sociology*

Sociology faculty produced a variety of sociological work, as well as presented research at professional conferences. This scholarship broadens and deepens not only sociology but also Women’s & 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 the American Sociological Association annual meeting, American Studies Association conference, Black and Pink (queer & trans prison abolition organization), the Midwest Sociological Society annual meeting, Sociologists for Women in Society conference, and WisCon (feminist science fiction/social justice organization).

The Sociology faculty continued to make important contributions to social justice and to critical, accessible, public sociology and scholarship through their publications. **Olivia Perlow** co-edited the book, *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy* (Palgrave MacMillan, 2018). **Olivia Perlow** also co-authored the article, "Reconceptualizing Historic and Contemporary Violence Against African Americans as Savage White American Terror (SWAT)" (*Journal of African American Studies*, 2018). **Brooke Johnson** co-authored the article, "It's White People in Asian Disguises: Using Social Media to Contest Race and Ethnicity" (*Journal of Social Media in Society*, 2018). **Brooke Johnson** also published the book chapter, "Educating for War: Militarization and the Manufacturing of Consent through Public Schooling" (Pp. 65-86 in *The Palgrave International Handbook of School Discipline: Surveillance, Punishment and Social Control*, 2018). **Brett Stockdill** published the article, "Love in the time of ACT UP: Reflections on AIDS Activism, Queer Family, and Desire" (*QED: A Journal in GLBTQ Worldmaking*, 2018). These accomplishments reflect the Sociology faculty's dynamic research agendas, active community engagement, and ongoing collaborations with academic and non-academic communities alike.

#### *Service: Shared Governance, Solidarity, and Empowerment*

Sociology faculty members continued to provide a broad spectrum of service activities both on and off campus. Beginning in FY 2018, **Andreas Savas Kourvetaris** served as Chairperson of the Department of Sociology, African & African American Studies, Latinx/a/o & Latin American Studies, and Women's & Gender Studies. Our faculty was active in the College of Arts & Sciences Academic Affairs Committee, the University Honors Program, University Without Walls, and the McNair Scholars Program. The presence of our faculty was 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 significant contribution of the Department to the larger NEIU community has been its student-led events. For the Sixth Annual Careers in Sociology Series (March 6, 2018), the Sociology Club worked with **Brett Stockdill** to bring four NEIU Sociology alumni guest speakers to the capstone course, *Internship Seminar in Sociology*, **Sebastino Aviles** (Sociology '11), **Casey Baxley** (Sociology, '07), **Alba Orizaba** (Sociology, '14), and **Olga Steele** (Sociology '08), to discuss their graduate school and career

experiences. In addition, three Sociology Majors, **Brandon Hooks**, **Patricia Morales**, **Anne Wallace**, presented papers in the Thematic Panel, *Interlocking Inequalities and Public Health* (**Brett Stockdill**, Organizer and Presider), at the Midwest Sociological Society's annual meeting in Minneapolis, Minnesota, in March, 2018. The Sociology Program and Sociology Club also co-sponsored the 2018 Activist Graduation Celebration on May 4, 2018.

Our faculty (and students) also played leadership roles across campus, in student organizations, faculty search committees, professional associations, and community-based organizations. **Brooke Johnson** served as the Chapter Representative for the NEIU Chapter of the Alpha Kappa Delta International Sociology Honor Society, co-faculty advisor for the NEIU Feminist Collective, and member of the NEIU Justice Studies Search. **Brooke Johnson** also served on the Illinois Safe Schools Alliance, an organization promoting research, advocacy, youth organizing, safety, and support for LGBTQ youth in Illinois schools and communities. **Cristen Jenkins** served as a member of the Logan Square Neighborhood Association. **Josef Ben Levi** served in the ChicagoCHEC Research Fellows Program. **Jody Ahlm** (Sociology '11) served on the organizing committee of the pre-conference, *Race, Empire, and Sexuality*, of the American Sociological Association annual meeting. **Brett Stockdill** served as a member of Black and Pink Chicago, which is an advocacy organization for LGBTQ and HIV+ prisoners.

#### *Departmental Outcomes: Enrollment, Majors, Minors and Graduation*

Despite significant, university-wide budget cuts, the Sociology faculty's commitment to teaching, research, and service has resulted in very positive outcomes for our students. According to the Office of Institutional Research, thirty-four Sociology majors were conferred Bachelor's degrees in FY 2018, up from thirty-two in FY 2017. In AY 2017-2018, we had 153 Sociology majors and 83 Sociology minors, and we offered 32 course sections in Fall 2017 (same as Fall 2016) and 29 sections in Spring 2018 (down from 31 in Spring 2017).

We actively contribute to the General Education Program, since we offer up to 12 sections of three General Education classes each semester. In Fall 2017 and Spring 2018, approximately 40% of our courses offered were General Education courses. Sociology General Education courses and other elective offerings were available at both the El Centro and CCICS campuses.

Moreover, in AY 2017-2018, 42 students completed one of two capstone courses, *Senior Seminar in Sociology* and *Internship Seminar in Sociology* (up from 35 students in AY 2016-2017). Our graduates continued to receive accolades within and outside of academia, and they continued to be accepted into graduate school. Other NEIU Sociology alumni continued to excel in graduate school, as well. See **Student Achievements** and **Alumni News** below.

## **II. Program Plan**

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

The Sociology Department's plans were consistent with the Strategic Plan of the University and *The Illinois Commitment* of (1) recruiting and retaining a diverse student body, (2) fostering a learner-centered community that supports successful outcomes, (3) creating an environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources, (4) strengthening and expanding international educational opportunities to enhance understanding of social, cultural, economic, political and scientific aspects of a global society, (5) collaborating with external constituencies to provide instruction, research, and service programs building upon the programmatic strengths of the university's instructional, research, and service missions, and (6) securing the necessary resources to enhance the working conditions for faculty and staff.

**Recruiting and retaining a diverse student body:** We continued to recruit and retain a diverse student population. Our Sociology Major was one of the most racially and ethnically diverse on campus. We continued to nurture a diverse student population as we worked to sustain the gender, racial/ethnic, and sexual diversity of our full-time faculty and instructors, the foci on the intersections of race, class, sex, gender and sexuality in our curriculum, and our responsiveness to non-traditional students by offering courses in the evening 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 distributed 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 discussed career possibilities in our courses as well as in advising sessions with majors and minors. We continued to build effectively on the diversity of our own students in collaboration with our Sociology Club and other programs/departments, particularly the interdisciplinary programs of AFAM, LLAS, and WGS. Also, in Spring 2018, we initiated eight new students into the NEIU chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society.

**Student/Learner centered community:** The department consistently used and infused pedagogical strategies that fostered positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious and other backgrounds. Central to our mission was a departmental emphasis on application and sociological practice, more recently termed, "public sociology." We encouraged close collaboration among faculty and students at all levels of sociological practice: in the classroom, in the conduct of research, and in serving the needs of our various communities. In our curriculum, we expected 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/learner-centered environment in which students are provided with course work and experiences that empower them to create a more humane and just society.

The tradition of civic engagement is one of the most distinct characteristics of the department. Sociology students continued to have several opportunities for civic engagement through coursework. Many of our courses required students to engage in Service Learning activities, on- and off-campus educational events, fieldwork in the community, and/or internships.

**Technology:** Our department continued to embrace technology-assisted instruction. Our courses utilized the Desire2Learn (D2L) online learning management system. We encouraged faculty to utilize technologically-enhanced instruction and encouraged 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 annual meeting. We expanded our online course offerings and offered a hybrid course. **Aneta Galary** taught the General Education course, SOC 105: *Women, Men & Social Change*, online in Fall 2017, Spring 2018, and Summer 2018. **Aneta Galary** also taught SOC 320: *Sociological Analysis* online in Summer 2018. **Brett Stockdill** taught SOC 345: *Sociology Internship Placement* online in Spring 2018. **Lisa Bérubé** taught SOC 360: *Sociology of Occupations & Professions* online in Spring 2018. **Cristen Jenkins** taught SOC 306: *Women, Gender, and the "F" Word* as a hybrid course in Summer 2018. We continued to expect our majors to be proficient in the use of statistical software for social data analyses. To this end, **Brooke Johnson** continued to utilize SPSS in SOC 339: *Introduction to Social Statistics* (formerly SOC 212), which she taught online in Summer 2018.

**International Education:** Our department has made concerted efforts to strengthen and expand global educational knowledge and learning opportunities. We offered more courses that incorporated a global focus, and will continue to globalize our curricula. We greatly encouraged our students, faculty, and alumni to participate in study abroad opportunities which complement their sociological interests.

**Collaborating with external constituencies:** The Sociology internship program offered 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. As 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 selected SOC 342: *Sociology Internship Seminar* as their capstone course were 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 2018, there was a continued emphasis in SOC 342 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. In conjunction with the Sociology Club, **Brett Stockdill** hosted the sixth annual Careers in Sociology Series in SOC 342, featuring Sociology alumni who discussed the types of careers they have pursued with sociology degrees. In Spring 2018, **Brett Stockdill** taught the capstone SOC 342: *Sociology Internship Seminar* and successfully placed the 18 students in a variety of organizations for their 144 internship hours. It is noteworthy that supervisors regularly highly praised the work of our students and requested more interns from the Sociology Department.

We also have nurtured partnerships with community-based organizations: the Logan Square Neighborhood Association (LSNA), North River Commission, Center for Neighborhood Technology, the Albany Park Neighborhood Council, and the Centro Autónomo (Autonomous Center) of Albany Park. We regularly placed 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.

### **Securing the necessary resources to enhance the working conditions for faculty and staff:**

The department continued to work hard to create a positive, supportive working environment for faculty and staff. We held monthly, 2-3-hour faculty meetings that addressed such important and pressing matters as student trauma and support, recruitment, enrollment, retention, curriculum, and pedagogy. We invited University Registrar Daniel Weber and Social Sciences Librarian Edward Remus to our faculty meetings to provide us with important, up-to-date information about changes in university graduation policies and in library resources, respectively. Nevertheless, due to budget cuts, we struggled to support faculty research and important on-campus events, which created heightened tensions both within and outside the department and between faculty members, and which further negatively impacted the working conditions for faculty and staff. Particularly challenging was the ongoing lack of funds for conference travel. To maintain our scholarship and vibrancy as a department, College, and university at large, we urge the university administration to make a sustainable and well-funded travel budget a top priority. Competing for scarce travel funds through the General Travel Fund works against the positive working conditions we endeavor to foster.

## **B. Projected needs**

### **1. Faculty**

Historically (until December 2005), we operated our department with a base of eight tenure-track faculty. With the losses of **Michael Armato**, **Marcos Feldman**, and **Christina Gómez**, and with the anticipated addition of one tenure-track faculty member, **Juan Martinez** (Fall 2018), we currently have only *five* tenure track/tenured faculty members. This leaves our tenure stream faculty stretched far too thinly, particularly in our 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

Requests for a departmental printer and a new laptop for Brett Stockdill were honored. We request a new laptop for Andreas Savas Kourvetaris. 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 two offices.
- **Meeting Space:** It would be optimal to have meeting space for our faculty meetings in Lech Walesa Hall. Right now, we meet in the office of the Chairperson, Andreas Savas Kourvetaris. It would also be optimal to have a designated space for our majors and minors to study and to hold meetings.
- **Classroom Assignments:** Class room assignments continue to create difficult logistics for the faculty. Our faculty frequently have back-to-back classes in Lech Walesa Hall and Bernard Brommel Hall, leaving them only ten minutes to meet with students before/after class, go to the bathroom, set up/put away AV equipment, and walk across campus. Virtually all of our classes include small group discussion and class discussion, but many assigned classrooms are not equipped for this. 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. Books, National/International Exhibitions or Performances:

**Perlow, Olivia N.**, Durene I. Wheeler, Sharon L. Bethea, and BarBara M. Scott (eds.). 2018. *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*. New York, NY: Palgrave Macmillan.

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

**Johnson, Brooke.** 2018. "Educating for War: Militarization and the Manufacturing of Consent through Public Schooling." Pp. 65-86 in *The Palgrave International Handbook of School Discipline: Surveillance, Punishment and Social Control*, edited by J. Deakin, A. Kupchik, and E. Taylor. New York, NY: Palgrave Macmillan.

**Perlow, Olivia N.**, Durene I. Wheeler, Sharon L. Bethea, and BarBara M. Scott. 2018. "Introduction." Pp. 1-18 in *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*, edited by O. N. Perlow, D. I. Wheeler, S. L. Bethea, and B. M. Scott. New York, NY: Palgrave Macmillan.

**Perlow, Olivia N.** 2018. "Getting' Free: Anger as Resistance to White Supremacy Within and Beyond the Academy." Pp. 101-123 in *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*, edited by O. N. Perlow, D. I. Wheeler, S. L. Bethea, and B. M. Scott. New York, NY: Palgrave Macmillan.

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

Kim, Linda J. and **Brooke Johnson.** 2018. "It's White People in Asian Disguises: Using Social Media to Contest Race and Ethnicity." *The Journal of Social Media in Society* 7(1):78-105.

Spencer, Zoe and **Olivia N. Perlow.** 2018. "Reconceptualizing Historic and Contemporary Violence Against African Americans as Savage White American Terror (SWAT)." *Journal of African American Studies*. <https://doi.org/10.1007/s12111-018-9399-3>.

**Stockdill, Brett Cameron.** 2018. "Love in the time of ACT UP: Reflections on AIDS Activism, Queer Family, and Desire." *QED: A Journal in GLBTQ Worldmaking* 5(1):48-83.

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

**Ben Levi, Josef.** 2017. Presenter. The Two Stele of Mereri in the Temple of Denderi: Example of an Ancient Egyptian Curriculum Vita as a Teaching Tool Toward a Fundamental Understanding of the Htp di Nswt formula. Whm Msut Mdw nTr Conference (The Rebirth of Ancient Egyptian Language Conference), Northeastern Illinois University/CCICS, Chicago, IL, October 6-8.

**Ben Levi, Josef.** 2018. Panelist. Prostate Cancer and African American Men: A Community Crisis, Chicago UIC Cancer Center Show with Terry Mason, MD, and Kareem Watson, DPHSc, WVON 1390, February 4.

**Ben Levi, Josef.** 2018. Panelist/Presenter. Engaging Citizen Scientist to Test the Accuracy of a Cancer Biomarker in African American Men. ChicagoCHEC, U54 Comprehensive Cancer Partnership to Advance Cancer Health Equity Program, Northeastern Illinois University, Chicago, IL, March 28-29.

**Ben Levi, Josef.** 2018. Panelist/Presenter. Research on the Health and Well-Being of African American Men: Emerging Issues and Research Best Practices. Center for Clinical and Translational Science, University of Illinois at Chicago, Chicago, IL, April 25.

**Ben Levi, Josef.** 2018. Community Discussant Panelist. South Shore Works: Why African Americans Don't Participate in Research and Why We Need to Reevaluate. Adam Clayton Powell Academy, Chicago, IL, May 19.

**Ben Levi, Josef.** 2018. Panelist/Presenter. Food is Medicine with Dr. Terry Mason, Community University Northeastern Illinois University/CCICS, Chicago, IL, May 26.

**Fuller, Laurie.** 2018. Presenter. "What Does Justice Demand of Pedagogy?: Workshop Toward the Praxis of Intersectional Justice." WisCon 41 (Premier Feminist Science Fiction Conference), Madison, WI, May 26.

**Fuller, Laurie.** 2018. Presenter. "Excavating the Past and Decolonizing the Future." WisCon 41, Madison, WI, May 26.

**Stewart, Amanda.** 2018. Presenter "‘It Depends Where I Am’: Strategies for Negotiating Rural Queer and Trans Living." Sociologists for Women in Society – Winter Meeting. January.

**Stockdill, Brett.** 2018. Organizer and Presider. Thematic Panel, Interlocking Inequalities and Public Health," Midwest Sociological Society Annual Meeting, Minneapolis, MN, March 25.

**Stockdill, Brett.** 2018. Presenter. "Teaching the Sociology of HIV/AIDS: Intersectional Inequalities and Activism." Thematic Panel, Interlocking Inequalities and Public Health," Midwest Sociological Society Annual Meeting, Minneapolis, MN, March 25.

## **5. Funded grants**

**Stewart, Amanda.** 2018. Student Forum Travel Award, American Sociological Association, \$250.

**Stewart, Amanda.** 2018. President's Research in Diversity Travel Award, University of Illinois at Chicago, \$600.

## **6. Service**

### ***Academic & Professional***

**Ben Levi, Josef.** Certified Clinical Trauma Professional Training, International Association of Trauma Professionals, Chicago State University, June 6-7, 2018

**Ben Levi, Josef.** Pharmacogenomics Training, UIC Mile Square Healthcare Englewood Clinic, July 28, 2018

**Ben Levi, Josef.** Professional Certification Training, Adult Mental Health First Aid, Chicago State University, August 3, 2018

**Ben Levi, Josef.** Professional Certification Training, Childhood Mental Health First Aid, Chicago State University, August 21, 2018

**Jenkins, Cristen.** Co-Chair, Board of Directors, Chicago Freedom School

**Johnson, Brooke.** Chapter Representative, Alpha Kappa Delta International Sociology Honor Society, Northeastern Illinois University

**Savas Kourvetaris, Andreas.** Safe Zone Training, Northeastern Illinois University, November 9, 2018 (LGBTQ+ 101), November 16, 2018 (Trans\* Inclusion), November 30, 2018 (Ally Training)

**Stockdill, Brett.** Member, Black and Pink Chicago (queer & trans prison abolition organization)

## **B. Student Achievements**

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

**Hooks, Brandon.** 2018. "Mental Health, Stigma, Race, and Gender in Higher Education." Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25.

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

**Franklin, Achebé.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Gonzalez, Juan** (Sociology and Philosophy '15). Accepted into Master of Social Work program, Jane Addams School of Social Work, University of Illinois at Chicago

**Hadfield, Emily.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Mendoza, Kelli.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Moreno, Andrew.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Morris, Bethany.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Saldivar, Uriel.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Trejo, Arthur.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Wallace, Anne.** Initiated into the Northeastern Illinois University chapter of Alpha Kappa Delta (AKD) International Sociology Honor Society, April 27, 2018

**Wallace, Anne.** Accepted into Master's of Library and Information Science program, University of Illinois at Urbana-Champaign

### **C. Alumni News**

Degree year (e.g. English '94)

**Ahlm, Jody** (Sociology '11). Received fellowship to complete PhD in Sociology at the University of Illinois at Chicago

**Caban, Eio** (Sociology '09). Instructor, Sociology Department, Triton College; Instructor, Department of Sociology, Northeastern Illinois University.

**Chaves, Maria** (Sociology, Women's & Gender Studies '09). Earned Ph.D. in English from SUNY-Binghamton; appointed Assistant Professor of Latinx Studies at SUNY-Oneonta, Fall 2018

**Davis, Georgiann** (Sociology '04). Promoted to Associate Professor with tenure, Department of Sociology, University of Nevada, Las Vegas, Fall 2018.

**Dennis, Alexis** (Sociology '13). PhD Candidate in Sociology, University of Wisconsin, Madison

**Dennis, Alexis** (Sociology '13). Instructor, Department of Sociology, Northeastern Illinois University

**Henderson, Loren** (Sociology '06). Assistant Professor, Department of Sociology, Anthropology, and Health Administration and Policy, University of Maryland Baltimore County.

**Henderson, Loren** (Sociology, '06). Guest Speaker, Seventh Annual Alpha Kappa Delta International Sociology Honor Society Induction Ceremony, NEIU Chapter

**Holzman, Jessica** (Sociology '11). Instructor, Department of Sociology, Northeastern Illinois University

**Macias, Liliana** (Latinx/a/o & Latin American Studies and Women's & Gender Studies '16). M.A. in Latino & Latin American Studies, University of Illinois at Chicago

**Martin, Marie** (Sociology and Women's & Gender Studies '17). MA candidate, Women's & Gender Studies, University of Maryland Baltimore County; Academic Advisor, Sociology, University of Maryland Baltimore County

**Morales, Patricia** (Sociology '17). Presenter. "Mutually-beneficial' Relationships: A Content Analysis of Latina Profiles on a Paid-dating Website." Midwest Sociological Society Annual Meeting, Minneapolis, MN, March 25, 2018.

**Morales, Patricia** (Sociology '17). Completed first year of Masters in Latinx & Latin American Studies, University of Illinois at Chicago

**Obmann, Heather** (Sociology '16). Master's in Social Work Candidate at Loyola University Chicago

**Pacini, D. Elliot** (Sociology '12). Instructor, Department of Sociology, DePaul University.

**Peer, Victoria** (Sociology and LGBTQ Studies '15). Brommel Graduate School Fellowship, Ph.D. Candidate, University of Arizona

**Poulos, Chris** (Sociology '09). Ph.D. Candidate, Department of Sociology, University of Illinois at Chicago

**Valdes, Peggy** (Sociology '12). Director, McNair Scholars Program, Roosevelt University

**Wallace, Anne** (Sociology '17). Presenter. "Environmental Racism Chicago-Style: Snorting Up the Petcoke." Midwest Sociological Society Annual Meeting, Minneapolis, MN, March 25, 2018

# STUDENT CENTER FOR SCIENCE ENGAGEMENT

## Annual Report 2017 – 2018

### Submitted by the SCSE and the CAS

#### I. Executive Summary

The Student Center for Science Engagement (SCSE) continued to effectively engage students and has increased the numbers of underrepresented minorities (URMs; defined as Hispanic, Native American, African American, and Hawaiian Pacific students) and low income students participating in the STEM disciplines at NEIU. While overall undergraduate enrollment has declined at NEIU, the percentage of students majoring in STEM as a fraction of the entire undergraduate enrollment at NEIU has remained steady, and even shown a small increase, from 18.3% in Fall 2016 to 18.7% in Fall 2017, thus steadily approaching the point where almost 1 in 5 undergraduate students at NEIU is a declared STEM major. In Fall 2017, 39% of STEM majors were URM students, who accounted for over 30% of the STEM degrees earned in 2017. While the number of URM students in STEM remained steady at 39% over the reporting year, the number of degrees awarded went from 25% in 2016 to 30% in 2017.

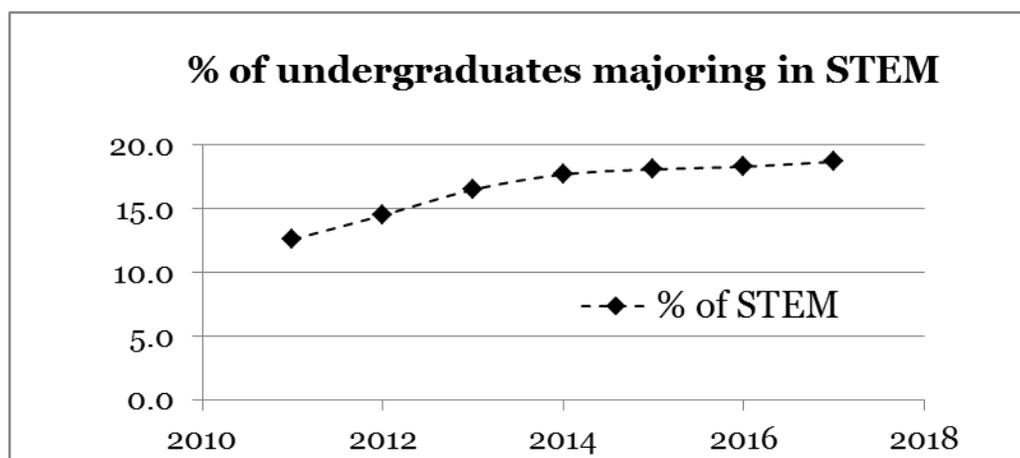


Figure 1: The percentage of the overall NEIU undergraduate students with a declared STEM major

In the 2017-2018 reporting year, the SCSE continued its strong programming, including one-on-one advising, workshops, student tours to outside partners, tutoring in upper division courses, free GRE preparation for 18 students considering graduate school, which included 6 McNair scholars, and the signature undergraduate summer research

program. Individual holistic professional and academic advising, focusing on proactive approaches, is the cornerstone of the SCSE's success in recruitment and retention. The SCSE designed, organized, and implemented a number of key workshops that focus on professional development including, among others, an abstract writing workshop, an Individual Professional Development Plan workshop and one on Study Skills and Time Management. In 2017 - 2018, advisors in the SCSE worked with over 4,000 students through one-on-one advising, workshops, recruitment events, class visits, and other programming.

In addition, the SCSE's summer research program is specifically designed to provide Northeastern students with opportunities for participating in undergraduate research. Supported through a variety of funding sources such as the SCSE, the College of Arts and Sciences and Academic Affairs, the US Department of Agriculture, the US Department of Education HSI Title III STEM grant, the NIH MARC U-STAR grant, the NIH Chicago CHEC program, and the contributions from grant programs secured by the NEIU community, including individual NSF grants, as well as a long-term partnership with the Louis Stokes Alliance for Minority Participation, the SCSE provided research opportunities to 25 faculty mentors and 44 students working on 19 separate research projects in Summer 2018. These partnerships extended outside of the NEIU campus with students working with the scientists at the Field Museum, Lafayette College, Northern Illinois University, the University of Chicago, Michigan State University, the USDA National Soil Erosion Research Laboratory, the University of California at Berkeley, the University of Iowa, Ithaca College, Centro de Investigación Científica de Yucatán, and the Pennsylvania State University.

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 2017 – 2018 the SCSE Physical Sciences Advisor position was vacant, and the Life Sciences Advisor duties were filled in by a grant-funded STEM coach doubling as a SCSE advisor. 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 continued ability to support student success.

## **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 2017-2018 consisted of the Director (Professor Joel Olfelt), the STEM Success Coach (filling in as a Life Science Advisor in addition to the tasks specified by the HSI STEM grant), the Transfer Specialist (West), and the Office Manager (Roth-Garfield). In July 2018, Dr. Olfelt finished a 4 year term as director and Dr. Ken Voglesonger stepped in as the Director of the SCSE. A Physical Science Advisor, Dr. Shreya Patel, joined the SCSE in August 2018.

### **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**

N/A

### **2. Funded grants**

**Illinois Louis Stokes Alliance for Minority Participation**, National Science Foundation, subcontract with Chicago State University.

**NEIU Noyce Scholars Program** National Science Foundation. Director Joel Olfelt (Co-PI) with PI Huseyin Colak.

## **B. Student Achievements: poster presentations**

Aburahmeh, S., Caitlin Vaughn, Christina Yang, Glenn Simpson, Thomas Campbell, and Matt von Konrat. "Bryophyte Conservation Through Determining the Accuracy of Citizen Science Measurements of Bryophyte Lobules on An Online Website and Kiosk at The Field Museum." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Alonzo, Y., Amena Khan, Hannah Valdiviejas, Theodora Koumoutsakis, Andrew Mistak, and R. B. Church. "Too Much Input for Bilingual Students? Gesture And Math Learning." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Alvarado, D., Noemi Hernandez, and Emily Booms. "Potential Synergism Between Essential Oils and Antibiotics: An Alternative Treatment to Fight *Pseudomonas Aeruginosa's* Rise in Resistance." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Alvarado, D., Noemi Hernandez, and Emily Booms. "Potential Synergism Between Essential Oils and Antibiotics: An Alternative Treatment to Fight *Pseudomonas Aeruginosa's* Rise in Resistance." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Amin, U., Estefania Figueroa, Jerry Santos, and Jennifer Slate. "Simulating the Spread of The Zika Virus Through Computer Modelling." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Avila, R., Jean-Pierre Raymond, Zelene Figueroa, Kirsten Knapton and Cindy Voisine. "Does A Decline in Organismal Health Reflect the Spreading of Toxic Forms of Tdp-43?" 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Avila, R., Jean-Pierre Raymond, Zelene Figueroa, Kirsten Knapton and Cindy Voisine. "Does A Decline in Organismal Health Reflect the Spreading of Toxic Forms Of Tdp-43?" SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Batres, S., Stefany Roman, Haiyang Zhu, Joel. P. Olfelt, and Rachel Trana. "Census-Based Population Viability Analysis of Leedy's Roseroot in Minnesota." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Boyden, L., Kerald Gonzales, Sue Mungre, Jing Su. "Effect of Methylglyoxal on Pancreatic Beta Cells and PC12 cells." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Coronel, O., Laura Sanders, Jean Hemzacek and Ken Voglesonger. "Hydrologic Variables and Endangered Native Freshwater Mussels in An Urban River." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Coronel, O., Laura Sanders, Jean Hemzacek and Ken Voglesonger. "Hydrologic Variables and Endangered Native Freshwater Mussels in An Urban River." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Elijio, R., Chad Penn, and Laura L. Sanders. "Improving Nutrient Use Efficiency by Determining Critical Phosphorus Concentrations for Corn and Soybean." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Gonzales, K., Lawannah Boyden, Shaima Patangia, Jing Su, and Sue Mungre. "How Insulin Affects Pancreatic  $\beta$  Cells in Diabetic Hyperglycemia." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Gonzales, K., Lawannah Boyden, Shaima Patangia, Jing Su, and Sue Mungre. "How Insulin Affects Pancreatic  $\beta$  Cells in Diabetic Hyperglycemia." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Khan, A., Yadira Alonzo, Theodora Koumoutsakis, Andrew Mistak, and R.B. Church. "The Role of Gesture in Math Learning: Does Gender Matter?" 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Khan, A., Yadira Alonzo, Theodora Koumoutsakis, Andrew Mistak, and R.B. Church. "The Role of Gesture in Math Learning: Does Gender Matter?" SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Landl, A., Alex Martinez, Andrea Saavedra, Ambrasia Warner, Cameron Wentworth, Oscar Coronel, Laura Sanders, Kenneth Voglesonger, and Jean Hemzacek. "Stream Bed Substrate Characteristics and Occurrence of Endangered Native Freshwater Mussels in An Urban River." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Lartey, J.L., Mark R. Williams, and Laura L. Sanders. "Effect of Field Sampling Strategies on Stable Water Isotope Signatures: Implication for Isotope Hydrograph Separation." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Lopez, A., Crystal M. Glover, Ana Capuano. "The Impact of Educational Attainment on Diabetes Management Class Attendance in Latinos With Diabetes." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Maldonado, D., Chido Chikaturudzi, and Cindy Voisine. "Using Neuronal Hypersensitivity in *C. Elegans* To Identify Small Molecule Inhibitors of Advanced Glycation End Products." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Maldonado, D., Chido Chikaturudzi, and Cindy Voisine. "Using Neuronal Hypersensitivity in *C. Elegans* To Identify Small Molecule Inhibitors of Advanced Glycation End Products." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Manlucu, J., Joseph Marsili, Zachary Richards, Sarki Abdulkadir, and Adam Murphy. "Building A Prostate in A Dish: A Patient-Derived Model of Prostate Cancer." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Patangia, S. and Sue Mungre. "Curcumin Reverses Methylglyoxal Induced Apoptosis in Rinm5f Cells, In Hyperglycemic Conditions." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Payan Parra, O., Victoria Puccini de Castro, Mariya Stefinko, Cindy Voisine, and Michael Stern. "Probing the Molecular Mechanism of Receptor Tyrosine Kinase Enzymatic Activation Through the Analysis of Heterodimers of the *C. Elegans* FGF Receptor, EGL-15." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Payan Parra, O., Victoria Puccini de Castro, Mariya Stefinko, Cindy Voisine, and Michael Stern. "Probing the Molecular Mechanism of Receptor Tyrosine Kinase Enzymatic Activation Through the Analysis of Heterodimers of the *C. Elegans* FGF Receptor, EGL-15." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Puccini de Castro, V., Omar Payan Parra, Mariya Stefinko, Cindy Voisine, Te-Wen L<sup>2</sup>, and Michael Stern. "Identifying New Components That Mediate Fibroblast Growth Factor Receptor Signaling." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Raymond, J.P., Rocio Avila, Zelene Figueroa, Kirsten Knapton, and Cindy Voisine. "Cell-To-Cell Transmission of An Amyotrophic Lateral Sclerosis Associated Protein Tdp-43 Affects *C. Elegans* Organismal Health." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Saavedra, A., Laura Sanders, Jean Hemzacek, and Ken Voglesonger. "Stream Physiography and Occurrence of Endangered Native Freshwater Mussels in An Urban River." 2018 Symposium in STEM, February 23 - 24 2018, Lisle, IL. Poster Presentation

Saavedra, A., Laura Sanders, Jean Hemzacek, and Ken Voglesonger. "Stream Physiography and Occurrence of Endangered Native Freshwater Mussels in An Urban River." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Simpson, G., Thomas Campbell, Gabriel Somarriba, Selma Aburahmeh, and Sarah Nolimal. "Examining Micro-Plants as Potential Ecosystem Indicators and Using Floristic Quality Assessments to Determine Site Specific Overall Health." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

Warner, A., Laura Sanders, Jean Hemzacek, and Kenneth Voglesonger. "Water Quality and Endangered Native Fresh Water Mussels in An Urban River." SACNAS National Conference, October 19 - 21, 2018. Salt Lake City, UT. Poster Presentation

# TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES and SCHOOL FOR THE ADVANCEMENT OF ENGLISH LANGUAGE LEARNING

**Annual Report 2017-2018**

**Submitted by Jeanine Ntahirageza**

**& John Armour (TESOL Certificate and SAELL)**

## **I. Executive Summary - TESOL**

This executive summary is organized in four major sections based on Strategic Goals One, two, three and six.

### **Strategic Goal One**

*Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.*

The TESOL Program, in the last nine years of its existence, has positioned itself to be the primary destination, in the Midwest, for employers in K-20 schools and in adult education for public and private institutions, locally, nationally and internationally. The demand keeps increasing. During the academic year 2017-2018, NEIU's TESOL program continued to anchor itself as one of the largest in Illinois, particularly in attracting pre-service and in-service teachers seeking ESL endorsement and the primary destination for local, regional, and international employers in search of job candidates.

All of the 28 TESOL MA graduates had job offers by Commencement Day in Fall and Spring semesters.

In addition to teaching the undergraduate (minor and ESL endorsement) and graduate (MA, Certificate, and ESL endorsement) courses, TESOL served approximately 75 K-12 teachers (six cohorts) in 2017-2018. The highlight of this year is the significant presence of NEIU's TESOL program at the International TESOL Convention, which took place at McCormick Place in March 2018. We managed to secure an exhibit booth, a stop place for alumni, current students and faculty. After the three-day conference, we collected 27 prospective students signed to receive additional information. A pre-Convention event preceded the conference at NEIU, where about 60 alumni, current students, faculty and prospective students gathered to listen to a panel discussion about TESOL careers then and now followed about a session on how to navigate an international conference. To crown it all, William Stone was the only person invited to do two talks at International TESOL, the largest and most prestigious TESOL conference in the world.

Worth mentioning is also the two highly productive graduate assistants (one in Fall 2017, the other in spring 2018) who set us on an exploratory journey to create additional TESOL Certificates in the TESOL program.

### **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.*

The TESOL program made a major modification in its curriculum. For the last nine years, the capstone paper was required of all students even for those who wanted to write a thesis. They would have to turn in two major program culminating activities, a capstone paper and a thesis. Eventually, those who wanted to write a thesis got discouraged and opted out of the thesis option. This year, the department decided to remove the capstone requirement from students who opted to write a thesis to encourage those who have interest in writing a thesis to do so.

This year, to increase opportunities for our current students, faculty and alumni to work together, TESOL has partnered with the World Languages and Cultures to create a Multilingual Learning Center (MLC) to increase language learning (K-20) and teacher training opportunities. The team is currently comprised of ten active members who participate in writing grant proposals and their implementation, once we receive funding. The Center has already received a Startalk grant to train 25 teachers to teach Arabic to children in Summer 2018. We hope to keep applying for grants to be able to offer free training and create language resources.

TESOL continues to create practical opportunities for its students through TESOL Clinical placement in various schools in Chicago and nearby suburbs for undergraduates and in community colleges and organizations for graduate students. The Clinicals, TESL 399, and the Practicum, TESL 465, not only provide opportunities for practice but

also an increase in employability. A large number of our students get hired where they did the clinicals or the practicum. Altogether, there were 42 student placements made this school year, in 13 schools and four community colleges and organizations and one university. Noteworthy is the revision of the assessment of the TESOL Clinicals (TESL 399) for efficacy and efficiency of student teaching evaluation. TESL 399 has always required the completion of three short papers, four journal sets, and two lesson plans. All were scored except the lesson plans, until this year. In Fall 2017, the instructor began scoring the lesson plans, too. This decision was made because the skills of creation and design of lesson plans is crucial for new teachers. As always, of course, students are given extensive written feedback after their actual lessons are observed.

### **Strategic Goal Three**

*Urban Leadership: Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.*

TESOL continues to collaborate with departments across the university: Bilingual and bicultural program (BLBC), Center for College of Access and Success (CCAS) the African Summer Institute, and World Languages and Cultures (WLC). First, in collaboration with BLBC and CCAS, TESOL continues to offer six courses towards ESL and bilingual endorsement in a form of contract courses, bringing more than 75 teachers this year. Second, for the last 10 years, we regularly partner with the African Summer Institute in which more than 70 percent of participants are from TESOL. The feedback we receive from our students about the institute is overwhelmingly positive. Third, we collaborated with WLC to create the Multilingual Learning Center whose mission is to increase access to language learning and teaching. Outside the university, TESOL and BLBC partnered with CPS' Office of Language and Cultural Education (OLCE) to offer courses towards ESL and bilingual endorsement. In addition, the 2017-2018 TESOL Clinicals placed students across the City of Chicago and nearby Suburbs including the following 13 schools: Peterson Elementary, Clinton Elementary, Grissom Elementary, Murphy Elementary, East Prairie Elementary, Mather High School, Sauganash Elementary, Belding Elementary, Lake Forest Academy, Hanson Park School, Madonna Mission (a community organization), LEARN Charter School: Waukegan, Franklin Fine Arts Center Magnet School. **This was the first school year that we placed a student in, and worked with, a magnet school.** Among these schools, we have developed some even tighter relationships. There are those we call Champions for TESOL Clinicals who have created Employment Opportunities for our students or have placed the most students this year. TESOL students continue to get hired: Mather & Sauganash High School hired one student each. While all of our partner schools seem to appreciate and enjoy hosting our students, John Murphy School is our most abundant. During this school year, it accepted 12 students. We hope to continue strengthening such relationships across Chicago and nearby schools. These Student placements enhance not only student employability but also student recruitment since they increase NEIU's visibility.

## **Strategic Goal Six**

*Fiscal Strength: Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.*

The continued partnerships that TESOL has established inside and outside the university have brought in funds that normally wouldn't have come in. In collaboration with BLBC, CCAS and OLCE, which paid 50% of the tuition, about 75 teachers took contract courses this year. MLC brought in \$57, 328 to train teachers to teach Arabic in Summer 2018. All in all, TESOL had a successful year, thanks to the hard work of everyone involved, students, faculty and alumni.

## **II. Program Plan**

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

#### **Branding**

The TESOL field is currently in the following year TESOL plans to increase recruitment efforts and intentionally recruit minority students. We will partner with CCICS to offer classes to a cohort of MA candidates. We also plan to start a Health Literacy TESOL Certificate program in Fall 2020.

#### **Outreach**

TESOL plans to organize an annual reunion event to bring together current students, alumni and retirees for a formal presentation followed by a social gathering. In addition, it will continue to insure a strong presence at the Illinois TESOL conference through presentation and preplanned alumni gathering. Finally TESOL will continue to engage its students in the MLC and Genocide and Human Rights Research Symposium to enhance their skills and expand their worldview.

### **B. Projected Needs**

#### **Faculty**

TESOL is in dire need of a tenure track position following the retirement of the loss of Jimin Khang who moved to take another position at another university. The need is primarily in the area of assessment with expertise K-12 TESOL teacher training.

## **III. Accomplishments**

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

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

##### **Jeanine Ntahirageza**

2018 *Rethinking Genocide in Africa and the African Diaspora*, ed. C. Eze, A. Frankowski, and J. Ntahirageza. (Routledge Forthcoming)

2018 *Repenser pour penser* (Remembering for Healing Sake) : A survivor's account of the 1972 Burundi Genocide. *Rethinking Genocide in Africa and the African Diaspora*, ed. C. Eze, A. Frankowski, and J. Ntahirageza. (Routledge, Forthcoming)

Ntahirageza, Jeanine, and Sarah Travis. Forthcoming. *Understanding the 1972 Burundian Genocide through Survivor Stories*. Memory and Narrative Series. Rutgers, NJ: Transaction Publishers. [Invited Book (2018)]

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.

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

### **Ulugbek Nurmukhamedov**

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. (coauthored with Kerimova,I)

2018. The use of collocations in freshman composition: Implications for L1 English and Arabic ESL writers. *Asian EFL Journal*, 20, 175-193. (Coauthored with Qureshi, A.)

2018. Reflective and effective teaching of vocabulary. In M. Zeraatpishe, A. Faravani, H. R, & M. Azarnoosh (Eds.), *Issues in applying SLA theories toward creative teaching* (pp. 115-126). Boston, MA: Brill Publishers. (Coauthored with Plonsky, L.)

## **3. Conference Presentations**

### **Jeanine Ntahirageza**

2017 Panel proposal: *Genocide and Ethical Agency in Africa*. Panel at the 60<sup>th</sup> Annual Meeting of the African Studies Association Conference. Chicago, IL.

2017 *Refugee Emergent Political Engagement: The Case of Burundian Refugees*. Paper Presentation at the 60<sup>th</sup> Annual Meeting of the African Studies Association Conference. Chicago, IL. (coauthored with Sarah Travis)

2017 *Analysis of moral agency during and after 1972 Burundi Genocide: What would Michel Kayoya say?* Paper Presentation at the 60<sup>th</sup> Annual Meeting of the African Studies Association Conference. Chicago, IL.

2018 A Whole Person Approach to Teaching ESL to Adults: Using Health Literacy to Create a Meaningful Context. Presented at the On the Road to Literacy Conference. Chicago, Illinois.

2018 *Health and Life Experiences of Great Lakes African Migrants in the US.* Presented to the Chicago CHEC Summer Fellows at the Feinberg's School of Medicine. Northwestern University. Chicago, Illinois.

2018 *Migrants and Social Class: Focus on Great Lakes Africans.* Illinois Institute of Technology.

2017 *Refugee Children and their Families in Our Schools: A Golden Opportunity.* Presented at the Evanston Township High School Connections Conference. Evanston, Illinois.

2017 *Creating Meaningful Linguistic Context for Refugee Children and Their Families Through the Lens of Health and Culture.* Presented at the State Bilingual Program Directors Meeting.

#### **Ulugbek Nurmukhamedov**

2018. *Computing the vocabulary demands of podcasts.*

Paper presented at Computer Assisted Language Instruction Consortium (CALICO), Champaign-Urbana, Illinois.

#### **William Stone**

2018. *Adjectives, Articles, Nouns, O My!* Invited speaker at International TESOL Conference.

2018. *Humor in the ESL Classroom.* Tea with Distinguished TESOLers, Invited host at International TESOL Conference.

2017. *Big Bird Lied to You: The Truth About Nouns.* Invited Webinar presenter for Illinois TESOL and Bilingual Education (ITBE).

#### **4. Funded grants/Awards**

##### **Theodora H. Bofman**

Literacy Works' 2017 Betsy Ruben Adult Educator Award

##### **Jeanine Ntahirageza (through MLC):**

*StarTalk 2018 to train teachers of Arabic, \$57,328.*

##### **Ulugbek Nurmukhamedov**

##### **RESEARCH AWARD:**

Summer (2018) Research Faculty Award recipient (\$5,000);

Research/Creative Activities Travel Fund for Summer 2018 (\$464);

## **5. Service**

### **Jeanine Ntahirageza**

- University of Chicago Job panel
- Founder and Coordinator, Girls Engaged in a Mission to Succeed (GEMS)
- Board Member, Refugee Education and Adventure Challenge (REACH)
- Director, Multilingual Learning Center
- Chair, Genocide and Human Rights Research Group
- Symposia organizer, Genocide and Human Rights in Africa and the Diaspora
- African Summer Institute in charge of instructor and participant recruitment

### **Courtney Francis**

- Director of TESOL Clinicals (2018)

### **Gina Wells**

- Graduate Student Advisor

### **John Armour**

- Coordinator of SAELL and the TESOL Certificate Program

### **William Stone**

- Undergraduate Advising
- TESOL Assessment
- TESOL IDPC Chair
- TESOL DPC Chair

### **Ulugbek Nurmukhamedov**

- TESOL Social Media Coordinator
- Graduate Student Advisor
- Hybrid Teaching
- Service to the Uzbek-American Association of Chicago.
- Capstone Workshop Organizer
- CASAAC representative

## **6. Student Achievements**

Hannah Bonifacius: Thesis

## **Executive Summary - SAELL**

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The School for the Advancement of English Language and Learning (SAELL), Northeastern Illinois University's intensive English program, entered its fifth year, and that fifth year saw several significant changes. First, with the retirement of Dr. Larry Berlin, the program was moved from the Office of International Programs to the TESOL

program in the Anthropology, English Language Program, Philosophy, and TESOL Department. The idea behind this move was to build synergies between the SAELL students who need instruction in English as a Second Language and TESOL students who need exposure to real English Language Learners. Several students from both camps took advantage of that through newly established weekly conversation group and writing tutoring group meetings.

With the departure of Dr. Berlin, John Armour became the new Director of SAELL in January. In addition to this staffing change, the program was moved from the El Centro campus to the Main Campus. This was done based on past students' requests to move the program to a location that would be more convenient for our students living in the Nest, that would offer cafeteria facilities, that would provide more interaction with English-speaking students, and that would allow easier participation in other on-campus activities and events.

Enrollment remains fairly low due to several factors. These factors include tighter visa/immigration/migration controls by the US government, a saturation of the English language instruction market with several other university-based and private language programs (many at significantly lower cost) available in and around Chicago, and changes in the Saudi government's scholarship programs which has drastically reduced the number of students from Saudi Arabia. Fall 2017 and Spring 2018 both had nineteen students while Summer 2018 saw enrollment drop to nine students. Two conditionally admitted students, one at the end of the fall semester and one at the end of the spring semester, moved on to begin their graduate programs in Computer Science and Business, respectively.

The final change to note is a broadening of our focus for targeting students. Given the drastic reductions in students coming in from overseas to study English, we have begun to focus additional effort on local immigrant communities as a source for students. We have had several students from Central Asia join the program this year. Their participation adds to part-time enrollment revenue while also becoming a secondary source of international students comprised of the friends and relatives of our students' contacts in their respective communities.

## **Executive Summary - Graduate Certificate in TESOL**

This year we had our new students admitted to the Certificate. As we have seen in earlier years, two of these students (two to be precise) have changed from the Certificate Program to the MA. Additionally, while the program was designed to be completed in a single year, only one of this year's students has focused on a single-year sequence.

### **Appendices: Graduate Assistant Reports**

#### **Fall 2017**

##### **Jacqueline Rasmussen**

It was my great honor to work with Dr. Jeanine Ntahirageza as a TESOL graduate assistant during the fall 2017 semester. The semester began shortly after the nearly two-year state budget stalemate with its terrible consequences, including hundreds of layoffs and other painful cuts for staff and students. After all that the NEIU community had suffered, there was a palpable sense of anxiety and demoralization on campus. Nonetheless, there was also a place of hope, optimism and encouragement during these troubled times, and it could be found right there in Dr. Jeanine's office.

I learned so much from my weekly meetings with Jeanine that it would frankly take pages to note everything. Perhaps, in the interest of brevity, I can simply talk about how working with Jeanine opened new horizons of knowledge, wisdom and experience, an opening of doors. Not only did Jeanine herself provide me with invaluable information about the refugee experience, the academic articles she shared with me concerning refugee health care issues led me to further exploration of the historical, political, religious and cultural contexts that have shaped the lives of the refugee populations she has been working with, as well as the practical, everyday struggles that refugees face in accessing health care services here in their new country. Meeting the teenage refugee girls at GEMS, visiting the Pan-African Association and attending the Chicago CHEC Cancer Symposium gave me the chance to put real names and faces on the issues I had been reading about.

Working on the alumni relations aspect of the graduate assistant position gave me the opportunity to see the work of the TESOL department from a completely different perspective. NEIU's Alumni Weekend occurred soon after the semester began, and I learned first-hand about some of the challenges involved in finding, contacting and staying in communication with those who have already successfully completed our programs. It was brought home to me in a very big way the crucial role that social media plays in this kind of endeavor and what a useful tool it can be for recruitment, retention and community building. I was heartened to see how willing people in our department are to pitch-in and make events like this a success, with everyone that we asked to participate (and therefore give up part of their Saturday) readily agreeing to do so.

The special opportunities presented by the upcoming International TESOL convention being held in Chicago also played a big role in my GA work, whether it was reserving our table in the exhibit hall, promoting convention attendance by our students and alumni, or helping the leadership to organize our pre-conference gathering. I am truly gratified that NEIU's TESOL department is going to have the chance to take its rightful place on the international stage.

Throughout the semester, another one of my GA hats was working as a liaison with the English Language Program. When the ELP lost its secretarial position, a vital link between the vulnerable student population the department serves and the rest of the university was lost. I could never replace the important work of the administrative support professional who had been working there, of course. However, by doing my research activities there in the ELP office at the reception desk, I was able to connect students with their instructors, other university departments and services and to help out with occasional tutoring of ELP students. I think that simply being able to keep the department's door open for a few hours a week and having a friendly face at the front desk to offer assistance was useful for the department.

It is with humble admiration that I thank Jeanine for the opportunity to work with her and see up close what it looks like to "hyphenate yourself," as she puts it. Jeanine very wisely advises us to expand our horizons and learn to take on new and different tasks. And she practices what she preaches, whether it is in her work as an administrator, professor, academic researcher, "The Refugee Aunt" or any of the other numerous roles she has so successfully taken on. There is an old African-American saying that talks about "making a way out of no way." Jeanine is a testament to and the embodiment of that same can-do spirit. The rest of us can only do our best to keep up with her!

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### **Evrin Dilsiz (Spring 2018)**

#### **Planning the Health Literacy – Based TESOL Certificate**

**"Effective Communication between team members and with patients is one of the hallmarks of safe and highly reliable patient care." (Lyndon et al., 2011)**

All non-native speakers of English, most of whom are immigrants and refugees are at a higher risk of experiencing the adverse outcomes related to low health literacy, as they confront cultural and language barriers to the complex and predominately monolingual English-based U.S. health system. One approach that has the potential for addressing the health, literacy as well and language needs of non-native speakers of English is the combination of health literacy and English as a second language (ESL) instruction. The purpose of the project was to evaluate the feasibility of training ESL instructors for improving health literacy among Health provider immigrants. Objectives included the advancement, fulfillment, and evaluation of an interdisciplinary health literacy/ESL field that integrates theories of health literacy and health behavior research and practice, sociocultural theories of literacy and communication, and adult learning principles.

This research project describes the program development process and provides qualitative data on learners' and ESL coordinators experiences with their experience since they moved to the US. Results indicate that most of the non-native immigrants need such education and ESL instructors need to take TESOL Certificate in Health Literacy because of lack of knowledge of the content. This project was attractive to participants and that they were highly satisfied with both the format and content.

- The specific questions we addressed to Health Providers are:

1. What were the difficulties when you came to the USA as in health literacy?
2. Have you ever taken any ESL classes?
3. If you have a chance to rewind the time, would you like to have an education in health literacy with the trained in health literacy ESL instructors?

- The specific questions we addressed to **ESL students**

1. Have you ever had any difficulties when you visited a physician's office because of your language?
2. What is the most obtrusive difficulty specifically that you have experienced?
3. Which one do you find not understandable mostly: Native health providers or non-native health providers?
4. Would you prefer to go to a native English speaker health providers or non-native English speaker health provider?

- The specific question we addressed to **ESL Coordinators and the CEO of Midwestern Career College**

"Should teachers of English be trained in health literacy?"

After asking the questions to our participants and getting the answers from them, approved that there is a massive gap in this area. If this program is going to be in the TESOL field since there are no other schools has this program nationwide, it is going to fill a significant gap. There are many demands from both ESL Coordinators, CEO of ESL schools and ESL students, who have already pursued their medical education, having obstacles they encounter such as lack of access to primary health care due to language barriers, lack of language skills, and lack of familiarity of the U.S. health care culture. As a consequence, there are challenges for ESL Instructors as well, for instance, lack of knowledge about health issues and unfamiliarity with students' cultural beliefs on health issues.

TESOL Certificate Program in Health Literacy is highly recommended after this research project.

# WOMEN'S AND GENDER STUDIES

**Annual Report 2017 – 2018**

**Submitted by Olivia N. 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.

Olivia Perlow (Sociology, AFAM and WGS) continued in her second year as WGS coordinator. We were also able to hire a work study student to assist our part-time (16.7%) Administrative Aide, Jeanette Hernández, with day-to-day program needs. Despite our challenges, WGS has maintained its standard of excellence at every level where faculty, staff and students have remained active participants in the life and health of the program/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 Awards/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 **Aide Hernandez (double major in SW and WGS)** and **Rignisha H. Prajapati (SOC major WGS minor)**, for outstanding scholarship in Women's and Gender Studies (both who have 4.0s). The Renny Golden Student Activism Award was given to **Erica Friscioni** (Sex Worker Rights Activism) and **Andrew Moreno** (grant to gather counterstories to resist capitalism) for their activist work on campus and in the wider community. In addition to our program awards, WGS major **Aide Hernandez** graduated Summa Cum Laude (Spring 2018).

The following graduating WGS majors and minors also received recognition for presenting in our 13th Annual Women's and Gender Studies Student Symposium on April 13, 2018:

- Women's Hyper Masculinity, **Bri Wylie** (WGS Major) & **Stephanie Paredes** (WGS Major, Communications Minor)
- Intersectional Vegan Feminism: How Speciesism Hurts Us All, **Anne Ortiz** (Sociology Major, WGS Minor)
- Demystifying Queer Filipinx, **Kelli Mendoza** (Sociology Major, WGS Minor)
- Sex Selection Abortion Ban: Don't be Fooled by the Framing of "Saving Girls," **Rignisha Prajapati** (Sociology Major, WGS Minor)
- Mariposas Sin Fronteras, **Alexis F. Abarca** (WGS Major)
- bell hooks' Feminist Theory, **Sharata Mitchell** (Justice Studies Major, WGS Minor)
- Chill, Include Black Women if We're Talking Liberation, **Mone' Anderson** (WGS Major, Sociology Minor)
- ¡CounterStories! The Need to Dismantle Values, **Andrew Moreno** (Sociology Major, WGS Studies Minor)
- Love & Success Connection, **Lily Butler-Ludwig** (Sociology Major, WGS Minor)
- The Criminalization of Sex Work: Why Civilian (non-sex worker) People Freak Out Over Something They Know Nothing About, **Erica Friscioni** (WGS Major, Justice Studies Major)
- Feminist Fantasy, **Rachael Waldon** (WGS Major, Psychology Major)
- Exploring the Health Decline of Immigrant Hispanic Women, **Brenda Gonzalez** (Sociology Major, WGS Minor)
- Violence and Refugee Women, **Desiree Romero** (WGS Major, Child Advocacy Minor)
- Living in a Mixed-Status Family, **Aidé Hernández** (WGS Major, Social Work Major)
- Leaving Beauty Behind: Praxis of Self-Love, Self-Expression, and Self-Advocacy, **Jocelyn Gonzalez** (English Major, WGS Minor)

#### **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 **Olivia Perlow** 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. 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 had not been replaced due to the budget crisis, already-stretched WGS faculty and staff had to step up in order to continue programming for most of the academic year. There were finally two Assistant Directors in the Pedroso Center, Dear Aunaetrakul (hired in August 2018) and Naseeb Bhargal (hired in August 2018) who eventually took some of the load off. Yet, 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 2017-18 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 2017-18 such as our 13th Annual WGS Student Symposium "Where Do We Go From Here?" and our 11th Annual Activist Graduation. Furthermore, below are our co-organized/sponsored Herstory Month events:

# HERstory Month 2018

## HERStory Month Kickoff

11:00 a.m. - 4:00 p.m. | Village Square

## Black Women's Leadership Summit

### Activist Panel

4:30 p.m. - 6:00 p.m. | Student Union - Alumni Hall North

## School to Prison Pipeline: The New Jane Crow

9:00 a.m. - 4:00 p.m. | Student Union - Alumni Hall

Sponsored by: RST and Justice Studies Club

## Field Museum: Women in Science Talk

### Unmasking the Myth of SuperWomen

Noon - 1:00 p.m.

Limit of 15 students (meet outside of Pedrosa Center)

Contact: Rey Ayon at r-ayon@neu.edu

## #MeToo Moment and Momentum: How Do We Make the Deeper Changes around Sex, Gender, Race and Power?

6:30 p.m. - 8:30 p.m. | Student Union - SU 103

Sponsored by: Community Conversations

## Happy International Women's Day!

11:30 a.m. - 4:00 p.m. | Village Square

## Empower Yourself - Know Your Status!

### HIV/STI Testing

9:30 a.m. - 3:30 p.m. | Pedrosa Center, B 159

Sponsored by: TransChicago

## Keynote: Gina Kanbalam Miranda: A Matter of Chu'ulel

Mayan Timekeeper, Gina Kanbalam Miranda, will narrate her journey into the realm of timekeeping.

10:30 a.m. - 11:30 a.m. | Student Union - SU 217

Light refreshments served.

Sponsored by: Department of Linguistics

## Film Screening: Out in the Night

9:25 a.m. - 10:45 a.m. | Student Union - Golden Eagles

March 1

March 2

March 5

March 6

March 8

March 13

## WGS Spring Filing!

3:00 p.m. - 5:00 p.m. | Pedrosa Center, B 159

Sponsored by: Women and Gender Studies

## Women's Health Fair

11:00 a.m. - 2:00 p.m.

Carnuthers Center for Inner-City Studies (CCISC) Campus

Featuring: Blood pressure screening, Breast cancer awareness, HIV testing and Cholesterol testing, Stroke prevention Pilates and more

## Social Work Day

### Panel: Empowering Female Youth

7:30 p.m. - 8:30 p.m. | El Centro Campus - Third Floor

## Social Work Day: Leaders, Advocated, Champions, Superheroes

9:00 a.m. - 9:00 p.m. | Student Union - Second Floor

Workshops on topics like Public School Leadership; Restorative Practices to address Trauma; Urban Social Work Initiatives; Mindfulness and much more!

Sponsored by: Department of Social Work

## Film Screening: Free Cece!

3:00 p.m. - 5:30 p.m. | Bernard Brommel Hall - BBH 102

Sponsored by: Feminist Collective

## Women's Worth Conference: Women on the Rise

10:00 a.m. - 4:00 p.m. | Student Union - SU 003

## Pandora's Box: Intersections of Urban Indian Identity

Guest Speaker: Fawn E. Pochel, Education Coordinator, American Indian Center-Chicago

3:30 p.m. - 4:30 p.m. | Pedrosa Center, B 159

## Let's Celebrate! Dr. Pedrosa's Birthday

Noon - 1:00 p.m. | Pedrosa Center, B 159

## Trans Day of Visibility (Resonate Choir Performance)

1:45 p.m. - 2:45 p.m. | Student Union - Alumni Hall

Sponsored by: Justice Studies

March 13

March 14

March 15

March 16

March 27

March 28

March 29

If you need accommodations to attend these or any University event, please contact Student Disability Services within 48 hours of the time of the event at (773) 442-4595 or SDS@neu.edu.

## Majors and Minors, Outreach to Students & Program-Building

We have graduated almost 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	2017-2018
Major Grads	2	1	7	4	5
Minor Grads	9	6	7	9	8
LGBTQ Grads	2	1	1	1	1
TOTAL	13	8	15	14	14

Our numbers of WGS and LGBTQ minors remained steady, while our number of WGS majors fell slightly due to graduation. 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	2017-2018
WGS Majors	14	14	17	16	11
WGS Minors	19	16	15	21	21
LGBTQ Minors	6	6	8	4	4
TOTAL	39	36	40	41	36

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 El 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 2015	Spring 2016	Fall 2016	Spring 2017	Fall* 2017	Spring* 2018	Fall 2018
# WGS Classes	9	8	9	7	10		8
# Students Enrolled	171	128	207	115			139
# Avg Students per Class	19	16	23	16			17

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.

\*Due to staffing shortages, we do not have access to the data for Fall 2017 and Spring 2018.

## **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

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

Kim, Alice, Meiners, Erica, Audrey, Petty and Richie, Beth, (Eds). (2018). *The long term: Resisting life sentences, working for our freedom*. Chicago, IL: Haymarket Press.

Perlow, Olivia, Durene Wheeler, Sharon Bethea & Barbara Scott (Eds.). (2018). *Black Women's Liberatory Pedagogies: Resistance, Transformation & Healing Within and Beyond the Academy*. New York, NY: Palgrave MacMillan.

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

Johnson, Brooke. (2018). “Educating for War: Militarization and the Manufacturing of Consent through Public Schooling.” Pp. 65-86 in *The Palgrave International Handbook of School Discipline: Surveillance, Punishment and Social Control*, edited by J. Deakin, A. Kupchik, and E. Taylor. New York, NY: Palgrave Macmillan.

Perlow, Olivia N. (2018). “Anger as Resistance to White Supremacy Within and Beyond the Academy.” Pp. 101-123 in *Black Women's Liberatory Pedagogies: Resistance, Transformation & Healing Within and Beyond the Academy*, edited by Perlow, Olivia, Durene Wheeler, Sharon Bethea & Barbara Scott. New York, NY: Palgrave MacMillan.

Perlow, Olivia, Durene Wheeler, Sharon Bethea & Barbara Scott. (2018). “Introduction.” Pp. 101-123 in *Black Women's Liberatory Pedagogies: Resistance, Transformation & Healing Within and Beyond the Academy*, edited by Perlow, Olivia, Durene Wheeler, Sharon Bethea & Barbara Scott. New York, NY: Palgrave MacMillan

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

Anderson-Zavala, Chrissy, Pour-Khorshid, Farima, Krueger Henney, Patricia, and Meiners, Erica. (2017). "Fierce Urgency of Now: Building Movements to End the Prison Industrial Complex in Our Schools." (by invitation) *Multicultural Perspectives* 19(3): 1–5.

Barnett, Tim and Meiners, Erica. (2018). Fighting for public higher education in the shadow of prison reform. (2018). *Academe*.  
<https://www.aaup.org/article/fighting-public-higher-education-shadow-criminal-justice-reform#.WmpiW5M-eYU>

Fuller, Laurie. & Russo, A. (2018). "Feminist Pedagogy: Building Community Accountability." In *Feminist Teacher* vol. 26 no. 2-3 pp. 179-197.

Kim, Linda J. and Brooke Johnson. 2018. "It's White People in Asian Disguises: Using Social Media to Contest Race and Ethnicity." *The Journal of Social Media in Society* (1): 78-105.

Meiners, Erica and Meronek, Toshio. (2018, May). The Prison-like public hospital systems disproportionately packed with gay men. *The Advocate*.  
<https://www.advocate.com/current-issue/2018/5/23/prison-federal-hospital-system-disproportionately-packed-gay-men>

\_\_\_\_\_ and Quinn, T., Eds. (2017). *Transformations*. Special issue: Community (Editions 1 & 2).

\_\_\_\_\_. Illinois Deaths in Custody Project. (2018 January). Making visible the lives and deaths of people in custody. *Praxis Project*.  
<http://www.kzoo.edu/praxis/deaths-in-custody/>

\_\_\_\_\_. (2018). "Our academic penalscape: Slow work in always urgent times." (by invitation). *Taboo*.

\_\_\_\_\_. (2017). "The problem child: Provocations toward dismantling the carceral state." *Harvard Educational Review* 87(1): 122-146.

\_\_\_\_\_. (2017). "Gendered movement: Negotiating youth, sex and harm in the US carceral state." *Children & Society* 31 (3): 231–242.

Quinn, Therese and Meiners, Erica. (2018) "Queer kinks and the arc of justice: meditations on failure, persistence, and public education." *Critical Military Studies*. By invitation. DOI: 10.1080/23337486.2018.1464289

Stockdill, Brett. (2018). "Love in the Time of ACT UP: Reflections on AIDS Activism, Queer Family and Desire." *QED: A Journal in GLBTQ Worldmaking*, Vol. 5, No. 1.

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

Fuller, Laurie. (2018). "What Does Justice Demand of Pedagogy?: Workshop Toward the Praxis of Intersectional Justice." WisCon 41 (Premier Feminist Science Fiction Conference), Madison, WI, May 26, 2018.

\_\_\_\_\_. (2018). "Excavating the Past and Decolonizing the Future." WisCon 41, Madison, WI, May 26, 2018.

Meiners, Erica. 25th Anniversary Social Justice in Youth Studies Lecture. Brooklyn College. May 1 2018. Fully funded trip.

\_\_\_\_\_. Keynote and community dialogue. Justice Speaks Series. Western Washington University. February 2018. Fully funded trip.

\_\_\_\_\_. Panelist, Transformative Justice Institute. University of California Davis. October 2017. Fully funded trip.

\_\_\_\_\_. Keynote, Bergamo Conference. October 2017. Fully funded trip.

Messinger, Adam M. 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.

\_\_\_\_\_. LGBTIQ+ Intimate Partner Violence. American Society of Criminology Annual Conference, round table discussant, Philadelphia, PA. November 2017.

\_\_\_\_\_. Teaching Queer Criminology. American Society of Criminology Annual Conference, round table discussant, Philadelphia, PA. November 2017.

\_\_\_\_\_. Addressing Intimate Partner Violence. Enough is Enough: NEIU Campus Violence Prevention Week, Northeastern Illinois University, organizer and panelist. Chicago, IL. October 2017.

Stockdill, Brett. Session Organizer & Presider, "Interlocking Inequalities and Public Health [PANEL]," Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

\_\_\_\_\_. "Teaching the Sociology of HIV/AIDS: Intersectional Inequalities and Activism." Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

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

Meiners, Erica. American Educational Studies Association Critics Choice Award, *For the Children? Protecting Innocence in a Carceral State*. 2017

\_\_\_\_\_. University Without Walls Degree Program. I & G Family Foundation.  
(\$100, 000) Rockefeller Foundation (\$35, 000). 2017-2019

\_\_\_\_\_. Illinois Deaths in Custody Project (with Therese Quinn) Illinois Humanities  
(\$5000). 2017

## **6. Service**

Fuller, Laurie. WISCON: Feminist Science Fiction Conference, Academic Program  
Chair 2017-2018.

Johnson, Brooke. Associate Editor, *Radical Pedagogy* (radicalpedagogy.org).

Matthews, Nancy. Manuscript Reviewer. *Law & Social Inquiry*.

Meiners, Erica. Distinguished Visiting Scholar, Trent University, Ontario, Canada . 2  
018.

\_\_\_\_\_. Visiting Scholar (with Francisco Ibáñez-Carrasco), Leather Archives and  
Museum. *The Consent Project*. 2017-2018

\_\_\_\_\_. Visiting Scholar, Humbolt University Berlin, Gender Studies (Zentrum für  
Transdisziplinäre Geschlechterstudien). 2017

Messinger, Adam. 4th Annual 16 Days of Activism Against Gender-Based Violence, Fall  
2017.

Over, Kris. MA Thesis advisor, Lars Ask, University of Bergen, Bergen Norway: “Native  
American and Canadian First Nation Literature and Transgenerational Trauma”  
(June 2017 - May 2018).

Stockdill, Brett. Member, Black and Pink (queer & trans prison abolition  
organization), Chicago, IL.

## **B. Student Achievements**

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

Hooks, Brandon. “Mental Health, Stigma, Race, and Gender in Higher Education.”  
Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

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

Marie Martin (SOC & WGS ‘2017) Attending University of Maryland pursuing M.A. in  
WGS.

### **C. Alumni News**

Maria Chaves (Women's Studies '09) Ph.D. English SUNY-Binghamton; starting fall 2018 Assistant Professor Latinx Studies at SUNY-Oneonta

Macias, Liliana (LLAS & WGS '16) M.A. Latino and Latin American Studies UIC

Morales, Patricia (2017). "'Mutually-beneficial' Relationships: A Content Analysis of Latina Profiles on a Paid-dating Website." Midwest Sociological Society Annual Meeting: Minneapolis, MN, March 25, 2018.

Morales, Patricia (2017), Completed first year of Masters in Latinx and Latin American Studies, University of Illinois at Chicago

Peer, Viki. (SOC & LGBTQ Studies '15) Brommel Graduate School Fellowship (Currently working on Ph.D. at University of Arizona)

# WORLD LANGUAGES AND CULTURES

## **Annual Report 2017 – 2018**

### **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.

Some additional highlights from this year include:

- The induction of seven Spanish majors into Sigma Delta Pi, the National Spanish Honor Society.
- Co-sponsored visit of renowned Argentinian author, Alejandra Laurencich, to NEIU, who gave a workshop to the students involved in our 3Diez publication.
- Dean's List status for five of these inductees who have maintained a 4.0 GPA.
- Our very first WIP course for the Spanish major, *WLC 333 Cross-Cultural Communication: Fundamentals of Translation* was taught by Denise Cloonan Cortez de Andersen in Spring 2018 for the first time.
- We amended our Spanish minor program 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. Tom Griffin runs scheduled workshops regularly for majors.

- 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 memory for the computers in the language lab to make them run more efficiently.

## **II. Program Plan**

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

#### **In order to strengthen and grow our program we will:**

- continue to participate in the English Department's Interdisciplinary University Seminar Series for 2017-2018, by offering a workshop for Spanish teachers.
- analyze the relevance of our courses in the major to compare them to career trends.
- 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
- design more interdisciplinary graduate courses as well as 300\* courses.
- design ELE-DS and ELE-X courses for our majors.

### **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 more Latin American Literature/Culture specialist.

## **III. Accomplishments**

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

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

**Denise Cloonan Cortez de Andersen, Professor and Chair:** was a featured professor in “**Los Profesores Project**” Angelina Pedroso Center. Featured display in the Student Union of selected Hispanic professors and their life history during Hispanic Heritage Month, September 2017.

**Raúl Dorantes Resendiz, Instructor of Spanish:**

- was one of the judges for *Nuevas Voces*, Department of Communication, Media and Theater, NEIU. Fall 2017.
- Organized the *Monólogos del Pozo* featuring two of his original works.
- Presented the work “**El edificio**” based on six stories of local authors including 4 former Spanish majors from NEIU.
- Published **3Diez**, the literary magazine featuring the original work of the students enrolled in his SPAN 310 Creative Writing Seminar.

**Emily Masó, Instructor of Spanish:** performed in *El edificio* and translated the English supertitles.

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

**Denise Cloonan Cortez de Andersen, Professor and Chair:**

- Invited Talk: UIC’s Talks in Linguistics: “Using eye dialect as background knowledge for dialectal variation in Spanish,” April 20, 2018.
- Interdisciplinary University Seminars, NEIU, workshop, “Promoting Engaged Reading: Making the Spanish Text More Accessible,” November 3, 2017.

**3. Grants**

**Denise Cloonan Cortez de Andersen, Professor and Chair (co-director of grant with Jeanine Ntahirageza, Chair of TESOL, and Grant PI), Sanaa Rahman, Instructor of Arabic, in collaboration with the Multilingual Learning Center (MLC)** were awarded \$57,000.00 STARTALK Grant to run an Arabic Teacher Training Workshop in June 2018.

**Dr. Jeong Soon Lee and Dr. Kyu Park** facilitated the first MOU with the Korean Education Center (KEC). This memorandum will support the offering of Korean courses toward the minor and certification of teachers of Korean language.

**4. Service**

**Denise Cloonan Cortez de Andersen, Professor and Chair:**

- Continues to serve on the editorial review board of The Linguistics Journal.
- Served as interim coordinator of Latino and Latin American Studies Program, July 2017-December 2017.
- CAS assistant sponsor of the Illinois Zeta Chapter of Alpha Chi Honor Society

**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 2017-2018.
- Chair, Peace and Justice Committee, Our Lady of Mercy Catholic Church.

**B. Student Achievements**

**Miguel Méndez, Spanish major**, was the recipient of the Calixto Masó Spanish Scholarship, \$2,200.

**María Ramírez, Spanish major**, was the recipient of the Arturo Nájera Mexican-American Scholarship, \$700.

**Miguel Méndez, Spanish major**, was the recipient of the Jewell Berlinger Spanish Scholarship, \$1,100.

**Eric Melecio, Spanish major**, was the recipient of the first prize of the Concurso Literario of St. Xavier University for his submission entitled: “El Manga,” also featured in the 3Diez publication.

Seven Spanish majors were inducted into the **Sigma Delta Pi National Honor Society** in April, 2018:

Diego Andrino  
Sonia Galvez  
Joselin González  
Isamar Muñoz  
Elda Salazar  
Antonia Salinas  
Wolfe Stern